

Reporting Period	April 2015 – March 2016 Annual Report
Local Authority	Dundee City Council
Key Contact at Authority	[REDACTED]
Attainment Advisor	[REDACTED]

Agreed Improvement Plan

1	Management and governance		
2015/16 Allocation	£120,480	Planned Quarterly Spend	£76,937
2015/16 Actual Spend	£56,668	Actual Quarterly Spend	£29,603
Staff Resources: Teachers Others (please state type of resource):	Agreed in Plan:	Secured this quarter:	
	Education Officer Psychologist	Secured in total:	

Year 1 Progress to date: Please comment on areas of progress and slippage from plans.

All staff in Year 1 plan in place with the exception of: 11 Transition teachers, 2 Early Years teachers (Attainment Challenge), 2 Early Years Educators (Attainment Challenge), 13 Modern Apprentices.

The two management groups providing governance for the project - a Strategic Project Board (SB) and an Operational Group (OG) have continued to meet to discuss progress and implementation. The SB group is chaired by the Head of Service (HoS) and attendees include representation from all community planning partners. Additional partners have been invited to this group to include the third sector. The EO and the Attainment Advisor (AA) attend both groups, linking between the two.

The HTs of all schools and Nurseries involved in the project also meet regularly together as a group with the Head of Service, Primary Manager, Early Years Manager, Education Officers and Attainment Adviser to discuss the challenge.

A conference for all Head Teachers and leaders associated with the Attainment Challenge on the theme of Leadership and Equity was held with input from the Attainment Adviser and leadership workshops.

University of Dundee have scoped out a three year research proposal to evaluate the Dundee Attainment Challenge.

A possible small scale research project is currently being developed in conjunction with Professor James Law from Newcastle University.

A draft communication strategy has been tabled and agreed by the Partnership Board. This will be taken forward in partnership with the corporate PR team.

Briefings have been conducted with elected members, parents, a range of stakeholder groups and across the Dundee Partnership including the Strategic Planning Groups within Integrated Children's Services.

See references throughout the attached matrix for more detail.

Year 1 Reflections on Impact: Please comment on what looks and feels different for schools and children as a result of the Att. Scotland Fund. What impact is it having?

With the appointment of key staff with varied backgrounds, experiences and skills, schools and nurseries are beginning to see the benefit of partnerships to support children and families and explore ways of promoting and increasing family engagement in children's learning.

Schools and Nurseries are more focussed in their Improvements plans on Raising Attainment and Closing The Gap. HTs and teachers are more confident in the use of data to target interventions.

Speech and Language Therapists are beginning to work with families in our nurseries to support the development of early language and communication and to increase staff skills and confidence. This is a new approach to working with our colleagues from NHS and this has paved the way for a review of current practice.

See references throughout the attached matrix for more detail.

Year 1 Measurement of progress

Please provide details of how you have measured progress or impact of this element of your plan. What did this show? Please provide any data or other evidence you have on the progress or impact of this element of your plan.

Many staff have come into post during the last quarter of this year. This has made it challenging to provide robust evidence of impact. However, with regard to governance and management, through the operational Group and the Strategic partnership board, plans are scrutinised and progress reported through our regular meetings. There has been a high level of engagement and buy in from the partners, evidenced in the minutes of the Partnership Board.

There has been an increased level of awareness and understanding of the Attainment Challenge across the elected members and Dundee Partnership including the Strategic Planning Groups within Integrated Children's Services. The shared ownership of the plan and the implementation across Dundee City is strengthened.

Feedback from Head Teachers in all schools and Nurseries has indicated the governance structure is supporting a sharpened focus and increased rigour, challenge and accountability in relation to raising attainment and closing the gap.

2	General interventions		
2015/16 Allocation	£647,499	Planned Quarterly Spend	£228,500

2015/16 Actual Spend	£0	Actual Quarterly Spend	£0
Staff Resources: Teachers Others (please state type of resource):	Agreed in Plan:	Secured this quarter:	
	11 Transition Teachers 11 Teachers to support leadership development	Secured in total:	

Year 1 Progress to date: Please comment on areas of progress and slippage from plans.

Due to the difficulties in staffing recruitment for teachers, it was decided to appoint an additional Staff Tutor to support the development of Learning and Teaching.

Additional teaching staffing has been planned for in the annual staffing and recruitment exercise.

Year 1 Reflections on Impact: Please comment on what looks and feels different for schools and children as a result of the Att. Scotland Fund. What impact is it having?

N/A

Year 1 Measurement of progress

Please provide details of how you have measured progress or impact of this element of your plan. What did this show? Please provide any data or other evidence you have on the progress or impact of this element of your plan.

N/A

3	School and family development		
2015/16 Allocation	£229,046	Planned Quarterly Spend	£85,465
2015/16 Actual Spend	£171,773	Actual Quarterly Spend	£89,081
Staff Resources: Teachers Others (please state type of resource):	Agreed in Plan:	Secured this quarter:	
	11 School and Family Development workers	Secured in total:	
Year 1 Progress to date: Please comment on areas of progress and slippage from plans.			
All 11 School and Family Development Workers are now in post with effect from 1 January 2016. Training and professional development has been provided on the role of these staff in the Attainment Challenge.			
Schools now have plans in place to support targeted families, identified by the School and Family Development Workers. In the Strathmartine, Lochee and East End ward and associated primary			

schools, their first priority has been to target families for the holiday provision organised for the forthcoming Easter Holiday.

Year 1 Reflections on Impact: Please comment on what looks and feels different for schools and children as a result of the Att. Scotland Fund. What impact is it having?

The Attainment challenge fund has supported the appointment of a School and Family Development Worker for each of the Attainment Challenge schools.

The Holiday provision is a targeted approach to family engagement and learning, with planning partners for identified school communities. This ensures resources are directed to areas of greatest need. This is linked with the Aspire programme. All pupils will participate in an activity programme which includes a hot meal a day for all the young people and families engaged in the programme.

Year 1 Measurement of progress

Please provide details of how you have measured progress or impact of this element of your plan. What did this show? Please provide any data or other evidence you have on the progress or impact of this element of your plan.

Measurement of impact of their work will begin with the holiday programme evaluations. This will be reported on with data for the first quarter of next year.

Schools are also considering small tests of change and PDSA approaches to measure targeted interventions to improve attendance and exclusions. More data will be available in the next quarter.

4	Interventions birth – 5		
2015/16 Allocation	£594,347	Planned Quarterly Spend	£158,193
2015/16 Actual Spend	£126,837	Actual Quarterly Spend	£67,557
Staff Resources: Teachers Others (please state type of resource):	Agreed in Plan:	Secured this quarter:	
	Speech and Language Therapists – 4 FTE Early Years Educators (families) – 6 FTE Early Intervention Teachers – 4 FTE Early Years Educators – 4 FTE	Secured in total:	

Year 1 Progress to date: Please comment on areas of progress and slippage from plans.

The following posts identified in our Attainment Challenge Year 1 plan have been appointed and are in post, bringing the total staff appointments to:

- Speech and Language Therapists – 4 FTE
- Early Years Educators (families) – 6 FTE
- Early Years Teachers (Attainment Challenge)– 4 FTE
- Early Years Educators (Attainment Challenge) – 4 FTE

2 fte Early Years Teachers and 2 Early Years Educators are still to be appointed.

A 'small test of change' to demonstrate the impact of one of the Speech and Language Therapy interventions is underway. This will also help to inform planning and future practice.

All newly appointed staff have accessed a staff development programme including exploring nurture approaches, family approaches to early learning, and early literacy development.

See references in attached matrix for more detail.

Year 1 Reflections on Impact: Please comment on what looks and feels different for schools and children as a result of the Att. Scotland Fund. What impact is it having?

Staff development has improved the understanding of their roles within the Attainment Challenge in Dundee.

Regular meetings are developing involving nursery teachers and group leaders to review observations, evaluations of learning and learning conversations with all children to then identify appropriate next steps for learning.

The Teaching Children to Listen Programme (SALT) is supporting staff to plan regularly for focus groups to provide additional support.

See references in attached matrix for more detail.

Year 1 Measurement of progress

Please provide details of how you have measured progress or impact of this element of your plan. What did this show? Please provide any data or other evidence you have on the progress or impact of this element of your plan.

Nurseries are developing and using screening tools which are being used alongside children's profiles and professional dialogue to identify and address children's learning needs.

In one nursery so far, a HT reports reduced referrals to SALT regarding listening and attention.

5	Literacy		
2015/16 Allocation	£85,296	Planned Quarterly Spend	£44,518

2015/16 Actual Spend	£48,966	Actual Quarterly Spend	£14,610
Staff Resources: Teachers Others (please state type of resource):	Agreed in Plan:	Secured this quarter:	
	Education Officer Education Support Officer (ESO)	Secured in total:	

Year 1 Progress to date: Please comment on areas of progress and slippage from plans.

The ESO has engaged with Challenge schools to provide targeted support according to need in the areas of teaching phonics and reading, comprehension and motivation to read.

Training is being developed jointly between the ESO and Educational Psychology. A group of teachers have been identified and are developing training to release ESO, build capacity and develop shared resources.

Provision of training and resources has allowed schools to extend and accelerate interventions in Learning to Read. Two schools are piloting larger scale Learning to Reading Interventions.

Resources have been purchased to support the development of fine motor skills; training is being developed to allow teachers to deliver this.

To increase motivation and parental involvement, resources have been purchased to allow children to take books home, to borrow or as gifts without it impacting on teaching resources in school.

Familiarisation workshops with new spelling resource have taken place and schools are planning implementation strategies, including how they will measure impact.

A literacy consultant has been engaged to extend training in Emergent Literacy within nurseries.

Workshops have been delivered at the University and are being further developed to become an integral part of ITE Courses.

ESO and Literacy Consultant are supporting networks of Literacy Leaders at nursery, primary and secondary levels.

See references in attached matrix for more detail.

Year 1 Reflections on Impact: Please comment on what looks and feels different for schools and children as a result of the Att. Scotland Fund. What impact is it having?

Support from ESO is allowing schools to have timeous response to training and planning requests which in turn is speeding up developments and interventions. Positive relationships and wider networks of support further enhance developments.

The Development Day Alliances between schools to support the development of the teaching of reading has focused efforts on improving learning and teaching, confidence in early identification of literacy difficulties and provision of early intervention. Pupils are being identified early for support and this results in increased motivation and confidence.

Schools are sharing resources and expertise. Leadership is being developed amongst the Reading Leaders to build capacity to continue to improve.

Provision of resources has allowed interventions in Learning to Read reach a wider audience. Associated training has increased staff skill and confidence at supporting all learners.

In the pilot schools pupils who are receiving Learning to Read interventions are showing increased motivation and confidence and phonics assessments are showing steady progress.

Links with the University have been strengthened. Evaluation forms indicate that the training is well received and useful.

Staff in nurseries have increased knowledge, skills and confidence in supporting early language, literacy and communication skills.

Teachers in Challenge schools are developing networks of support through increased shared training opportunities and are sharing resources and problem solving through professional dialogue.

Literacy Networks and support visits are platforms for professional dialogue and are informing training needs.

The provision of books for sharing and gifting is allowing schools to plan creative parental engagement events.

See references in attached matrix for more detail.

Year 1 Measurement of progress

Please provide details of how you have measured progress or impact of this element of your plan. What did this show? Please provide any data or other evidence you have on the progress or impact of this element of your plan.

Building skill and confidence in teachers has resulted in early identification of literacy difficulties and the implementation of appropriate interventions.

In the pilot schools pupils who are receiving Learning to Read interventions are showing increased motivation and confidence and phonics assessment s are showing steady progress.

Pilot schools are using Reading Attitudes surveys and TOWRE 2 to measure impact. It is too early to provide meaningful measurement data.

Schools are aware of the need to audit and measure impact, questionnaires for staff and pupils are being developed to measure the impact of spelling interventions.

Action plans in nurseries reflect a clearer understanding of children's emergent literacy. Anecdotal evidence has been collected in the form of evaluative impact statements.

6	Numeracy		
2015/16 Allocation	£56,142	Planned Quarterly Spend	£34,857
2015/16 Actual Spend	£33,931	Actual Quarterly Spend	£26,143
Staff Resources: Teachers	Agreed in Plan:	Secured this quarter:	

Others (please state type of resource):	Education Officer Numeracy Staff Tutor	Secured in total:	
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Year 1 Progress to date: Please comment on areas of progress and slippage from plans.

Staff tutor – Numeracy

New staff tutor took up post at the beginning of March 2016.

Numeracy Training for teacher and support staff

Staff confidence survey has been issued to all early years, primary and secondary practitioners to highlight areas for targeted support with Attainment Challenge establishments and universal support for all practitioners. A numeracy and mathematics support framework is being populated to support the curriculum, planning and tracking and pedagogy. A Dundee Standard has been created to support planning and tracking and achievement of a level early – fourth level, (this will be updated to reflect national guidance when published). Numeracy staff tutor is now meeting with individual establishments to plan the targeted support needed eg coaching in context, collegiate whole staff training, diagnostic testing and planning intervention. Resources have been purchased to support training in Conceptual Understanding in Number, Problem Solving and sharing good practice in Numeracy and Mathematics.

Numeracy training for Early Years

Resources for Play Along Maths have been purchased for all early years Attainment Challenge establishments to support the engagement of parent/carers in building confidence in reinforcing and playing with numeracy and mathematics at home. Training has been planned for Term 4 for all early years' staff to support the implementation.

Year 1 Reflections on Impact: Please comment on what looks and feels different for schools and children as a result of the Att. Scotland Fund. What impact is it having?

Establishments are now more aware of expected standards of Achievement of a Level in Numeracy and effective planning and tracking of learning, teaching and assessment to ensure breadth, challenge and application of learning and focus on targeted support for groups and individuals where needed. The impact on children is too early to comment on however individual establishments who have closer focus on numeracy and mathematics are evidencing impact for targeted groups and this practice has been shared across the authority.

Year 1 Measurement of progress

Please provide details of how you have measured progress or impact of this element of your plan. What did this show? Please provide any data or other evidence you have on the progress or impact of this element of your plan.

The staff confidence survey will continuously monitor improvements in confidence of practitioners in planning and delivering numeracy. Authority wide tracking of Achievement of a Level, broken down into numeracy and mathematics organisers will provide data for focused attention. Planned sampling events will provide intelligence and data on how well the shared standard, 'Dundee Standard' has been used and understood – this data will not be available until June 2016.

7	Health and Wellbeing		
2015/16 Allocation	£412,255	Planned Quarterly Spend	£173,046
2015/16 Actual Spend	£263,154	Actual Quarterly Spend	£208,536
Staff Resources: Teachers Others (please state type of resource):	Agreed in Plan:	Secured this quarter:	
	Education Officer 22 Wellbeing Assistants Staff Tutor Health and Wellbeing ASPIRE staff	Secured in total:	

Year 1 Progress to date: Please comment on areas of progress and slippage from plans.

Nurture and Wellbeing:

All support staff and lead learners in each of the targeted 11 primary and 5 nursery schools (over 90 staff) participated in a whole day learning event on 11 February. In addition, each of the schools and nurseries has ongoing regular consultation with their Educational Psychologist on Nurture and Attainment. The focus for all establishments is on 'the learning conversation' as the means by which adults mediate and are attuned to children's development through interaction and pedagogy. The research on making effective use of support assistants (EEF, 2015) is included in the staff training.

All schools and nurseries are using ABLe as the framework for addressing barriers to learning at a universal level, and support staff have password access to the framework.

Almost all targeted nursery and primary schools have carried out an initial self-evaluation of HNIOS with their link EP and identified a focus for action across the 6 key areas.

11 Wellbeing Assistants took up post on 29 February, with a further 11 due to start in April.

Wellbeing measures are being scoped based upon research and local practice, e.g. scaling for SHANARRI; Boxhall measures. School staff, in consultation with EPs, are identifying children who will receive enhanced nurturing experiences.

Head Teachers, support staff and lead learners in all targeted nursery and primary schools have had an introduction to VERP and attunement and have plans in place to start using VERP between April and June. Tablets for recording and sharing video clips have been purchased by all schools, nurseries, speech & language therapists, and EPS.

Educational Psychology time has also included the initial development of 'Toolkits' for staff which provides them with the core elements of a 'Learning Conversation' and will be the focus of VERP.

See references in attached matrix for more detail.

Aspire Dundee Dance

Programme of regular, high quality dance activity introduced to all primary schools in school curricular link programmes, PE planned experiences around SA, extra curricular opportunities at lunchtime and after school and Easter Holiday programme High levels of regular

participation Early Years programme established in Rowantree and Claypotts Castle Strong partnerships established with Leisure and Culture Dundee and Scottish Dance Theatre Tour of Fuora Dance Project "This Hat" around all four primary school communities. Performance and interactive workshops with P1 classes using French language (Link to 1+2 agenda) Tour of "Innocence" by Scottish Dance Theatre to all four schools. Interactive workshops and performances Easter Holiday programme for 100 children – one week 10am – 4pm daily with free meal and healthy snacks provided. Parental engagement programme running alongside Easter Dance Camps promoting healthy lifestyles

Aspire Dundee Music

All P1-3 pupils receiving weekly Kodaly singing games and rhymes delivered by specialist P3 mixed ensemble classes
P4 children – in class singing and ukulele
P5 – all children learning a wind instrument as part of a band class
P6 – all children learning a wind instrument as part of a band class
All P6/& children receiving weekly tuition as a class in world percussion
Choirs established in all schools
Lunchtime and afterschool activities such as free guitar tuition, practice clubs established
Figure notes notation programme implemented in all ASPIRE Music Schools
Increase in partnership working and collaboration with visits to school by Scottish Chamber Orchestra and Scottish Ensemble.
Pupils have attended performance at Caird Hall by RSNO and Dundee Science Centre
Music Mayhem exhibition exploring the science of sound

Aspire Dundee Drama

Programme of engagement activities working with classes in all three ASPIRE schools linked to developing literacy through developing a reading school. Schools have participated in bespoke programmes with Dundee Rep Creative Learning, designing and delivering curricular linked programmes
Weekly sessions with drama specialists in schools developing performance skills, exploring characterisation
All children attended "The Witches" production at Dundee Rep Theatre
All early years children attend performance of "Too Many Penguins"
Ballumbie PS have created an outdoor learning environment through drama, creating and performing stories in wooded area, inviting parents/carers in to school to showcase work.
Through INSPIRE, class teacher is mentored by Rep professionals in directing a new work from first reading to performance on mainstage at Rep
Drama for confidence programme with Braeview Academy to build confidence, communication and social skills

Year 1 Reflections on Impact: Please comment on what looks and feels different for schools and children as a result of the Att. Scotland Fund. What impact is it having?

Nurture and Wellbeing:

Short term feedback from almost all participants on learning events was that they had a better understanding of the impact that their behaviour and interactions can have on a child's development; and how to be more attuned to children. Almost all staff identified the use of VERP (Video Enhanced Reflective Practice) as a tool to support them with improving their skills in learning experiences with children. The focus on literacy, language and meta-cognition were rated highly by all staff. They have access to ABL to for further information to support their work.

In the nurseries where video is being used for ABC & Beyond, the implementation of VERP has been an easy development in applying it to Nurture and Wellbeing.

A focus on curriculum; staff style and relationships; and the physical environment have been identified as 3 key areas of HNIOS to progress across the nurseries and schools.
Budget has been allocated to each nursery/school to purchase resources which will enhance the physical environment/spaces for targeted pupils.

The purchasing of tablets for recording video clips for VERP is being taken forward by all nursery and primary schools.

Deployment of the Wellbeing Assistants is being planned within the EFF recommendations to identify how they will support targeted children alongside others in the school, e.g. class teachers. Impact will be measured and gathered in the early stage of Year 2.

Evaluation of the introductory VERP sessions indicates a strong interest across staff groups in using VERP as a tool for reflection, assessment and sharing practice. The initial cohort of staff from each school/ nursery will implement the first stages of using VERP, with a focus on the 'learning conversation'.

See references in attached matrix for more detail.

Aspire Dundee Dance

Teacher confidence in leading dance activity in school has increased. Early noticeable increase in children's confidence through performance and participation High numbers attending regular extra curricular opportunities Increased partnership working with arts organisations and local community health partners

Aspire Dundee Music

The programme has lead to a significant increase in pupil's participation in music in and out of school Increase in staff confidence to plan and lead musical activities Improved motor skills and co-ordination Increased teamwork in class based learning Increase in pupil confidence through performance opportunities and participation Substantial increase in numbers of pupils electing to participate in Dundee Instrumental Music Service Tuition programme outwith class activity High number of parental showcases and performance events in school Increase attendance in schools reduced late coming

Aspire Dundee Drama

Increase in teacher confidence in designing and delivering drama activities from working alongside specialists in school Improved listening skills Improving communication skills Attendance at professional performances

Year 1 Measurement of progress

Nurture and Wellbeing:

Please provide details of how you have measured progress or impact of this element of your plan. What did this show? Please provide any data or other evidence you have on the progress or impact of this element of your plan.

Measurement of impact of training on staff has been through questionnaire and follow-up discussion with the link EP and Head Teacher. This is closely linked to scaling measures using HNIOS for whole school work.

The wellbeing of targeted children has been assessed using the wellbeing wheels, alongside attainment data.

Targeted children have been identified and individual schools have plans in place regarding the nature of the support they will have.

Aspire Dundee Dance

Measurement of impact is being led by University of Dundee. Survey and interviews following “Innocence” programme of workshops and performance highlighted increased practitioner confidence

Aspire Dundee Music

Measurement of impact is being led by University of Dundee. Recent evaluation interviews with focus groups of Head Teachers and parents evidencing high level of impact in pupil confidence through participation. Impact of Kodaly singing games and rhymes being aligned with improvements being tracked within Read, Write, Ink programme

Aspire Dundee Drama

Measurement of impact is being led by University of Dundee. Recent evaluation interviews with focus groups of Head Teachers and parents evidencing high level of impact in pupil confidence through participation

OVERALL REFLECTIONS ON YEAR 1

8	Reflections on Year 1
<p>What progress towards impact has your overall strategy had across your schools in Year 1? What is working well?</p> <p>Improved use of data and staff awareness of the demographics within their own school and nursery communities to target planned interventions and resources appropriately.</p> <p>Schools and nurseries have engaged in professional dialogue with lead officers to plan targeted interventions to improve outcomes for learners to close the gap and raise attainment. Alliance models have been introduced to share practice and develop universal approaches.</p> <p>Staff and colleagues are starting to consider different approaches to improvement such as EYC and RAFA and the conditions have been created to focus more on research and evidence based programmes and to build on professional learning, particularly in relation to learning and teaching and nurture.</p> <p>Building the curriculum to focus on progression in literacy, numeracy and Health & Wellbeing is a key driver of school improvement planning.</p> <p>Multi-agency working and effective working partnerships have been strengthened and there is a commitment to shared planning and delivery to improve the outcomes of children, young people and families living in SIMD 1 & 2.</p>	
<p>What overall improvements do you feel have been made as a result of your involvement in the Scottish Attainment Challenge in the following areas:</p> <p>1) Leadership</p> <p>There is a strong commitment to deliver the clear and shared objectives of the Scottish Attainment Challenge in Dundee which has been led by the Attainment Challenge Education Officer and the Attainment Advisor with support from the Partnership Board.</p> <p>Strategic leadership has been identified and is supporting the delivery of targeted and universal interventions.</p> <p>This translates into more effective leadership at establishment level and has raised the levels of accountability and responsibility of all to deliver improved outcomes for our children, young people and families.</p> <p>Head Teachers, teachers, staff and partners have a heightened focus on this agenda and are gaining an understanding of their leadership role in delivering this agenda.</p> <p>2) Learning and Teaching</p> <p>Increased capacity and confidence for early years staff in improving children's early language and communication skills through support from Speech and Language Therapists. There has been a continued focus on Early Learning and Early interventions to strengthen children's early learning experiences. More consistent approaches to early literacy development and the creation of literacy rich environments.</p> <p>Schools are becoming more literacy rich through universal interventions and there has been a focus on pedagogy and research to up-skill teachers and educators.</p>	

Encouraging and facilitating professional dialogue around improving outcomes for learners through development of networks of staff and professional learning communities.

Schools are developing more enhanced nurturing learning environments and are using HNIOS to evaluate and identify approaches to build improved relationships for learning.

3) Families and Communities

Programmes to support families with their children's learning such as Speech and Language Therapy interventions and PEEP programmes in nursery, holiday programmes through partnership working between ASPIRE and the School and Family Development Workers have improved parental engagement, skills and confidence.

Working closely with the LA parental engagement officer has increased support for families and the draft communications strategy outlines approaches to engage parents through digital media.

The appointment of a School and Family Development Worker for every school in the Attainment Challenge has ensured a dedicated worker to build relationships between schools and families.

The approach to improving Health and Wellbeing through Growth Mindset and ASPIRE has had a positive effect on community engagement.

What do you think has gone less well in the implementation of your plans in both your local authority and schools within your authority in Year 1 and what learning have you taken from this?

The delay in receiving the confirmation of allocated monies had an impact on timing for recruitment processes. Recruitment could only begin in late August and the first possible start date was October. There were problems at this stage in releasing staff due to the requirement to backfill on a temporary basis. In addition, the time it takes and levels of bureaucracy when recruiting staff into posts is the biggest frustration, thus causing delays in some workstreams. This has resulted in progress of the implementation of some aspects of the plan being hindered and therefore reflections are based on 6 months rather than a full school year.

This year, we have taken steps to address the recruitment issues through our staffing exercise, however, this is still dependent on there being an appropriate level of qualified staff to fill the posts.

A greater lead in time and more opportunities to consult with partners including the voluntary sector would have been beneficial to ensure a more integrated approach to devising the Attainment Challenge plan. The Partnership Board are currently addressing this for Year 2 plans.

A further challenge has been the time required to gather and collate evidence to prepare and submit reports on progress and finance in relatively tight timescales. This has impacted on the amount of officer time spent reporting on as opposed to delivering the plan.

Balancing the accountability and scrutiny of receiving support from the Scottish Attainment Challenge fund with the requirement to gather information to measure impact, knowing that evidencing improvement will take time. We will therefore continue to streamline our 'matrix' approach to monitor and evaluate on-going activity to reduce bureaucracy and increase time and capacity to deliver the plan in Year 2.

We will also further refine our data to exemplify how we can demonstrate we are closing the poverty related attainment gap.

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9	Sustainability
<p>To what extent do you think the improvements you have made are sustainable and why?</p> <p>As much of the focus of our work is building capacity, up-skilling staff through training, access to research and high quality CLPL, sustainability is a key driver within our plans.</p> <p>As Dundee develops its Children and Families Service plan, new ways of working in partnership will form the basis of these plans. Raising Attainment and closing the poverty related attainment gap will be the golden thread that runs through our future plans. The Chief Executive and our elected members of DCC have demonstrated their commitment to on-going support for this work.</p>	

Reporting Period	October - December 2015
Local Authority	Dundee City Council
Key Contact at Authority	██████████
Attainment Advisor	██████████

Agreed Improvement Plan

1	Management and governance – to include staffing, research and communications costs		
2015/16 Allocation	£120,480	Planned Quarterly Spend	£16,075
		Actual Quarterly Spend	£11,776
Staff Resources: Teachers Others (please state type of resource):	Agreed in Plan: Education Officer Psychologist	Secured: Education Officer	
<p>Progress to date (please comment on areas of progress and slippage from plans):</p> <p>The focus for support where over 70% of children are living in SIMD deciles 1 and 2 is in 11 primary schools and 2 Early Years centres, 6 nursery classes and 5 nursery schools.</p> <p>Two management groups have been established to provide governance for the project , a Strategic Project Board (SB) and an Operational Group (OG). The OG includes the HTs from the targeted schools and has met once. The OG is chaired by the Education Officer (EO) appointed as project lead with responsibility for the targeted schools. The SB group is chaired by the Head of Service (HoS). The EO and the Attainment Advisor (AA) will attend both groups, linking between the two.</p> <p>The HTs of all schools involved in the project have also met together as a group with the Primary Manager, HoS and EO to discuss the challenge and there are plans to meet again as a group with the Attainment Advisor at a forthcoming HT seminar.</p> <p>Key appointments have been made:</p> <p>Education Officer – project lead Speech and Language Therapists Early Years Educators Education Support Officer (ESO) for literacy</p>			

Staff Tutor for numeracy (although there have been some recent changes in personnel)
 Staff tutor – Health and Wellbeing
 Educational Psychology support
 To support the numeracy and literacy aspects of the attainment challenge, the aspiration is that all Dundee schools will have a 'numeracy pioneer' and a 'reading leader'. Literacy leaders are established in the nursery schools. Literacy training for teachers is well underway and being very positively received. Due to staff changes, there is some slippage in the numeracy training.
 The Growth Mindset pilot is in early stages and the ASPIRE development is currently being evaluated by Dundee University.

There is some slippage in appointments, including the 11 teachers to work P6-S2, however there are firm plans in place for further into the project.

Impact measurement: (Please comment on progress with impact measurement)

Feedback from the support for the development of Literacy indicates that it is well received
 The first evaluations from Dundee University on the Dundee ASPIRE programme are very positive in relation to confidence, self-esteem, attendance and exclusion rates.

Next steps:

To continue the recruitment and selection process for all outstanding posts
 The operational group meeting will establish the agenda for the first Strategic Project Board at the end of November.

The plans to recruit Modern Apprentices into Early Intervention post has been re-scheduled to fit with Dundee college timelines.

2	General interventions - 22 teachers across both general and leadership interventions but these will need to be focus more on primary literacy and numeracy		
2015/16 Allocation	£647,499	Planned Quarterly Spend	£0
		Actual Quarterly Spend	£0
Staff Resources: Teachers Others (please state type of resource):	Agreed in Plan: Teachers	Secured: ???	

Progress to date (please comment on areas of progress and slippage from plans):

There has been slippage in this area of the plan due to difficulties recruiting teaching staff to schools.

Impact measurement: (Please comment on progress with impact measurement)

N/A

Next steps:

Review staffing and plan a recruitment drive.

3	School and family development – 10 staff to support links between school and home		
2015/16 Allocation	£229,046	Planned Quarterly Spend	£45,809
		Actual Quarterly Spend	?????
Staff Resources: Teachers Others (please state type of resource):	Agreed in Plan: School and Family Development officers	Secured: ????	
Progress to date (please comment on areas of progress and slippage from plans):			
There has been slippage in this due to an ongoing re-structure of services which includes these posts. Early discussions have taken place as to how to take this forward and to ensure sustainability.			
Impact measurement (Please comment on progress with impact measurement)			
N/A			

<p>Next steps</p> <p>Continue to engage in discussions regarding the re-structure.</p>
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4	Interventions birth to 5 – staffing and training to improve speech, language and communication for pre-school children		
2015/16 Allocation	£594,347	Planned Quarterly Spend	£0
		Actual Quarterly Spend	£0
Staff Resources: Teachers Others (please state type of resource):	Agreed in Plan: EY Educator – families Development Officer S&L therapists EI teachers EI EY Educators Modern Apprentices	Secured:	
Progress to date (please comment on areas of progress and slippage from plans): 3 fte Speech and language therapists employed and began scoping work wk beg 2 nd Nov 2015. All EYE and teacher posts advertised Friday 23 rd October 2015- closing date Fri 6 th Nov 2015. Modern apprentices will be advertised March/ April 2016.			
Impact measurement (Please comment on progress with impact measurement) n/a			
Next steps: Interview for EYE and teacher posts wk beg 23 rd Nov 2015			

5	Literacy – staffing and training to support literacy development work		
2015/16 Allocation	£85,296	Planned Quarterly Spend	£7,259

		Actual Quarterly Spend	£8,110
Staff Resources: Teachers Others (please state type of resource):	Agreed in Plan: Education Support Officer – Literacy	Secured: Education Support Officer – Literacy	
Progress to date (please comment on areas of progress and slippage from plans):			
<ul style="list-style-type: none"> • Audits of literacy needs from local data in all 11 Challenge Schools complete • Key themes for improvement identified • Get Spelling resources purchased for all challenge schools • Alliances of schools formed and Development Days from Ruth Miskin trainers booked (30.11.15-2.12.15) • Training to support Fresh Start projects booked Feb 2016, assessment and planning underway • Audit for Fresh Start Resources underway • Workshops to support motivating pupils to read planned (1.12.15) 			
Impact measurement: (Please comment on progress with impact measurement)			
<ul style="list-style-type: none"> • Teacher learning communities developing • Audits informing central and targeted training <p>Understanding of strategic planning for maximising the impact of grouping and pedagogic development improving (Reading Leaders)</p>			
Next steps:			
<ul style="list-style-type: none"> • Plan and deliver training centrally and strategically within Challenge schools • Identify audit tools for measuring impact (including attitudes to reading pre and post interventions) • Further develop Alliance groups to build skill and capacity to support improvement within and between schools • Order Fresh Start Resources • Support Get Spelling and Fresh Start interventions 			

6	Numeracy – staffing and training to support numeracy development work		
2015/16 Allocation	£56,142	Planned Quarterly Spend	£7,750
		Actual Quarterly Spend	£7,750
Staff Resources: Teachers	Agreed in Plan: Education Support Officer - Numeracy	Secured: Education Support Officer - Numeracy	

Others (please state type of resource):		
<p>Progress to date (please comment on areas of progress and slippage from plans):</p> <ul style="list-style-type: none"> • Audits of numeracy needs from local data in all 11 Challenge Schools complete • Key themes for improvement identified both for targeted schools and for universal support • Numeracy pioneers have been identified in all schools and they have participated in a network meeting to identify priorities • Approaches for professional learning in Conceptual Understanding in Number have been explored • Alliances of schools identified • Work has begun on tracking progress materials for classroom practitioners to use which has clear links to Education Scotland progression framework and the professional learning resource • One school has begun a small test for change using RAFA methodology to improve outcomes in attainment for Mental Maths and they have begun to scale this up 		
<p>Impact measurement: (Please comment on progress with impact measurement)</p> <ul style="list-style-type: none"> • Teacher learning communities developing • Audits informing central and targeted training • Developing tracking progress systems to support data gathering • Exploring use of RAFA PDSA approach to support improvements in Mental Maths 		
<p>Next steps:</p> <ul style="list-style-type: none"> • Plan and deliver training centrally and strategically within Challenge schools • Identify audit tools for measuring impact (including attitudes to Numeracy) • Further develop and share the RAFA improvement methodology with all Challenge schools to support the improvement work in Numeracy • Further develop Alliance groups to build skill and capacity to support improvement within and between school • Plan and deliver training in Conceptual Understanding in Number 		

7	Health and Wellbeing – staffing and programmes, including Growth Mindset and ASPIRE, which support arts learning for the development of critical thinking, creativity, imagination and innovation		
2015/16 Allocation	£412,255	Planned Quarterly Spend	£17,120
		Actual Quarterly Spend	£19,568
Staff Resources: Teachers	Agreed in Plan:	Secured:	

Others (please state type of resource):	Staff tutor – Health and Wellbeing Wellbeing Assistants Dance Development Officers	Staff tutor – Health and Wellbeing
<p>Progress to date (please comment on areas of progress and slippage from plans):</p> <ul style="list-style-type: none"> • Education Support Officer Health and wellbeing appointed. Initial focus on alcohol and drugs use and misuse in the communities of the Attainment Challenge schools • Growth Mindset rolled out to additional schools which have liaised with Active Communities Development Manager • Launch of Growth Mindset scheduled for Friday, 13 November 2015 		
<p>Impact measurement: (Please comment on progress with impact measurement)</p> <ul style="list-style-type: none"> • Early stages of improvement progress on the above. Schools are being contacted and discussions with SMT in schools beginning to be undertaken • Action plans for each school in process of being developed 		
<p>ASPIRE Dundee:</p> <ul style="list-style-type: none"> • Dance Development Officers (2.5 FTE) to be advertised November • Posts created in consultation with partners advisory group (Leisure and Culture Dundee, Scottish Dance Theatre, Dundee and Angus College – The Space) • School profile meetings held with ASPIRE Dundee HT's regarding design and delivery of 2015-16 programme based on local needs and priorities • Drama programme in 3 schools and 2 Early Years Centre launched – theme link to improving literacy and 'developing reading schools' • Training undertaken by Dundee Rep Creative Learning team led by DCC ESO, Literacy to ensure programmes align with Read, Write, Ink etc • Music programme – development of community programme and parental engagement projects <p>ASPIRE is an ambitious project working with approximately 2500 children in 11 primary school communities using performing arts – dance, music and drama in a creative and immersive manner across and beyond the school curriculum. The project aims to increase and develop pupils' health and wellbeing, self-confidence and self-esteem, learning and skills development, and challenge inequalities. Children involved receive free tuition and free equipment, musical instruments etc. The school projects also link with 'arts' activity in the local communities, thus impacting on whole families.</p> <p>Impact /Early signs of impact/ positive progress Dundee University has been involved in evaluating the impact of this project and so far they are reporting that there is strong evidence that pupils involved in ASPIRE Dundee experience benefits around personal and social development, eg improved self-confidence, self-esteem, social skills and the ability to concentrate in class. This has been attributed to improvements in attendance and reduced exclusions.</p>		

Reflections (*pupil/ staff/ parents*)

Through a variety of methods, feedback has been gained from pupils, school staff and parents/carers, and so far is very positive.

Next steps:

- Senior Improvement Health and wellbeing Officer to be involved with working in schools with regard to obesity

Dundee

Year 1 Q3 Progress Report



Year 1 - Mid Year

Year 1 EOY



Year 1 EOY

Year 2 Mid Year

[not submitted]

Year 2 Q3 Highlights and Challenges Primary & Secondary



2018/2019 Quarter
4 grant claim...

Year 2 EOY Primary & Secondary



Year 2 EOY



Glasgow City Council

Report by Executive Director of Education

Item 4

April 2017

Glasgow's Improvement Challenge 2015 – 2020

Supporting families to be better able to support their child's learning and development

Purpose of Report:

To update the Scottish Government and Education Scotland on the progress being made in Glasgow on Glasgow's Improvement Challenge as part of the Scottish Attainment Challenge. This is the fourth of a series of six papers five of which covers each of the strands of Glasgow's Improvement Challenge.

Supporting families to be better able to support their child's learning and development

For the last two years, schools involved in the Challenge were encouraged to develop family learning programmes and to bid for funds to support this work.

For the last few years, nurseries and primary schools were able to bid for monies to support Families In Partnership projects which promoted children learning alongside their parents or carers. These projects are designed by each nursery and school bespoke to suit their own context. In the best practice, staff design the project in partnership with the parents. This year, building this strand into GIC has enabled us to extend the number of nurseries and schools involved. Around 90 schools and nurseries secured funding for a range of projects which were supported through funding from the Integrated Grant Fund and the Scottish Attainment Challenge. Positively an increasing number of bids were for collaborative working, where schools had worked together on proposals for family engagement.

'Two members of staff have been fully trained in Forest School. In partnership with Glasgow City Council Countryside Rangers, our first block of six sessions have been great successes as evidenced by children and parental responses. The children who took part in Forest School were chosen by considering families who may be considering periods of difficulty in their lives. They responded well to learning together in a natural woodland environment.'

Bonnybroom Nursery

'Stay and Play afternoons for parents/carers of early level targeted learners. Parents took part in a session in how they could support their child with phonological awareness. Then the parents played a game with their child in an environment where they felt confident to be supported and ask questions. Parents' evaluations were very positive and parents felt more able to support their children. Many added they had a better understanding of how their children learn in class.'

Blairdardie Primary School

We created a bespoke family programme for targeted families which included a four week evening/afternoon parenting programme, a weekend away to an outdoor centre, a fish and chips night with the focus on having fun with number and a family walk to promote health and wellbeing. Parents were very positive in their evaluations. It motivated families to spend purposeful time together, showed them how families can encourage maths in their homes and encouraged families to use their leisure time in a way that improves family life and is free.

Caledonia Primary School

In 2016/17, in recognition of the Community Learning and Development practices and approaches required, Educational Services entered into a partnership arrangement with Glasgow Life, as the lead Community Learning Agency in the City. A Family Learning Team consisting of six Family Learning Officers and a Senior

Managers have been working to develop Family Learning in six designated Improvement Clusters across the city. We are reviewing the impact and learn the lessons from this approach before reassessing how best to extend the initiative across all areas of the city.

Family Learning Officers are currently aligned to Clusters 1,5,6,8, 12 and 30. It was agreed Glasgow Life should initially work with the 6 Improvement Clusters identified above. This decision was based on a range of criteria, including the alignment of two clusters within each of the three geographic areas of the city (NE, NW and S), SIMD data and perceived readiness of response.

The benefit of identifying a smaller number of improvement clusters is to allow a trial of the proposed delivery model, and associated Community Learning approaches, and to refine and improve both the model and approaches through appropriate evaluation and consideration of sustainability before extension to additional Improvement Clusters.

The Improvement Clusters identified were:

Cluster	Primary Schools	Geographic Area
1	Annette St PS, Cuthbertson PS, Holy Cross PS, St Bride's PS	S
5	Antonine PS, Camstradden PS, Langfaulds PS, St Clare's PS	NW
6	Alexandra Parade PS, Golfhill PS, Dalmarnock PS, Quarrybrae PS, Sacred Heart PS	NE
8	Cadder PS, Caldercuilt PS, Highpark PS, Parkview PS	NW
12	St Mungo's PS, St Roch's PS, St Stephen's PS, Wellshot PS	NE
30	St Constantine's PS, St Saviour's PS, Tinto PS	S

In order to ascertain the broad needs of each cluster, two methodologies were employed. Desk research information was referred to from the Glasgow Improvement Challenge, Equity for All Headteachers Conference, March 2016. Information was provided in a template format completed by each cluster, in which Headteachers proposed how they would wish to engage in Family Learning, what partners and resources would be required and what outcomes would be achieved. This information was reviewed and supplemented by Focus Group meetings with Headteachers in each of the Improvement Clusters.

The information provided by Cluster Headteachers confirmed that there are a broad range of community based issues which are having detrimental effects on children's

attainment in school. These are characterised as literacy issues, often as a result of ethnic minorities' language and literacy competencies; levels of parental engagement and support for school-based initiatives; the lack of core skills and values to support child learning; family physical and mental health issues and general high levels of disadvantage evidenced by SIMD figures.

Headteachers suggested a mix of potential interventions that require a broad mix of skills and competencies on behalf of community-based staff and Community Learning partners to deliver high quality interventions to realise the identified outcomes on a sustainable basis. In addition to programme delivery, Community Learning staff or partners aligned to delivery of these programmes also require the ability to conduct monitoring and evaluations against outcomes in a consistent and professional manner. Community Engagement, Community Learning and Community Targeted approaches require high and intensive levels of staffing to be effective and to achieve sustainable results.

The Glasgow Improvement Challenge Plan for Family Learning acts as the central document and framework for the development of local action plans for each of the six identified clusters. Each Family Learning Officer uses the framework as the basis for their planning approach, while ensuring that specific local plans are tailored and responsive to need established by the engagement of Headteachers, Challenge Leaders of Learning, children and parents. A range of engagement approaches are being adapted and adopted with parents such as Parent and Pupil Forums, social engagement with parents and information sessions.

All action plans refer to the collection and analysis of local community profile and school attainment data and the identification of the key learning focus of respective schools. This information is consistently collected on a Family Learning Improvement Model spreadsheet for each school.

The Glasgow Improvement Plan for Family Learning underpins the need to upskill the Family Learning Workforce resource through a range of approaches including: training school staff in Play, and training parent volunteers in essential skills such as food hygiene and debt management. Family Learning Officers are committed to continual professional development, examples of which include phonological awareness, Read Write Count, and digital literacy training.

The action plans include a wide range of programmes developed in response to community need identified through consultation and these include breakfast, homework, book and family learning clubs and literacy improvement programmes such as support of the National Young Readers programme, Family ESOL, Paired reader engagement and development initiatives and language and literature activities supported by Storytelling.

In terms of health and wellbeing, the plans include the development and delivery of a range of programmes including family dance, outdoor learning and Play at Home, as well as healthy cooking and diet programmes. Action plans have also encompassed the development of parental and home life skills through learning which includes paediatric first aid, emotional literacy and positive parenting. All plans underpin the

need to ensure that families have a range of positive and interesting learning experiences to reduce isolation, increase cultural participation, change attitudes to learning and improve wellbeing including family outings, cultural visits, celebratory events and social evenings.

A key focus of the family learning action plans at a local level has been on engagement and each Family Learning Officer has articulated their intention to develop their action plans based on consultation with Headteachers, Challenge Leaders of Learning, as well as Pupil and Parent Councils, and with families through coffee mornings, focus groups and information sessions.

All Family Learning Officers recognise in their action plans the need to enrich and expand programmes by working in partnership. An internal requisitioning system is used to secure services across internal Glasgow Life services including Museums, Libraries and Sport. A partnership database of external partners is available to each Cluster Improvement area to extend and enrich practice.

Implementation and Progress

The Family Learning Team are responding positively to the challenge and intensive nature of the work, from professional and learner engagement to course design, delivery, coordination and evaluation. Team members consistently report that they feel valued and respected to develop their work in a creative and supportive environment which respects and encourages their professional judgement. All Family Learning Officers have protected time for professional development, as a result of which most Officers have undertaken training in Literacy for All, Glasgow Counts, Read Write Count, Wee Play, National Reading Challenge, critical and digital literacy, reading strategies and phonological awareness.

A review of the action plans has resulted in the identification of eight curricular areas:

- Literacy
- Numeracy
- Health and Well Being
- Parenting Skills
- Home Skills
- Active Citizenship (support of school and wider community)
- Financial Well-being
- Social Connectedness

Family Learning Clubs have been established in almost half of all identified Cluster Improvement Primary Schools to provide a supportive, nurturing environment for families to share experiences and act as a self-support group, maintaining progress and pace in line with the attainment challenge. In addition to social outcomes, each Family Learning Club is beginning to develop strong learning content to support families in Literacy, Numeracy and Health and Well Being.

The Family Learning programme has developed good quality programmes in response to these areas and is starting to demonstrate tangible benefits for learners. Families are already progressing onto other learning and development. For instance in one cluster alone, 16 individual referrals have been made to ESOL, family art or

family sports activities.

All regular attendees reported a desire to continue their learning and have been actively encouraged to shape this. The National Young Readers programme is being delivered across eight primary schools and is helping parents to encourage children to read for enjoyment and encourage book ownership, Family ESOL programmes have identified language barriers to learning and as a result, ESOL classes are being developed to support core literacy to enable parents to encourage, engage with and enhance their children`s learning.

Feedback from family ESOL learners indicates that parents are improving their ability to support their children. Innovative approaches incorporating storytelling have been introduced to support language and reading. This has been very well received by families and feedback from Headteachers and Challenge Leaders of Learning has been very positive. Paired reading initiatives are being encouraged and volunteers have been recruited from senior High School programmes to support literacy in the feeder primary school.

Universal Programmes

Most family learners are benefitting from a developing range of universal family learning programmes, which have been researched and implemented based on documented learner needs in a relatively short time scale. The Family Learning Team has delivered a total of 82 programmes since 1 September 2016 to engage over 3,800 learners.

Over 50 targeted high quality family learning programmes have been established to engage over 1,600 learners.

Where there is a Family Learning Club, all parents who attend, report that they highly value the social contact with other parents provided through the Club. They identify the development of valuable parental skills to support their children. They report that they feel more confident to support their children`s learning and have good access to high quality resources such as Story Sacks, Read, Write, Count and library resources to reinforce home-learning. Some parents report that their confidence has developed sufficiently to allow them to adapt literacy learning methods and resources for home-learning. There is anecdotal evidence that some parents are now creating stories on the walk home from school, reading numbers on buses to reinforce numeracy and introducing goals from the `Wee Play` programme into family life. Both parents and children report positive impacts on their learning. Most children report that they are enthusiastic about the Family Learning Club. They are actively taking story sacks or library resources home and are very proactive in encouraging parents and new friends to join in. Parents report that the club provides an opportunity to socialise with fellow parents and share family learning experiences. Most importantly all parents highly value the protected time afforded to interact directly and personally with their child. Some parents report that the relationship with their children has improved and they are now able to work and communicate better together. As a result, these parents indicate that they are in a better position to identify their children`s social, emotional or learning issues earlier.

Through the Family Learning Club, most parents report significant attitudinal change in respect of their child`s learning. They more fully understand what the school is

trying to achieve and their role in supporting their child's learning. Most learners are developing their confidence to converse in English, where previously communication was exclusively in their first language. The school reports that reluctant Family Learners are more confident in accessing the school to actively learn alongside their child in school and that more parents are actively assisting their child outwith school. All children are very enthusiastic about learning with their parents and are actively involved in influencing their parents to attend. The school reports that the Family Learning Officer is proactively involved in joint planning. All children report that they are more confident about learning together with their parents. A few children with limited English language skills are now able to read out loud and can read and pronounce words and are reinforcing their own skills by teaching their parents.

Cuthbertson Primary

For many parents as speakers of other languages other than English, an ESOL programme has been established. Evaluation of these programmes demonstrates improved English speaking, listening and literacy skills. As a result, parents are better able to understand forms and other communications sent home from school. Most learners report that improved confidence in English is allowing them to access more external support, which is also helping to reduce feelings of social isolation and exclusion.

The Wee Play Session provides an inclusive and welcoming environment for most parents attending from an Ethnic Minority background. Most parents report that they enjoy working with others in a group context. Most parents confirm that they have increased awareness of the value of physical activity and are aware of practical play techniques which can be used at home. Some parents confirm that they are interacting more positively with their family as a result and some parents advise that their English communication skills are improving.

St. Saviour's Primary

The Health and Wellbeing strand has been principally supported through Play Programmes, designed to promote awareness of physical activity and the importance of play in the home. Healthy eating programmes are adopting fun and interactive approaches to cooking, diet and nutrition which can be easily employed at home to promote family health. Most parents confirm that they have awareness of the value of physical activity and are aware of play techniques that can be practically adapted for home use. In addition the Paediatric First Aid Course has raised awareness of health issues and parents report that the skills developed are increasing awareness of wellbeing in the home. All parents involved in Fun and Cooking Programmes report that they enjoy experimenting with food and sharing this experience with their children. Some parents report that they are changing their attitudes and behaviour towards food and eating.

Social outings and trips are being used to encourage social interaction and cohesion, and to reinforce literacy and numeracy learning. Trips to the Mitchell Library Book Festival and the Science Centre provided an opportunity for large numbers of families principally from multi-ethnic backgrounds to socialise and integrate and to enjoy learning together. Parents were able to act as role models for their children's learning outwith the school and home environments. Some parents experiencing extreme poverty report that provision of food and transport allowed them to

participate in a cultural event, which otherwise would not have been accessible to them.

There is evidence that in some clusters effective joint working is emerging between family learning and school staff. Challenge Leaders of Learning and Family Learning Officers have planned and co-designed a family digital Learning programme. They have worked collaboratively on a joint evaluation system built around How Good Is Our School and established cluster-wide Partnership Directories.

Partnership Working

Good examples of partnership working are evident within Family Learning practice. Work with the National Trust has been successful in attracting £97,000 from the Early Years, Children and Communities Early Intervention Fund.

The Early Words Together programme will engage 220 volunteers across the city to support over 300 disadvantaged families to improve language and literacy skills and improve parental relationships and involvement across 24 Primary schools and 12 nurseries. Strong partnership links with colleges are emerging in particular with Glasgow Clyde College. These links are proving particularly effective in enriching the Family Learning programmes available, and defining clear progression pathways for further learning.

The Govanhill Housing Association is working effectively in parallel with the Cluster Improvement Group and the Family Learning Officer to offer more effective routes to meaningful community engagement and promotion of family learning opportunities to communities at grassroots levels. The NHS Health Improvement Teams are supporting the health and wellbeing agenda through a series of effective programmes on cooking, diet and nutrition and dental hygiene. The work of the NHS is complemented by organisations such as North Glasgow Healthy Living Centre and Urban Roots. Some of the Family Learning Officers have established links with their corresponding multiagency Joint Assessment Teams as a mechanism to identify disadvantaged families with intensive need.

“Drumchapel Together” has grown from Cluster Improvement group to bring about positive change in cultural attitudes and behaviours in relation to learning. The group aims to create better experiences for families around health and wellbeing outcomes.

The Family Learning Team are working internally across Glasgow Life to embed action plans and ensure richer and more seamless provision and support across services such as Libraries, Museums and Communities.

Planning

The citywide Family Learning Action plan leads and articulates well with local Glasgow Life action plans. Evidence shows that local Cluster Improvement Groups, the Family Learning Team and the GIC Operational Group provide the governance to ensure that plans are progressing well. Additional development sessions within the Family Learning Team have focused on the efficacy of the team to achieve

identified plan objectives through a focus on team culture, collaborative working and quality assurance.

The Family Learning Manager has met with the Glasgow Council of Voluntary Organisations to agree mechanisms for Voluntary Organisations to work collaboratively to assist in the challenge. Glasgow Life Family Learning Team attended a GCVS workshop on 23rd November to encourage and guide voluntary organisations on effective involvement with family learning and the Improvement Challenge.

The Family Learning Manager is part of the overarching strategy group for Glasgow's Improvement Challenge to ensure Family Learning impacts within the Challenge.

Engagement

A strong emphasis is being placed on engaging effectively with learners to identify needs and to identify pathways onto family learning programmes. The Family Learning Team has engaged with over 2,200 learners over a six month period. Family Learning Officers have developed a good mix of engagement approaches. By working collaboratively with school staff they have attended Parents Evenings, as well as community events. Family Learning Officers are also using a range of direct individual methods including face to face engagement at the school gates, texts and phone calls. As a result of the engagement approaches, in excess of 500 "Let's Learn" Questionnaires have been returned and analysed.

Engagement at the school gates is helping to ensure that the opinion of the most disengaged and hardest to reach parents is being captured. There is a strong focus on ensuring that approaches are inclusive whenever possible with leaflets, and communication translated into Mandarin and Arabic.

Family Learning Officers have researched community profiles and have a good understanding of their local community profile and their associated needs. They use Glasgow Population of Health Statistics and SIMD data.

An analysis of the time deployed by Family Learning Officers shows that almost 40 percent of their time has been spent engaging with parents and communities to get a deeper understanding of learner needs and aspirations. An additional 40 percent of their time has been committed to engaging with key education staff to get a broad perspective of learning community needs and the available educational resources and programmes. The team attended the Equity for All Conference to establish an awareness of the team and its offer and approach across all schools. Almost 20% of the Family Learning Officer time has been directed to engagement with partners to build knowledge of the range of local skills that can more effectively contribute to the Improvement Challenge as it relates to families.

Initial feedback from Headteachers suggests that in many cases these engagement approaches have shown signs of success:

"I wouldn't hesitate to say that I feel very positive about the impact it will have for our school and our families in helping engage families in positive experiences for pupils which in turn will help raise attainment and achievement."

“The response was very positive and each week we have had between 12 and 25 families attending.”

The learning gained from these approaches is being distilled into a family engagement toolkit which will be made available to all schools in 2017/18. It is also anticipated that the document will support consistent standards of parental engagement amongst Family Learning Officers and partnership agencies.

Summary and Next Steps

The Family Learning Team has made good progress in a relatively short period of time. They have engaged effectively with local communities and learners and deployed a good range of programmes to meet community need. The programmes they deliver are showing signs of real and practical impact for learners. In most cases good relationships have been developed with schools and local partners and good platforms and networks are being established and/or engaged to support future development.

The team will now focus on continuing to improve the quality and impact of each of these aspects. The family learning engagement toolkit will establish a standard and reference practise methods for more widespread and meaningful parental engagement. Family clubs will be established in the Spring Term to attract more families into supportive, social and nurtured learning environments.

The Voluntary Sector and National Agencies will be invited to submit expressions of interest to support Family Learning within the context of Improvement Challenge, leading to the establishment of Challenge Improvement Networks within Cluster Improvement Areas. Sustainability will be a key focus, supported through more engagement and support of volunteers and by developing capacity of parents to be involved in running family learning clubs.

The Family Learning Team is committed to evidencing that programmes are delivered meet individual, family and community needs through robust community engagement approaches. The Family Learning Team is also focussed on addressing the needs of the most disadvantaged, through targeted provision to ensure equity for all, reduce barriers to access and participation and grow family learning values. To achieve this, the workforce (including volunteers) must be suitably prepared and trained.

There is a need to consolidate the Family Learning offer across Glasgow Life services and partners across the city into an offer that is more easily recognised and accessed by learners and practitioners. Key to this will be the roll out of the Family Club initiative.

The operational model will be reviewed and co-designed in conjunction with Education Services, Education Scotland and Glasgow Life to ensure that the best mix of targeted and universal programmes can be delivered within the resources identified.

The Family Learning Manager works closely with the chair of the local authority Family Learning Strategy Group. A Family Learning Strategy has been written and moderated against Education Scotland’s Family Learning Review document. This

will ensure that Family Learning is integrated within both Education Services and Community Learning and Development plans to be sustainable.

The CLD aspects are being evaluated using the Glasgow Life Outcome Evaluation tool. Impact on attainment remains the locus of headteachers within their normal tracking of children's progress. It remains early in this process to see causal links between Family Learning and raised attainment.

Appendix 1

Glasgow's Improvement Challenge 2015-2020

Improving and Empowering

Family Learning – helping our parents¹ be better able to support their child's learning

Background

'Family learning' refers to any learning activity that involves both children and adult family members, where learning outcomes are intended for both, and that contributes to a culture of learning in the family. Family learning improves the life chances of all families.

From Family Learning Works The Inquiry into Family Learning in England and Wales Chaired by Baroness Howarth of Breckland, OBE, October 2013 published by NIACE

What does excellent family learning look like? NIACE suggests that the hallmarks of excellent family learning provision can be outlined in five principles:

1. Family learning is about engaging families in learning together. Family learning programmes are about working with the adult and the child. Their primary purpose concerns learning. Every member of a family is a potential lifelong learner in their own right; every member of a family needs access to learning, through a range of pathways and access points.
2. Family learning is about empowering families to take control. It is about listening to families, starting from where they are, providing opportunities for learning in contexts and for reflective practice. It requires the active involvement of families in the development and shaping of services and the recognition of their expertise.
3. Family learning recognises context and culture. Family learning programme organisers develop and manage a range of interventions depending on context, culture, timing and access issues; and work in partnership with local, national and international organisations and agencies to bring together all aspects that touch families' lives.
4. Family learning starts from a positive not a deficit model. Practitioners strive to understand and build on adults' strengths, knowledge and skills. It is important that those working in family learning recognise economic, social and cultural power, and do not unwittingly participate in the victimisation of disadvantaged families.
5. Family learning is planned, funded and delivered at a strategic level, whether local or national. Programmes have clear learning outcomes, agreed study arrangements, trained and qualified staff, adequate resources and clear progression opportunities.

In Glasgow, we have actively promoted support for families through programmes such as Families In Partnership or through parenting programmes. Glasgow Life

¹ Parent refers to any person who is caring for the child. This could be the birth parent, a close relative or kinship carer, a foster carer or a residential care worker.

deliver adult learning programmes across the city. However, we have not taken an evidence-based systemic approach to family learning.

To do this, we need to build capacity in our schools and nurseries. School and nursery staff are well placed to support parents with their learning but they do not have the time to be able to deliver programmes consistently as well as their 'day job'. We need to work with partners, particularly Glasgow Life and colleges, to maximise the opportunities for parents to extend their learning.

What are the characteristics of the most effectively designed family learning programmes?

In 2009, Ofsted carried out a small-scale survey of 23 local authority adult and community learning services that were offering family learning provision.

As well as exploring delivery models, the report gave examples of features of effective family learning programmes that were observed. Where family learning programmes were effective, Ofsted identified the following features:

- Teaching and learning were good or outstanding with most provision enriched by external visits to extend learning, promoting a group identity and providing an incentive for regular attendance.
- There was a planned approach to learners' development, beginning with short taster courses and workshops, progressing to short, wider family learning courses and on to family, literacy, language and numeracy provision.
- Provision was planned throughout the year, with some programmes offering longer courses in the summer term.
- Programmes were offered in a range of venues, including schools, Sure Start children's centres, libraries, family centres, pupil referral units, teenage parents' projects and youth centres.
- Opportunities for intergenerational family learning were available, together with a clear and appropriately defined proportion that was adult focused, particularly in family literacy, language and numeracy courses.
- Strategies were implemented to ensure that the learning needs of both adults and children were met, building on the needs of participants.
- Planning demonstrated clearly identified outcomes for both parents and children linked to the adult Skills for Life core curriculum, personal targets or the national curriculum and there were regular opportunities for formative as well as summative assessment.
- Family learning courses were jointly planned by the children's teacher and adult learning tutor, to ensure that all learners' needs were met.
- Staff were selected, recruited and developed through the local authority in order to meet local and national priorities.
- Team teaching by family learning staff and class teachers or teaching assistants enabled flexible and responsive teaching.
- Schools supported family learning delivery with learning support assistants, family workers or mentors, with many adults who had attended family learning themselves progressing to these roles, thereby using their own experience to provide effective support.

- Providers consulted widely with parents and carers, schools and partners through face-to-face conversations, evaluations of learning sessions, inductions and celebration events, to determine local needs.
- Careful consideration was given to the range of challenges that learners faced and providers deployed a range of strategies to make provision accessible to targeted groups, for example by offering free crèche facilities to learners and offering courses at venues and times to suit learners.

As part of a two-year research study carried out by NRDC on behalf of LSIS between 2007 and 2009, a number of additional success factors were outlined in the report to help local authorities, schools and teachers plan effective family literacy provision.

These additional factors were:

- strong leadership, with managers who had a strong educational background and were able to understand school structures, as well as head teachers who recognised the benefits of family literacy and the role of parents in their children's learning;
- a flexible approach by local authorities to family learning, including a willingness to maintain programmes when adult enrolments were low to keep schools engaged and allow interest in provision to grow;
- local authorities developing strong relationships with schools and developing partnerships with colleges, which enabled access to qualified adult literacy tutors;
- celebration assemblies held by schools where children could see their parents gaining qualifications;
- use of parent support or liaison officers and learning champions to recruit parents;
- practitioners starting from where the parents and children were in terms of their understandings of literacy and their literacy skills; and parents-only sessions linked directly to the school curriculum and included information for parents on how, as well as what, children are taught in school;
- commitment and regular attendance from parents who formed good relationships and supported each other;
- home-time activities set so that parents could support their children at home in between sessions.



Glasgow City Council

Report by Executive Director of Education

Item 5

April 2017

Glasgow's Improvement Challenge 2015 – 2020

Enhancing the leadership of senior staff

Purpose of Report:

To update the Scottish Government and Education Scotland on the progress being made in Glasgow on Glasgow's Improvement Challenge as part of the Scottish Attainment Challenge. This is the fifth of a series of six papers five of which covers each of the strands of Glasgow's Improvement Challenge.

Enhancing the leadership of senior staff

Leadership is key to success in our nurseries and schools. We are leading on a number of strands to this work.

- Leadership programmes designed for Aspiring Heads and Middle leaders.
- A refreshed Leadership strategy being developed by a strategy group chaired by a secondary Headteacher who recently gained her doctorate and who lectures on leadership at Glasgow University.
- Leadership coaching for a group of identified headteachers with Growth Coaching UK along with 1-1 support as required
- Support for a cohort on the new headship qualification with SCEL.
- Partnership Programme with the University of Glasgow delivering professional learning for those DHTs preparing to apply for Into Headship
- Bespoke leadership training for primary headteachers delivered by a retired primary Headteacher.
- Support for one identified cluster of headteachers on Transformational change using the Three Horizons resource material, building on successful pilot work last session with three other headteachers
- 12 Trainers licenced across authority to facilitate the Three Horizons transformational tools as above
- Increased numbers on middle leadership masters level course at Glasgow University as part of partnership developments with the Western Consortium
- Embedding work developed as part of the partnership programme with other local authorities and the Robert Owen Centre which has resulted in the development of local improvement groups to empower and develop leadership capacity across senior leaders within establishments
- Development of a city wide learning and teaching programme for depute headteachers of secondary schools led by headteachers within which is progressing the development of “the middle” whilst enhancing learning and teaching across our secondary sector

Growth Coaching

This is the second year where headteachers, and now depute headteachers, can self-refer for this two part intensive training programme. Responding to an evaluation exercise which was undertaken, the course has been re-shaped and now takes two days to deliver, followed by a period where colleagues plan and implement a coaching scenario within their own establishment. These two training days have taken place for 19 depute headteachers and headteachers. Almost all delegates were able to identify scenarios in which the Growth Coaching model could support their normal practice.

I have dealt with several 'areas of concern' and have used the framework to deal with these situations. This has significantly improved my practice in this area as previously my interventions did not always resolve the problem.

Primary HT

I have learned that I am a 'fixer' and that if someone brought me a problem, I saw this as my job to find the solution. Having now been on the course, I see the importance of not doing this. It is important that people have a vested interest in change and they recognize the need for this independently and drive this forward themselves.

Primary HT

Improving our Leaders

Delivered by a retired Glasgow Headteacher, this course serves a different purpose in exploring school self-evaluation and supporting headteachers in clarifying the 'narrative' of their school using the range of data and evidence available to them. A total of 12 depute headteachers and headteachers have been part of this work. Each session is evaluated extremely positively. The course has been updated to take account of HGIOS4 and to ensure that the Excellence and Equity message is very apparent within the tasks. In addition, a number of headteachers have received individual mentoring to further develop their capacity for improvement.

The participants examined key national documentation on self-evaluation relating to key quality indicators (1.3, 2.3, 3.1, 3.2). The focus was on:

- collaborative approaches to self-evaluation linking to inclusion of all stakeholders.
- strengthening school leadership and sustainability
- recognising high quality learning and teaching
- recognising learning pathways
- evidencing and tracking pupil achievement
- sharing practice

Clear plans are in place to align the leadership offer within the Challenge and the new emerging leadership strategy for the city including closer alignment with Scottish College for Educational Leadership (SCEL) and primary headteachers benefitting from a revised Induction Programme in term 4.

We have strengthened the leadership in nurseries by having three experienced early years leaders join the Area Improvement Teams for each area in the city. Each early years leader provides operational leadership to nurseries in their area and they also have a city-wide strategic lead responsibility.

Historically, our Aspiring Heads programme which replaced the more expensive Scottish Qualification for Headship programme has strengthened the quality of leadership in our schools. We have had over 110 senior managers successfully

complete the programme. In addition, we have participated in the Scottish Leadership Development Programme in partnership with ADES and the Scottish Government.

Comments from participants of Aspiring Heads:

'Interesting case studies for discussion'

'Thought-provoking and challenging but really enjoyable'

'The course is fantastic - I am learning so much'

'Good to get a range of insights from other sectors'

Now that aspiring Headteachers participate in the Into Headship programme, a new programme is being prepared for those 'Thinking About Headship'. In 2015/16, we had 11 senior managers participating in SCEL's Into Headship programme. Seven have subsequently been appointed to Headteacher posts. In 2016/17 six senior managers are participating in cohort 2 of Into Headship and we are currently recruiting for cohort 3.

In 2016/17, we have 32 participating in the Aspiring Heads programme and 27 participating in the Middle Managers programme.

Our Challenge Headteacher maintains an overview of all the leadership interventions being delivered to ensure that we have coverage. During 2016/17, we continued to focus on leadership development. The Leadership Strategy Group is redrafting our strategy. Leadership development groups have established to develop sustainable models of professional learning activity for:

- Aspiring PTs Primary
- Aspiring PTs/Faculty Heads Secondary (including input for Pastoral Care),
- Aspiring HTs Primary/Secondary
- Acting and New Head Induction including mentoring/coaching development provision, using existing trained coaches and using the GIC clusters as a driver
- Experienced Heads through the development of a partnership model of professional learning with the University of Glasgow and the associated Robert Owen Centre.

Continued engagement with SCEL and the University of Glasgow will increase the consistency of access to opportunities for instance the development of information evenings around Teacher Leadership, Middle Leadership and Into Headship Courses. In 2016/17 we introduced an Enhanced Political Awareness programme in partnership with the University of Glasgow, to raise awareness of the key policy drivers and their importance to strategic leadership. One participant reported

'I have far greater awareness of national policy, and how this is formulated and implemented, and its impact on schools. I have also become far more research

literate, and have now used my knowledge of educational research to support staff whom I lead.'

Others said:

'I have really enjoyed the course and the opportunities to develop my knowledge, critical thinking and understanding.'

'It has given me the opportunity to take a step back from the day to day work of a DHT and look at the big picture.'

Executive Headteacher

During 2016/17, due to a lack of response to the advert for the Headteacher of Holyrood Secondary School, we took the decision, in partnership with parents, to create a position of Executive Headteacher. The current Headteacher of St Andrew's Secondary School will become the Executive Headteacher of both Holyrood Secondary School and St Andrew's Secondary School. These are both very large schools (over 2000 and over 1750 pupils respectively). Heads of School will be appointed to each school who will be responsible for the day to day management of the school. These positions will be fixed term until June 2018 when we will evaluate the effectiveness of the model.

We are undertaking research into the model and have engaged Professor Graham Donaldson to help us with the evaluation to consider the effectiveness in this case and whether there are other situations where this model could effectively bring about improvement in outcome for young people.

One source of research is <https://www.nfer.ac.uk/publications/EXEC02/EXEC02.pdf>

'The research suggests that the EHT role may vary depending on the size and scale of the position, as well as the specific purpose of the position. The research found that EHTs have three main strategic priorities:

- *improvement (e.g. addressing school underperformance)*
- *expansion (e.g. increasing management capacity and efficiency)*
- *partnerships (e.g. forming and growing a school grouping).*

To fulfil these priorities, the EHT role often emphasises and focuses on: strategic thinking; school-to-school consistency and collaboration; coaching and staff development (particularly, building leadership capacity); and an outward focus.'



Glasgow City Council

Report by Executive Director of Education

Item 1

April 2016

Glasgow's Improvement Challenge 2015 – 2020

Setting the context

Purpose of Report:

To update the Scottish Government and Education Scotland on the progress being made in Glasgow on Glasgow's Improvement Challenge as part of the Scottish Attainment Challenge. This is the first of a series of six papers five of which covers each of the strands of Glasgow's Improvement Challenge.

Education Services Priorities

Our 2015/16 standards and quality report shows that a number of key outcomes are continuing to improve.

Our context:

- The 2015 mid-year estimate of Glasgow's population is 606,300. The population has been growing since 2006. Before 2006 there was a sizable decline in Glasgow's population.
- According to the National Records for Scotland there are 97,532 children aged 0-15 living in Glasgow (16% of the total population).
- There are nearly 67,000 children attending primary and secondary schools in Glasgow. Of these 38,701 children or 57.8% live in deciles 1 and 2 (20% most deprived).
- Of all the children across Scotland who live in decile 1 (most deprived) more than one third (35.2%) of these attend a Glasgow school.
- There were 10,118 children attending nurseries (Council and partnership establishments) across the city.
- Glasgow has the largest proportion of looked after children with more than 22% of Scotland's looked after children and young people. This is in comparison to Glasgow having an estimated 11% of Scotland's general population of children and young people.
- There are 14,117 children from minority ethnic groups attending schools in Glasgow. This is 29.5% of all children in Scotland from a minority ethnic group. 75% of all asylum seeker and refugee children in Scotland live in Glasgow.
- There are 115 main home languages spoken by children attending Glasgow schools. The three main languages are Urdu, Punjabi and Polish.
- There are 12,743 children attending schools across Glasgow who have English as an additional language (32.3% of the national share of EAL pupils). 82.4% of all EAL pupils in Glasgow are not yet competent at English (new to English, early acquisition and developing competence).

In 2015/16, attainment in secondary schools continued to improve with evidence of the attainment gap between Glasgow and the national figures closing for a number of key measures. It was the first year that we had comprehensively collected Curriculum for Excellence levels and submitted these to the Scottish Government. Detailed analysis on attainment, attendance and exclusions is available in the standards and quality report and in reports which were submitted to the Children and Young People's Policy Development Committee throughout the year.

Appendix 1 and 2 are the papers on attainment analysis which was taken to Policy Development Committee. Some additional data has been added into Appendix 2.

For 2016/17, our priorities remain as follows:

Raising attainment and achievement through Glasgow's Improvement Challenge 2015-2020

Glasgow's Improvement Challenge 2015-2020 is a holistic strategy to raising attainment and achievement for all children and young people and incorporates the Scottish Attainment Challenge. Glasgow's Improvement Challenge is jointly funded from core funding from the Council, support from third sector, including charitable foundations, such as MCR Foundation, and the Scottish Government through the Attainment Fund. The Challenge is our core business and should be our prime focus.

Continue to improve how we meet the learning and care needs of children before they go to school and as they move through school, including how we support their families and carers

The importance of early intervention in our nurseries cannot be over-estimated. It is our ambition that all of our nurseries are *family learning centres*, places where families feel directly supported in the nursery, supported by social work services or are signposted to third sector support. We have many examples of best practice where our nurseries are working with partners to build the capacity of families to be better able to support themselves, but this is not yet consistent across the city. We will be continuing to extend our provision for early learning and childcare in line with local and national policy. This will require us to work with a range of partners including Scottish Government, childminders, third sector and private providers.

As we move Towards a Nurturing city, continue to improve how we meet the needs of all children and young people, particularly those with additional support needs

We continue to invest substantial funding into the development of nurture. We have nurture corners in nurseries, nurture classes in primary schools and nurture groups in secondary schools. Increasing numbers of staff have been trained in nurturing principles. We want all our schools and nurseries to be inclusive. Recently we looked closely at our approaches to addressing the protected characteristics as defined in the Equality Act. This showed that we need to continue to extend our approaches, particularly for those who identify as LGBT.

We want our children and young people to be taught in their local communities and we want to reduce the number of transitions for those children with more complex learning needs. In recent years, we have been increasing the range of specialist provision located in our mainstream primary and secondary schools. These enhanced provisions give more choices for parents and provide more opportunities for children and young people to receive support and learn alongside their peers as appropriate to their needs. We are committed to continuing to provide free-standing

ASL provision. However, we need to continue to reform our provision to ensure that our children and young people have a flexible range of learning pathways.

Make best use of our finance and resources to help ensure the best outcomes possible for our children and young people

In public services, we continue to face financial challenges. It is important, therefore, that we remain focused on making best use of our finance and resources. This means that we will improve our approaches to managing the school estate through a well-managed maintenance budget for buildings. We will continue to encourage local children to be educated in their local schools and we will also monitor carefully school rolls and projections to ensure that we are making best use of our school estate.

We have also set ourselves an ambition to be a Nurturing City, where inclusion works because:

- all children and young people, and their families, feel that they belong and that their lives and experiences are valued and respected
- all children and young people learn and develop and are supported as they move towards their chosen positive destinations
- all children and young people, and their families, feel that staff listen to their views and that, if disagreements arise, staff respond sensitively and thoughtfully and work to resolve them
- all staff understand the principles of nurture and how these relate to the experiences and development of children and young people
- a web of well planned, appropriate and effective support is in place, through which staff, working in partnership with colleagues in health and in social work and with a range of other agencies and providers, ensure the needs of children and young people are met
- children and young people who experience barriers – of any kind – to their learning have their needs carefully and holistically assessed and have appropriate and effective planned interventions put in place as early as possible and, wherever possible, within their local communities
- services and partner agencies recognise, understand and value each other's roles, responsibilities and expertise, plan and evaluate their work together and, as a result, provide highly effective support for children, young people and families.

Improving and Empowering in Glasgow

However, improvements are not yet consistent across the city.

In 2015, we launched Glasgow's Improvement Challenge 2015-2020 which includes the Scottish Attainment Challenge. There are five main strands:

- Raising attainment in literacy and numeracy through targeted support and interventions in primary schools
- Improving children's health and wellbeing through nurturing approaches and increased participation in physical activity and sport
- Supporting families to be better able to support their child's learning and development
- Enhancing the leadership of senior staff
- Raising attainment in secondary schools through providing additional supported study, mentoring and an increased focus on learning and teaching

During 2016/17, we have continued to build on the strengths which were established during the first year of the Improvement Challenge.

Our governance structure has worked well with Education Scotland being a key partner through the Area Lead Officer and the Attainment Advisor. During the year, the Headteacher Learning and Teaching was successful in achieving promotion and was replaced through competitive interview by another experienced Headteacher.

The accompanying reports provide summary evaluations on our progress with each of the strands.

Financial Implications

Glasgow's Improvement Challenge (GIC) is funded using core education funding, the Scottish Attainment Fund and a range of sources, such as the children's services budget as part of the Integrated Grant Fund, the Innovation Fund, third sector partners and supporters of individual schools such as local housing associations or Clyde Gateway. GIC represents a holistic approach to raising attainment, achievement and equity for all children and young people.

For 2016/17, we claimed £7,566,404 from the Scottish Attainment fund as set out in the table below.

Leaders of Learning	£2,812,732
Nurture	£350,548
Engagement with Parents	£768,137
Project team	£160,574
Leadership- coaching for senior leaders.	£17,547
Additional costs identified for events and travel, school community lets and research. Plus direct funding to schools.	£444,131
Total	£4,553,669

Direct Funding to Secondary Schools	£2,649,290
MCR Pathways	£250,000
Conferences/Events	84,000
Secondary Total	£2,983,290
Improvement Innovation Fund to Schools	£29,445
Total Attainment Funding	£7,566,404

We will be continuing this work into 2017/18 and have had a similar bid accepted by the Scottish Government.

13th October 2016

Glasgow City Council

Children and Young People Policy Development Committee

Report by Executive Director of Education Services

Contact: [REDACTED] Ext: [REDACTED]

ANALYSIS OF ATTAINMENT INFORMATION USING INSIGHT**Purpose of Report:**

To provide the Committee with information on the performance of pupils in national qualifications.

Recommendations:

The Committee is asked to consider the content of the report.

Ward No(s):

Citywide: ✓

Local member(s) advised: Yes No consulted: Yes No

1. Background

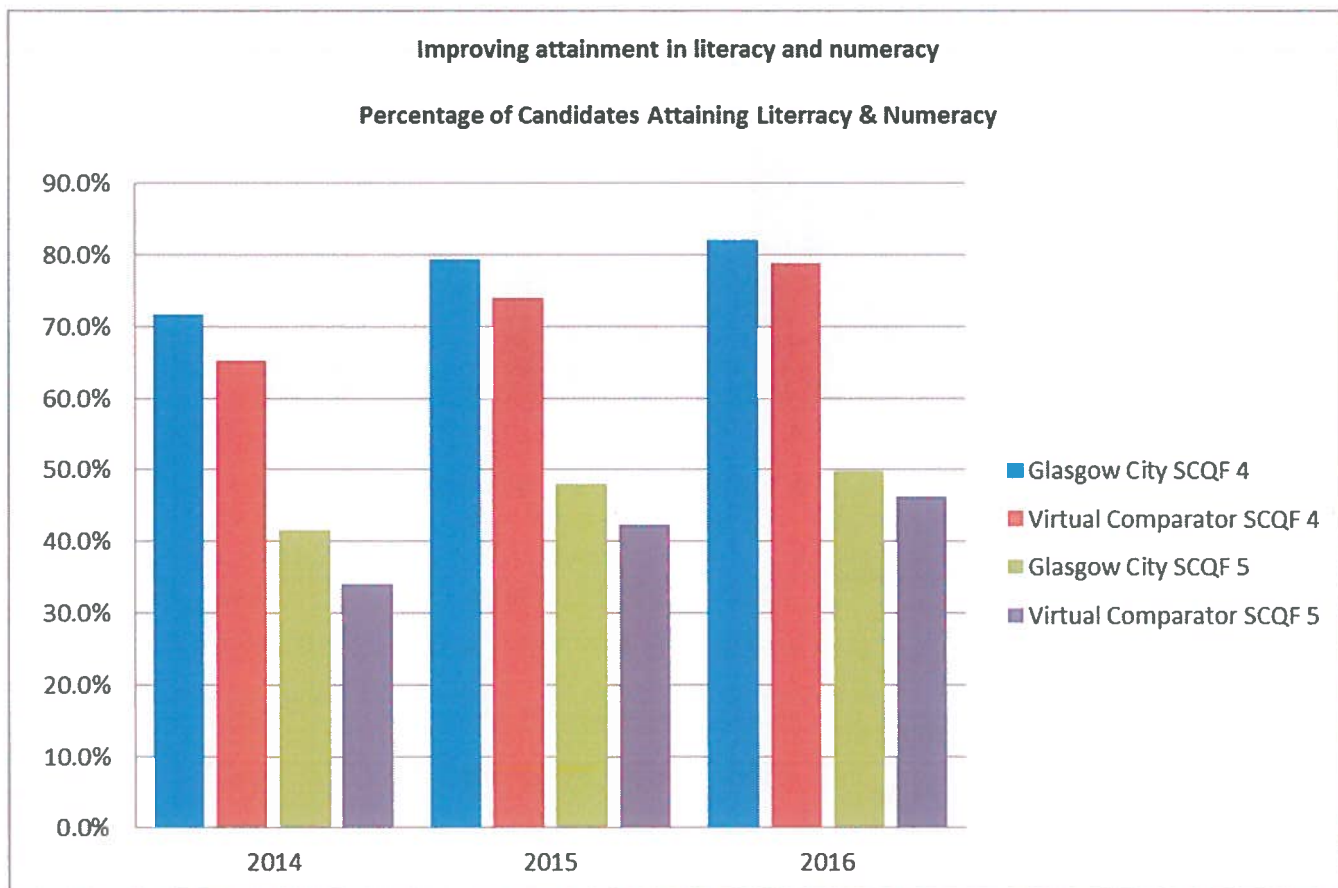
- 1.1 Insight is the analytical tool available for all schools across Scotland. A number of new indicators have been included which allows attainment data at school level and at city level to be viewed in different ways.
- 1.2 Most of the data presented on Insight is single year data. Further work on the presentation of the data is needed to be able to show year-on-year progression which is critical for performance analysis.
- 1.3 This report has used data taken from Insight, but presented in ways which show year-on-year progression.
- 1.4 The analysis offered in the paper has been based on cumulative data by the end of S5, and by the end of S6, over the last three years. Data on S4 has not been included at city level because some schools have chosen not to present groups of young people for national qualifications in S4 and instead focus on qualifications by the end of S5. One school does not present the entire year group for national qualifications in S4. This affects the meaningful relevance of the data as the percentages are based on the total number of pupils in the year group. Analysis of individual school's performance has taken place through Heads of Service meeting with headteachers.
- 1.5 Insight allows the comparison of the performance of the authority or individual schools with their virtual comparator. Virtual comparators are created using data from pupils with similar characteristics such as SIMD¹ postcodes, additional support needs and gender.

2. Literacy and Numeracy

- 2.1 Insight allows consideration of a new measure which is the percentage of pupils achieving qualifications in literacy and numeracy by SCQF² levels 4 and 5 (National 4 and National 5 awards).
- 2.2 The first graph below shows the percentage of pupils achieving SCQF level 4 and 5 in literacy and numeracy by the end of S5. The figures are based on the relevant S4 cohort. The graph shows:
 - the percentage has been increasing between 2014 and 2016
 - Glasgow performs consistently better than its virtual comparator

¹ Scottish Index of Multiple Deprivation

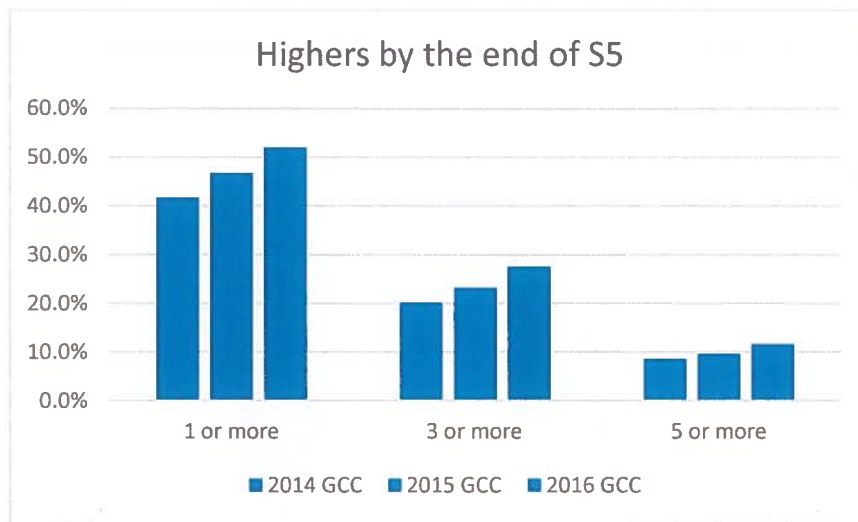
² Scottish Credit and Qualifications Framework



Breadth and Depth Indicator

3. By the end of S5

- 3.1 This indicator looks at the number of awards that young people have achieved by the end of a year. Insight allows you to compare performance with the local authority's virtual comparator authority as well as against national figures. It also allows the user to use a range of filters such as gender, EAL, additional support needs or minority ethnic.
- 3.2 The percentages are based on the relevant S4 cohort. It can be seen that in the last three years attainment has continued to increase.

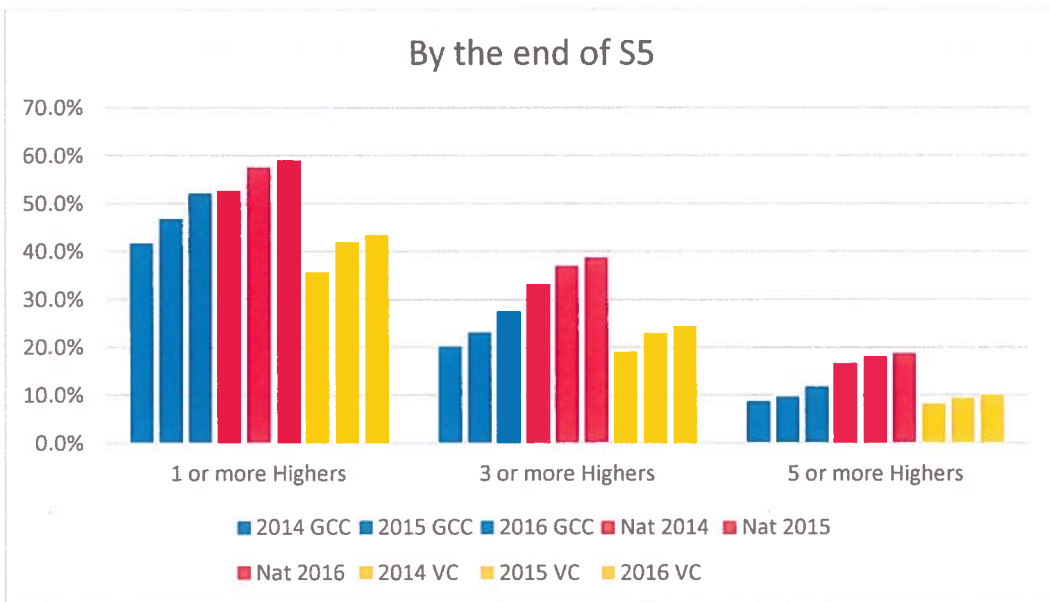


Highers by the end of S5	2014	2015	2016		2006
1 or more	41.7%	46.8%	52.1%		26%
3 or more	20.1%	23.1%	27.6%		12%
5 or more	8.6%	9.6%	11.7%		5%

3.3 The above table shows the figures for the last three years compared to the figures in 2006. It can be seen that attainment has increased significantly since 2006.

3.4 Insight also provides data at national level and for Glasgow's virtual comparator (VC) local authority.

By the end of S5	Nat 2014	Nat 2015	Nat 2016	2014 VC	2015 VC	2016 VC
1 or more Highers	52.7%	57.5%	59.0%	35.7%	41.9%	43.4%
3 or more Highers	33.2%	37.0%	38.7%	19.1%	23.0%	24.4%
5 or more Highers	16.6%	18.0%	18.7%	8.2%	9.4%	10.0%

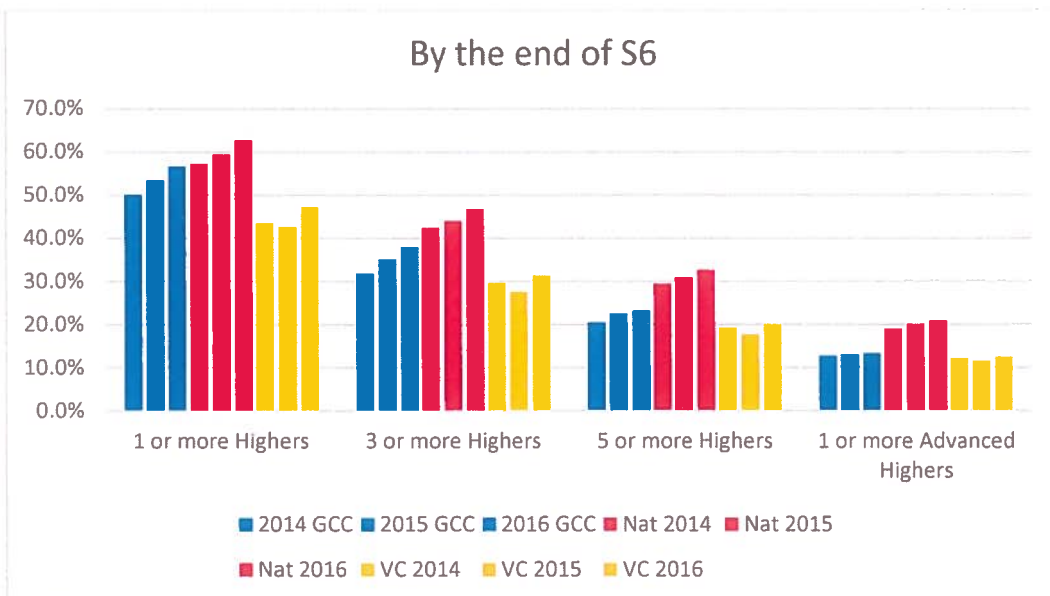


3.5 It can be seen from the above graph that Glasgow performs better than its virtual comparator for all three of the chosen measures.

3.6 It can also be seen from the above graph that the national figures are consistently better than Glasgow's. However, we have closed the gap every year for one or more Highers and in 2016, the gap has closed for three or more and five or more Highers.

4. By the end of S6

4.1 Attainment has continued to improve. This shows that we are continuing to raise expectations.



4.2 The graph above shows that Glasgow performs consistently better than its virtual comparator local authority.

- 4.3 The graph also shows that similar to S5 performance Glasgow performs consistently less well than the national performance by the end of S6. We have closed the gap for one or more and three or more Highers but the gap has not closed for five or more Highers or one or more Advanced Higher.

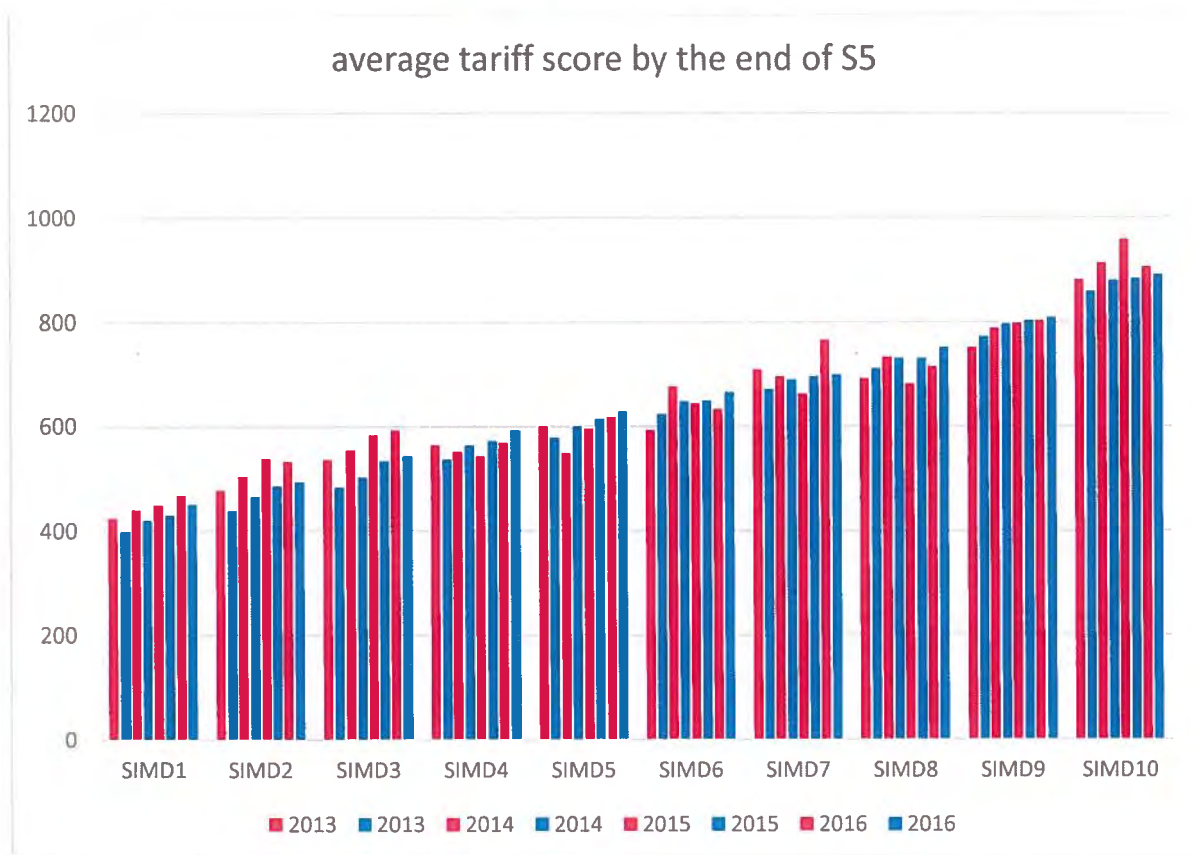
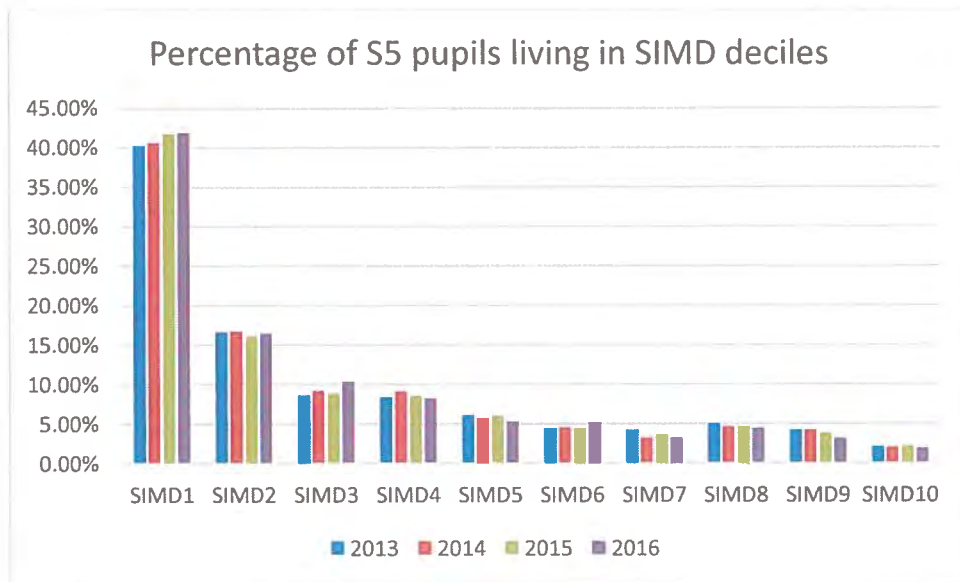
By the end of S6	2014 GCC	2015 GCC	2016 GCC
1 or more Highers	50.1%	53.2%	56.7%
3 or more Highers	31.7%	35.0%	37.8%
5 or more Highers	20.4%	22.3%	23.0%
1 or more Advanced Highers	12.74%	12.82%	13.25%

By the end of S6	Nat 2014	Nat 2015	Nat 2016	VC 2014	VC 2015	VC 2016
1 or more Highers	57.2%	59.3%	62.6%	43.57%	42.64%	47.15%
3 or more Highers	42.4%	44.0%	46.7%	29.45%	27.65%	31.20%
5 or more Highers	29.5%	30.8%	32.6%	19.06%	17.73%	19.84%
1 or more Advanced Highers	18.82%	19.88%	20.72%	12.08%	11.39%	12.41%

Attainment versus deprivation

5. By the end of S5

- 5.1 The graph below shows that there are more than 40% of S5 pupils living in the 10% most deprived decile (SIMD1 in the graph). Around 77% live in the 40% most deprived postcodes (SIMD40 or SIMD1 – 4). Under 2% live in the 10% least deprived postcodes (SIMD10 in the graph). The graph also shows that young people from the 10% most deprived postcodes are increasingly staying on at school beyond S4.

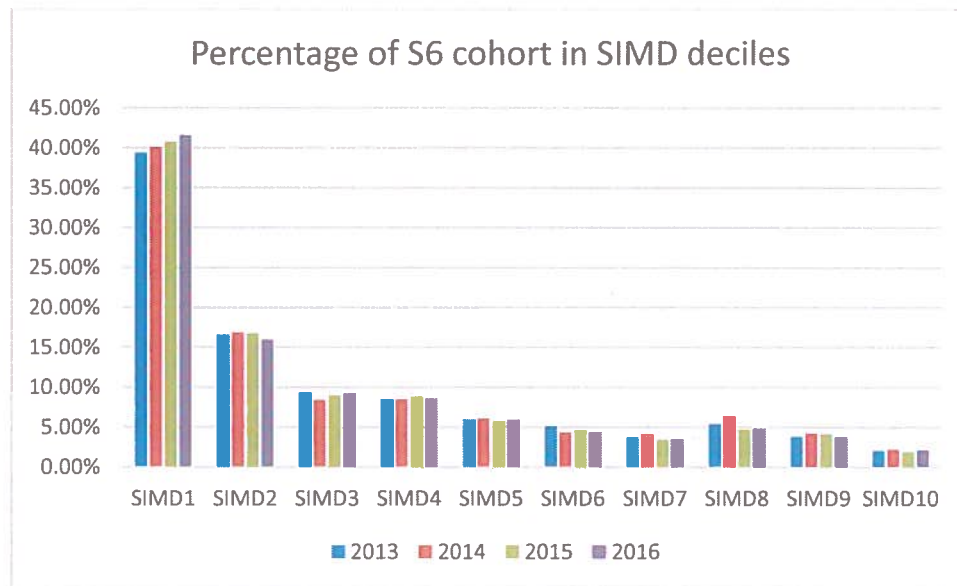


5.2 The graph above shows that attainment remains linked to deprivation. Improvement is evident, particularly for SIMD1, SIMD2 and SIMD3. This is particularly commendable as this represents nearly 69% of S5 pupils in Glasgow.

5.3 The graph above shows that consistently over the last four years Glasgow has performed above the national average for SIMD1, SIMD2, SIMD3 and SIMD10. SIMD10 represents the 10% least deprived postcodes.

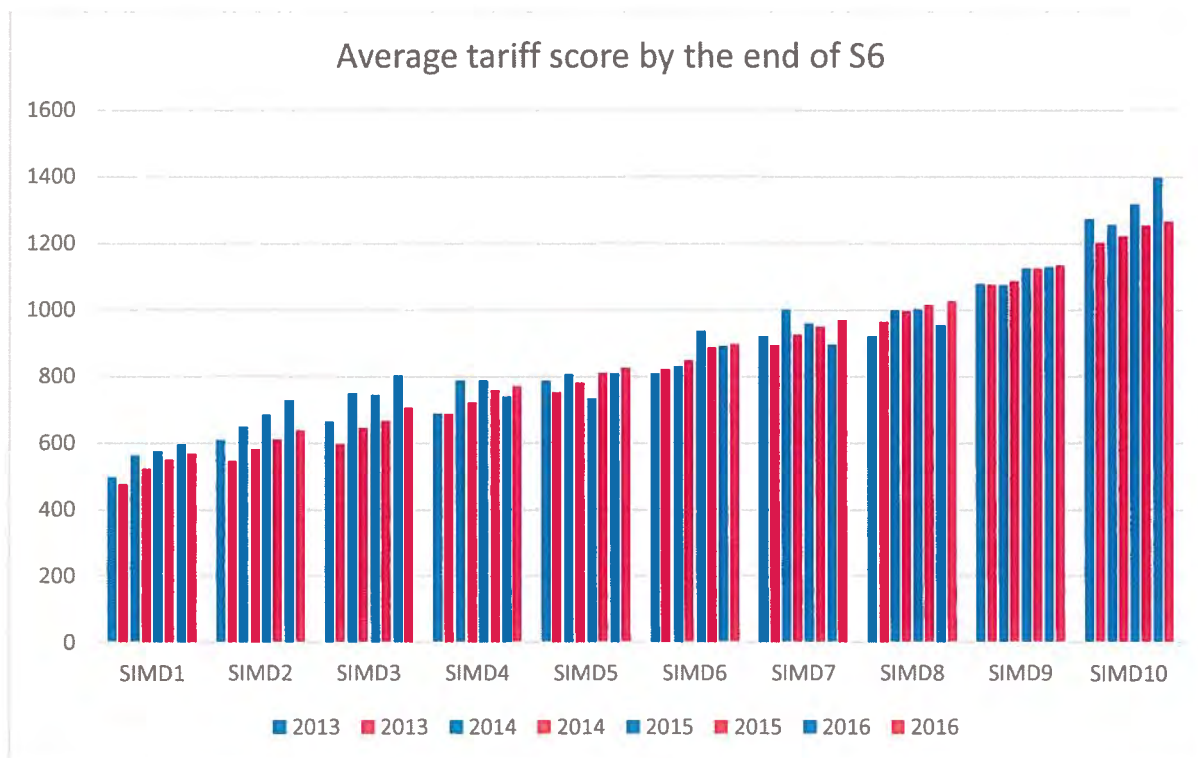
6. By the end of S6

- 6.1 The graph below shows the percentage of young people in S6 in each of the SIMD deciles. Similar to S5, the graph shows that more young people from the most deprived postcodes are staying on at school for the senior phase.



- 6.2 Similar to S5, the graph below shows that for most of the SIMD deciles Glasgow performs better than the national average. Given that two thirds of S6 live in SIMD1-3 where Glasgow performs above the national average – this represents a significant achievement.

The graph also shows that attainment continues to be linked to deprivation. It is commendable that similar to S5 performance is better than the national average for the 10% least deprived postcodes.



7 Policy and Resource Implications

Resource Implications:

Financial: Not applicable

Legal: In line with Standards in Schools Act 2000

Personnel: Within existing resources

Procurement: Not applicable

Council Strategic Plan: Specify which theme(s) and outcome(s) the proposal supports: Learning City

Equality Impacts:

EQIA carried out: no

Outcome: Not applicable to the paper

Sustainability Impacts:

Environmental: Not applicable

Social: Not applicable

Economic:

Not applicable

8 Recommendations

8.1 The Committee is asked to consider the contents of this report.

2 February 2017



Glasgow City Council

Children & Young People PD Committee

Report by Executive Director of Education

Contact: [REDACTED] Ext:

CURRICULUM FOR EXCELLENCE LEVELS**Purpose of Report:**

To provide the Committee with summary data on the teacher judgement data for the broad general education including Curriculum for Excellence levels.

Recommendations:

The Committee is asked to consider the data.

Ward No(s):

Citywide: x

Local member(s) advised:

consulted: Yes No **PLEASE NOTE THE FOLLOWING:**

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If accessing this Report via the Internet, please note that any mapping is for illustrative purposes only and is not true to any marked scale

1 Curriculum for Excellence Level

- 1.1 Curriculum for Excellence defines five levels of learning. The first four levels are described in the experiences and outcomes, with progression to qualifications described under a fifth level, the senior phase.
- 1.2 Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and aptitudes. The framework is however designed to be flexible in order to permit careful planning for those with additional support needs, including those who, for example, have a learning difficulty and those who are particularly able or talented.

Level	Stage
Early	The final two years of early learning and childcare before a child goes to school and P1, or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third/Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework Level 4.

2 Assessing progress

- 2.1 A key priority across the city is to “**develop approaches for arriving at a shared understanding of the standards and expectations for the broad general education**” (Building the Curriculum 5, Education Scotland).
- 2.2 The materials on Glasgow’s intranet *Glasgow Online* offer practical support in the process of ‘sharing the standard’ for all involved in moderation, at establishment, learning community and city level. In June 2011, Education Services issued guidance on Assessment and Moderation. Those materials are the foundation for professional activities in this area. Since that time we have engaged in a lot of activity to support teachers’ understanding of assessment with the emphasis firmly placed on the teacher’s professional judgement of a child’s progress.
- 2.3 Understanding and sharing the standard is a process which has been developing over the last few years. As we continue in this process it is expected that all teaching and early years staff in Glasgow have opportunities to:
- engage in moderation activities at establishment level;
 - engage in one or more moderation activities at learning community level;

- demonstrate understanding of the assessment principles of Breadth, Challenge and Application as they apply to the whole process of planning, learning and teaching and assessment;
- seek evidence of progress in what pupils SAY, WRITE, MAKE and DO;
- develop confidence in the expectations of the Experiences and Outcomes at different levels;

In doing so staff should be able to track pupil progress and state with confidence when each pupil achieves a level in all curriculum areas.

2.4 Moderation is, first and foremost, about all teachers and early years staff engaging in professional dialogue to arrive at a shared understanding of the standards and expectations which children and young people are expected to achieve in their learning.

2.3 It involves teachers and early years' staff working together to:

- Plan learning, teaching and assessments
- Check that assessments are valid and reliable
- Sample evidence from learners' work
- Agree strengths in learners' performance and next steps in learning
- Provide feedback to inform improvements in practice

2.6 Within an establishment and across sectors, approaches to moderation will require teachers and early years' staff to develop a common understanding of standards and expectations:

- Within a stage/year group
- Between stages/year groups to look at progression within a level
- Between levels across the school

2.7 Establishments and Learning Communities are asked to set aside time throughout the year for moderation activities.

2.8 Curriculum for Excellence levels

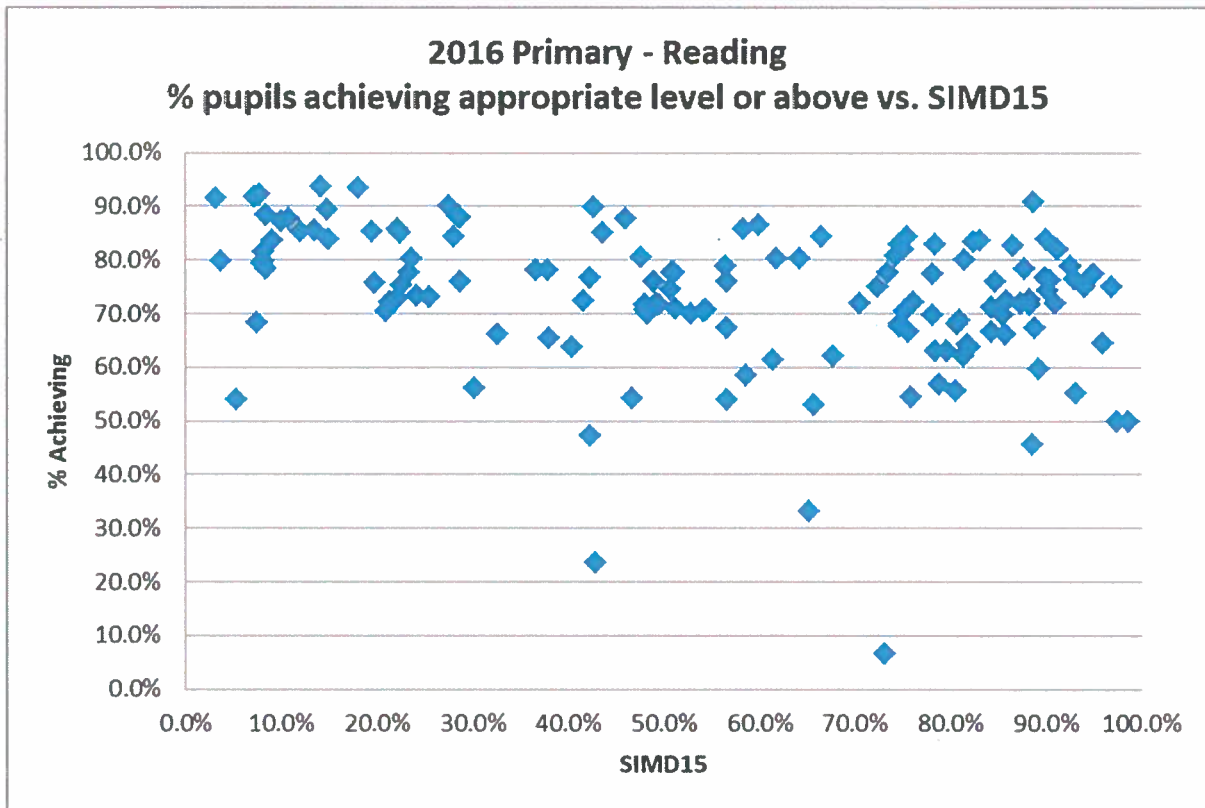
During 2015/16, moderation and assessment activities took place and in May and June which allowed headteachers to share standards in preparation for the submission of pupil level data before the end of June.

The Scottish Government have asked for this data to be submitted at pupil level from SEEMIS (Education Management Information System)

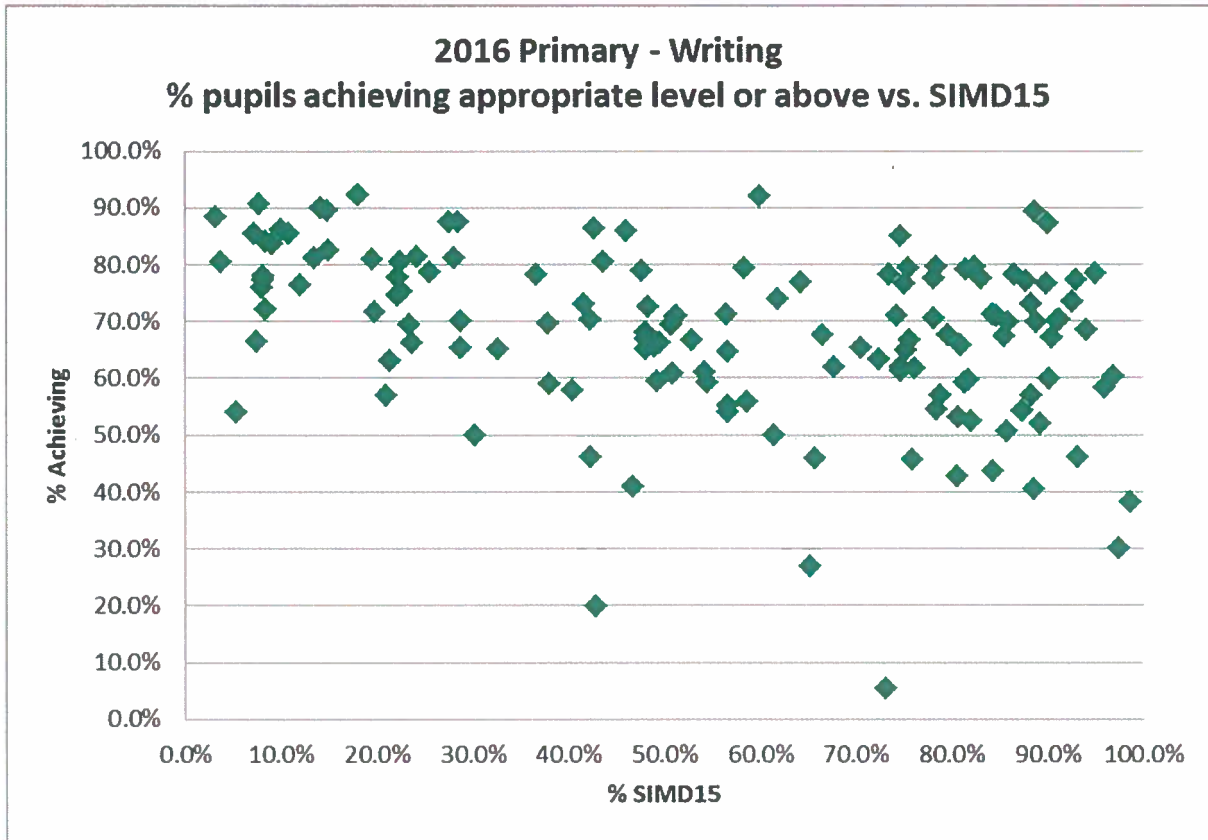
The table below shows the percentage of pupils achieving appropriate national levels in Glasgow schools.

By stage Glasgow	P1	P4	P7	S3
Reading	77%	74%	73%	91%
Writing	75%	68%	66%	89%
Listening and talking	82%	81%	78%	91%
Numeracy	82%	74%	70%	87%

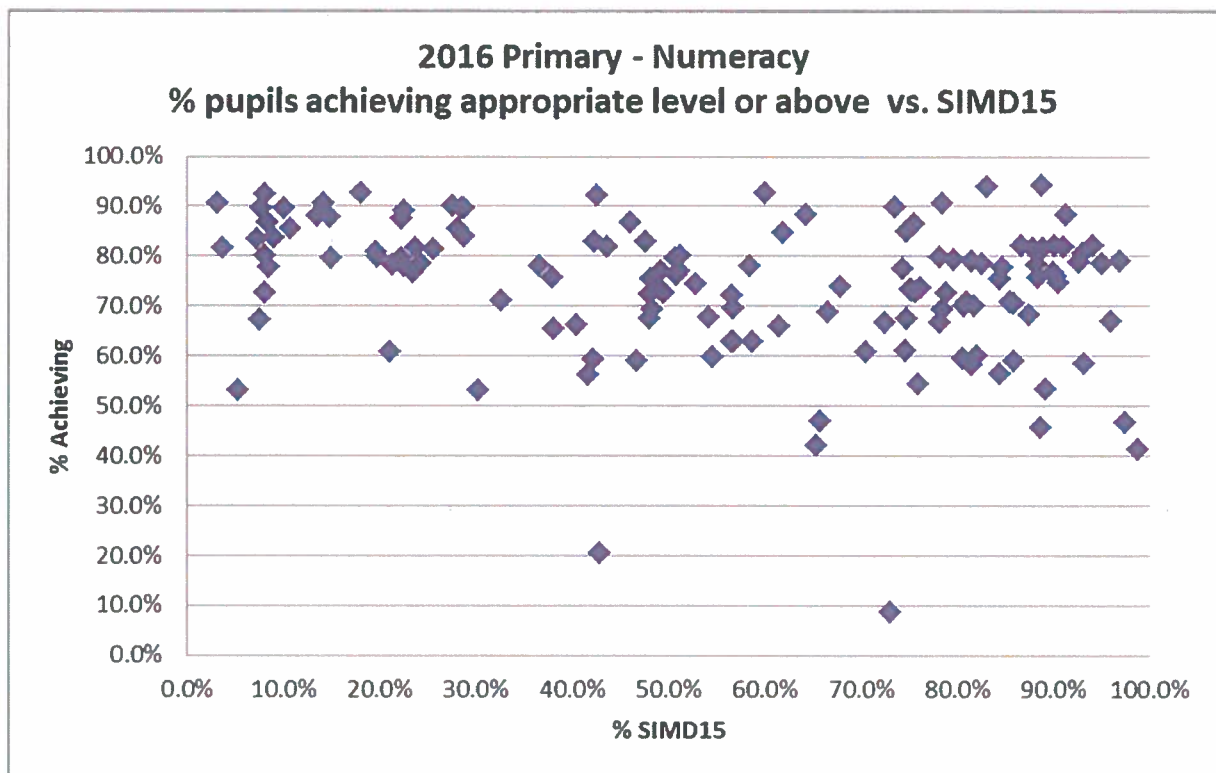
2.9 Around 20% of the pupils in our schools have English as an additional language (EAL). A number of them are at the early stages of acquisition, therefore, where a school has a notable number of pupils with EAL then we would expect their levels to be lower, particularly at the early stages.



2.10 The above scatterplot shows the percentage of pupils achieving appropriate levels in reading in all primary schools in the city plotted against the percentage of pupils living in the 15% most deprived postcodes. The scatterplot does not show a statistically significant correlation between deprivation and attainment. We also have scatterplots below for Writing and Numeracy.



2.11 We will be working with the schools through the Improvement Challenge to discuss the results within the context of the school. In the first instance, we will focus on those schools who appear as 'outliers' to explore best practice and those whose outcomes appear lower than we might have expected.



3. National statistics

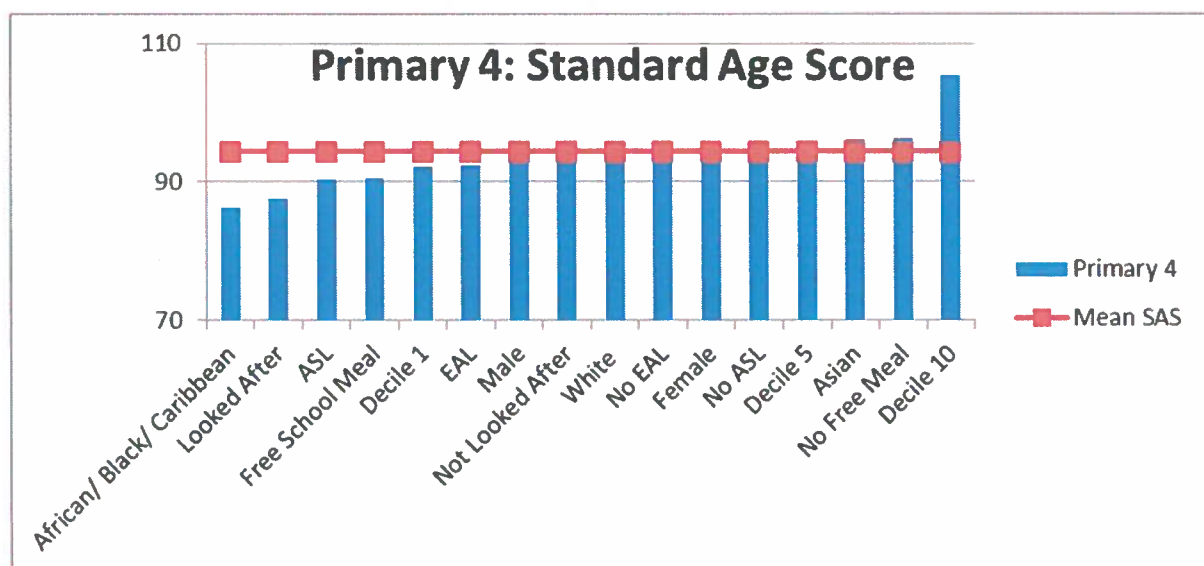
- 3.1 On 13th December 2016, the Scottish Government published *Achievement of Curriculum for Excellence Levels 2015/16 – Experimental Statistics – Data under development*. This was the first year of publication of the statistics and the full results are available on www.gov.scot/stats/bulletings/01253
- 3.2 The figures have been published by stage nationally and for each local authority.

By stage National	P1	P4	P7	S3
Reading	81%	75%	72%	86%
Writing	78%	69%	65%	84%
Listening and talking	85%	81%	77%	87%
Numeracy	84%	73%	68%	86%

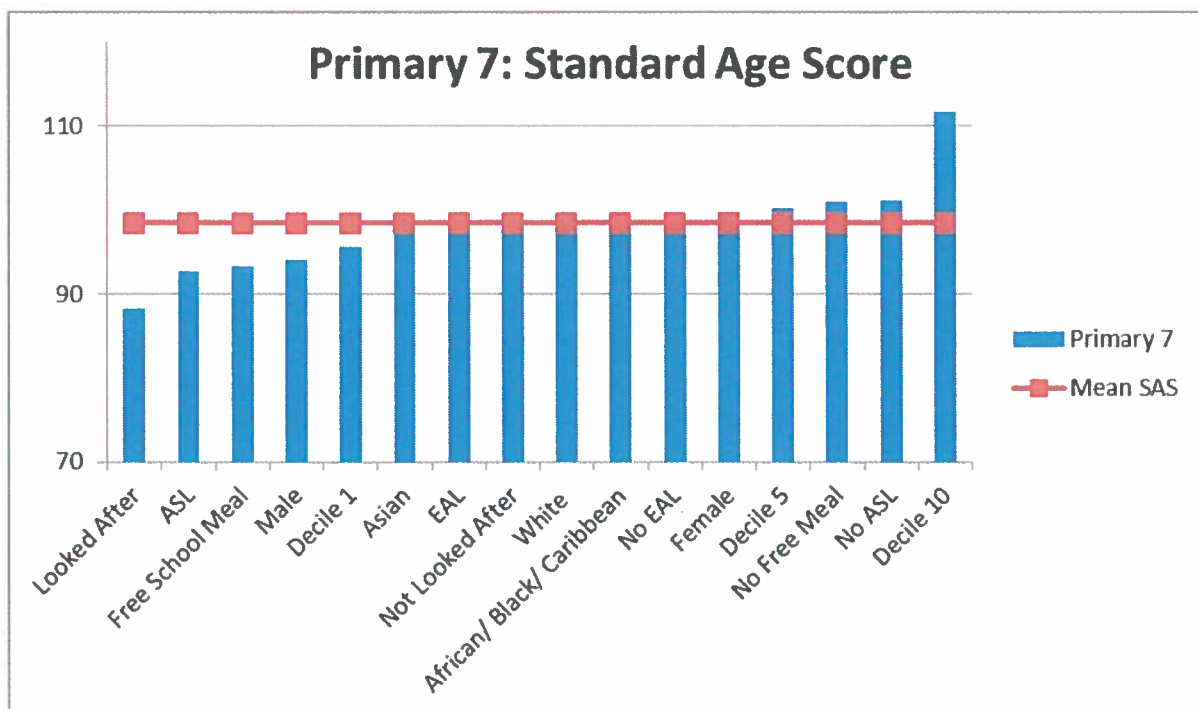
- 3.3 As these figures remain experimental no additional analysis has been provided comparing Glasgow's performance to the national performance or to other local authorities.
- 3.4 The national report and the scatterplots have been shared with all schools in Glasgow for them to use as part of their ongoing moderation and assessment work and their self-evaluation processes.

3 New Group Reading Test

- 3.1 The New Group Reading Test (NGRT) is a standardised test published by GL Assessment. The Scottish Government asked us to use this assessment with P4 and P7 pupils as part of the Scottish Attainment Challenge.
- 3.2 The assessments are a test of a pupil's ability in areas such as sentence completion and passage comprehension. It begins with sentence completion exercises and then passage comprehension follows. All questions are multiple-choice. The passage comprehension questions focus mainly on retrieval, context comprehension, inference and deduction. They are an on-line assessment, although paper versions can be made available.
- 3.3 The feedback from headteachers on their usefulness was mixed. Some felt that the assessments provided additional useful information on children's progress which allowed them to plan interventions more effectively. Others felt that they did not add much more to their knowledge of individual children. Some commented that the language/context was at times unfamiliar for children which would have affected their ability to respond accurately.
- 3.4 Schools received individual data for each child who completed the assessment.
- 3.5 A total of 4948 pupils completed the assessment at P4 and a total of 4611 pupils completed the assessment at P7. This was out of a total possible population of 5697 (86.8% completion) at P4 and 5146 (89.6% completion rate) at P7.
- 3.6 The graph below shows the performance of particular groups.



A similar graph is shown below for P7.

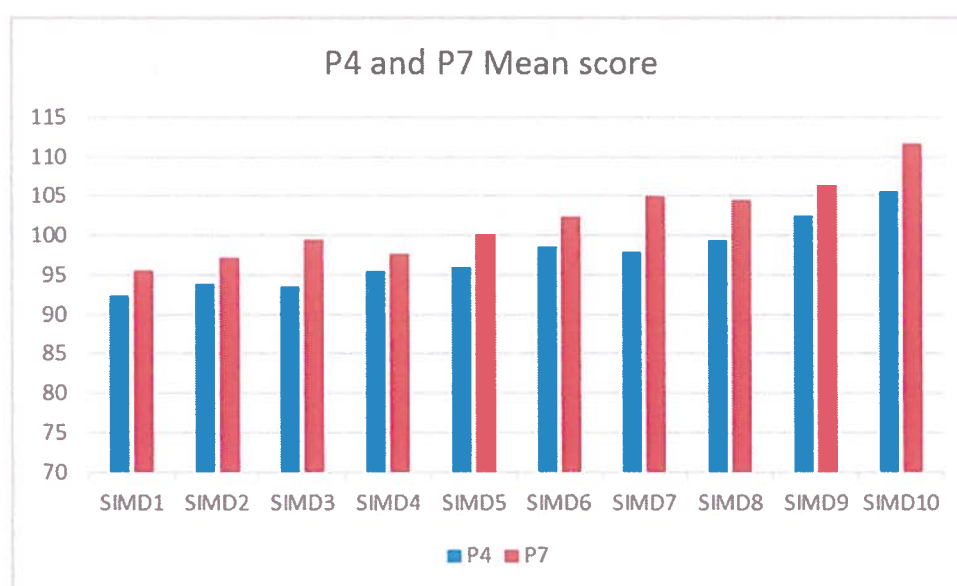


3.7 The graph below shows performance in NGRT taking into account postcodes – SIMD1 represents to the 10% most deprived postcodes and SIMD10 the 10% least deprived postcodes.

3.8 The graph shows that

- Performance in NGRT is linked to deprivation
- Pupils at P7 performed better than pupils at P4

Note that 56.2% (22,960) of primary pupils live in SIMD1 and SIMD2 with 2.4% (964) living in SIMD10. Therefore there data is not completely comparable and it might incorrectly imply a correlation between reading levels and deprivation.



3.9 We will not be using NGRT in 2016/17 as the new standardised assessments from the Scottish Government should be ready during 2016/17 and we would prefer to invest in these new assessments.

4. Policy and Resource Implications

Resource Implications:

Financial: NGRT was paid for by Scottish Government.

Legal: In line with appropriate legislation

Personnel: n/a

Procurement: n/a

Council Strategic Plan: Learning City

Equality Impacts:

EQIA carried out: n/a

Outcome:

Sustainability Impacts:

Environmental: n/a

Social: n/a

Economic: n/a

5 Recommendations

5.1 The Committee is asked to consider the data.

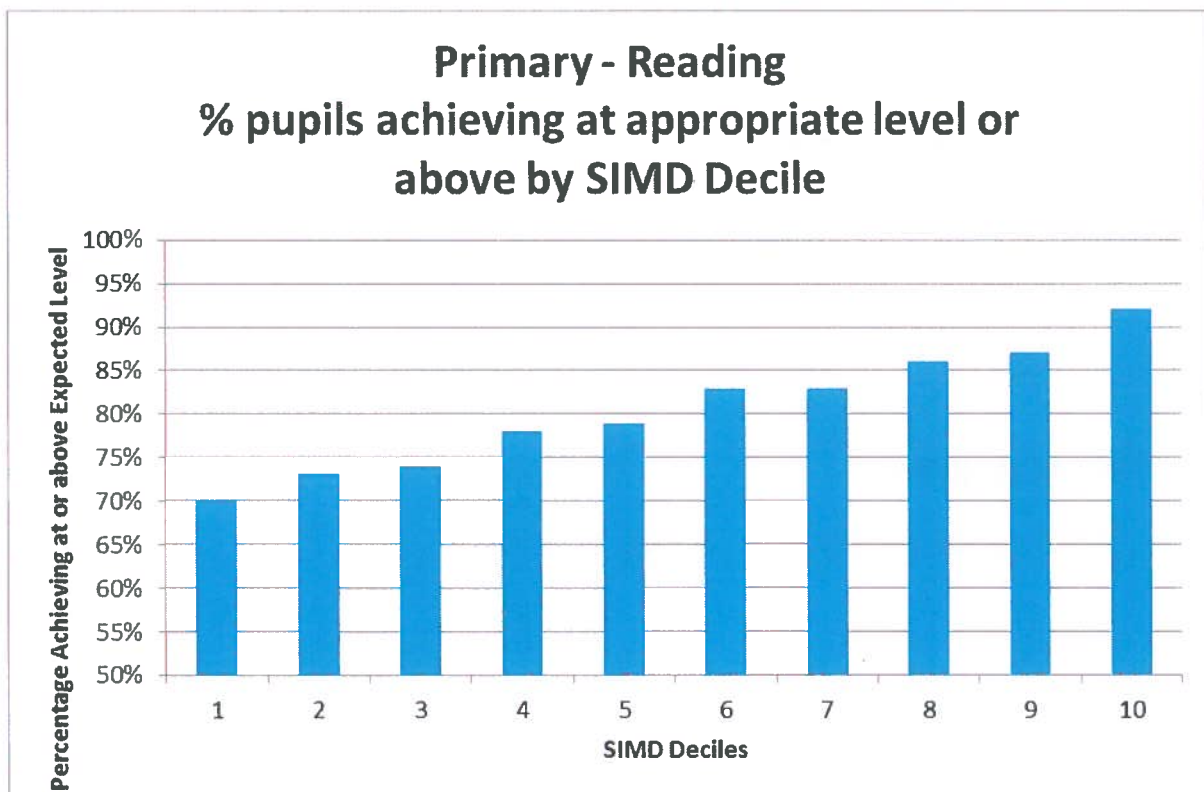
Additional evidence developed April 2017 and not yet taken to Committee

This analysis considers individual pupils' achievement and postcode similar to the analysis undertaken for SQA attainment by SIMD decile.

The graphs show that for primary schools attainment continues to be linked to deprivation with those children living in the most deprived postcodes performing less well than those in the least deprived postcodes. The secondary school charts also show a correlation with deprivation but is more variable. There has been much more discussion in 2016/17 around the CfE levels in secondary schools and it will be interesting to see the comparison with 2017 levels.

The first set of graphs represent the achievements of all children in the city attending primary school with the exception of those attending our Gaelic medium schools. The graphs are available for GME but the numbers are so low that it is not possible to pull out a clear analysis.

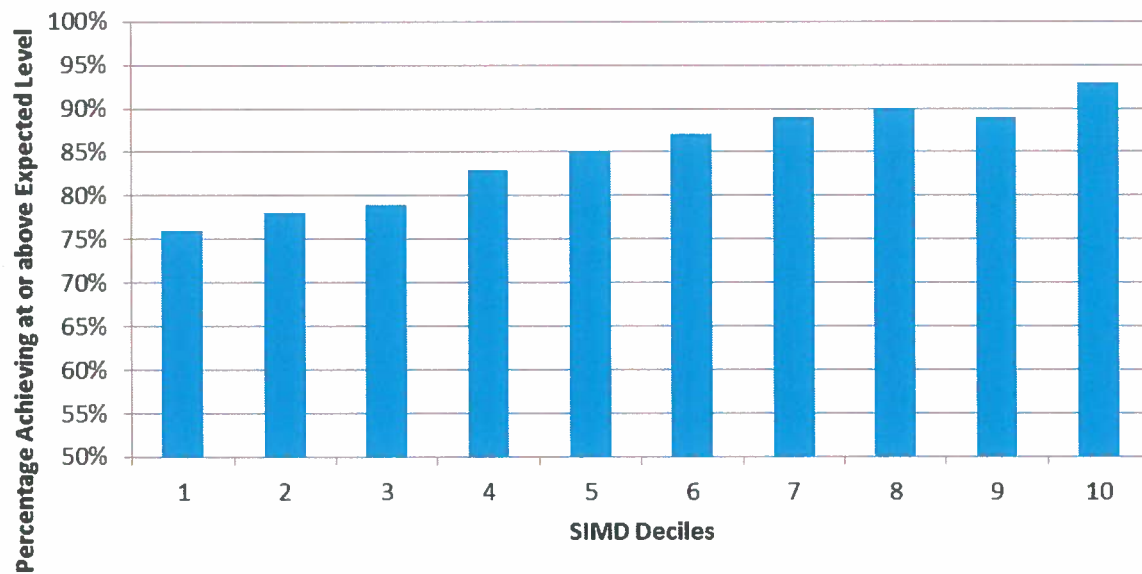
It is worth noting that overall around 42% of pupils live in the 10% most deprived postcodes with 2% living in the least deprived postcodes. This data represents the achievements of around 66,000 school-aged children in the city.



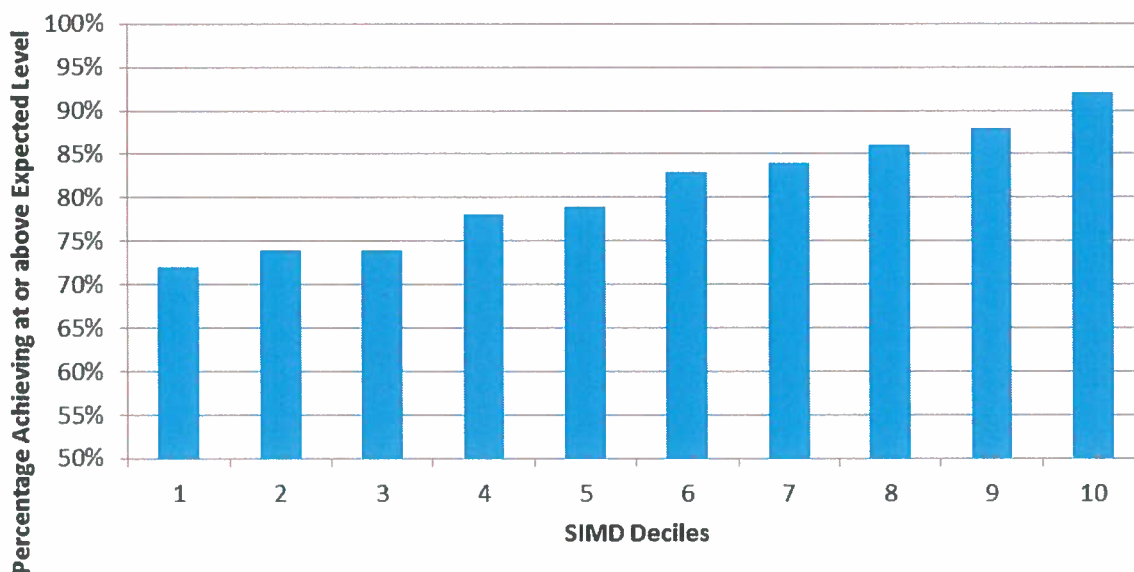
Primary - Writing % pupils achieving at appropriate level or above by SIMD Decile



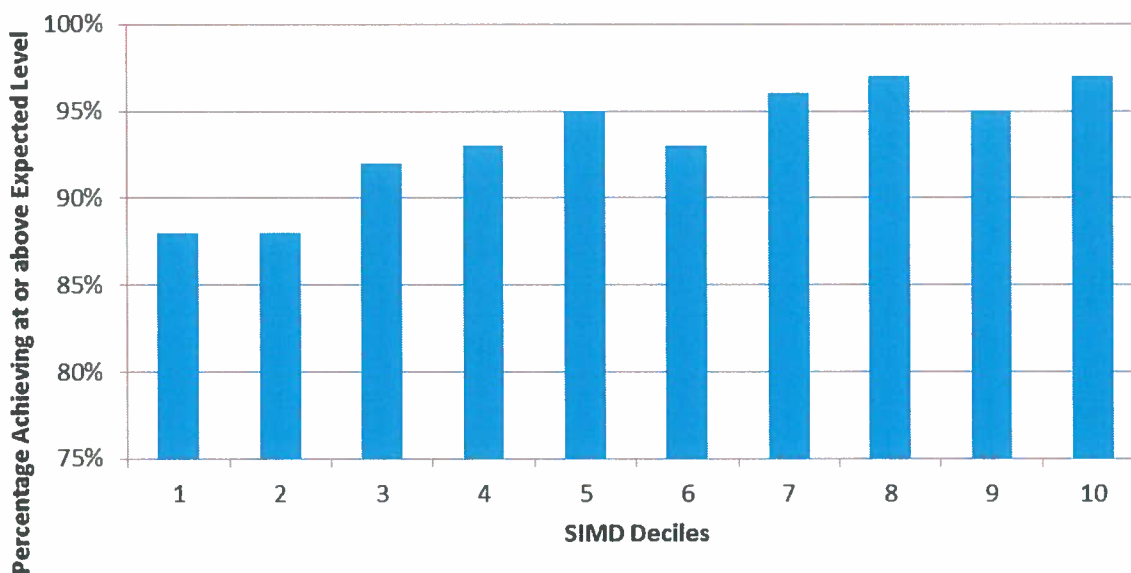
Primary - Listening and Talking % of pupils achieving at appropriate level or above by SIMD Decile



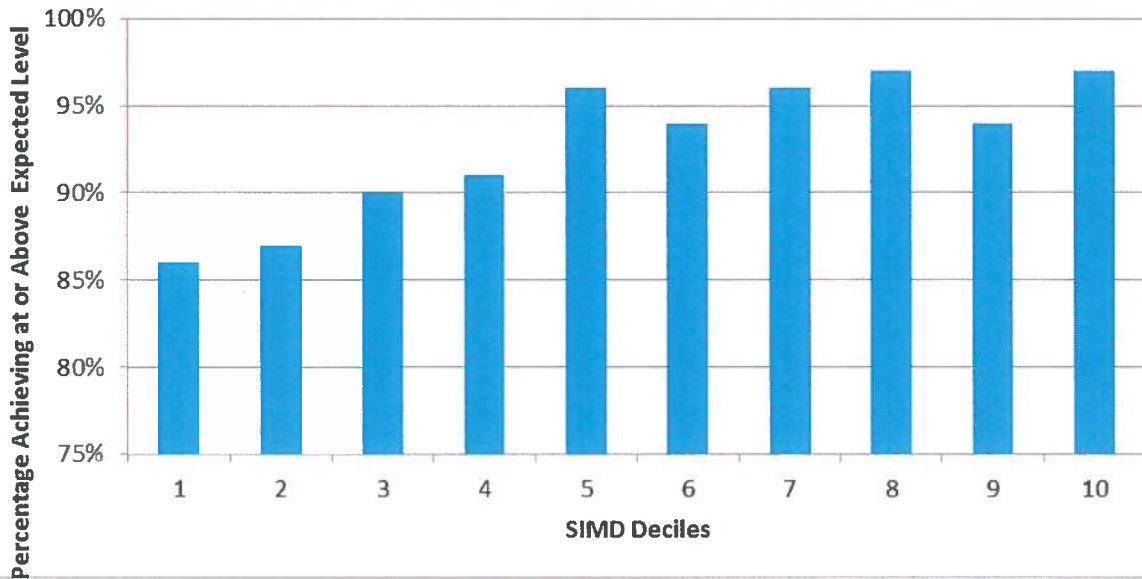
Primary - Numeracy % pupils achieving at appropriate level or above by SIMD Decile



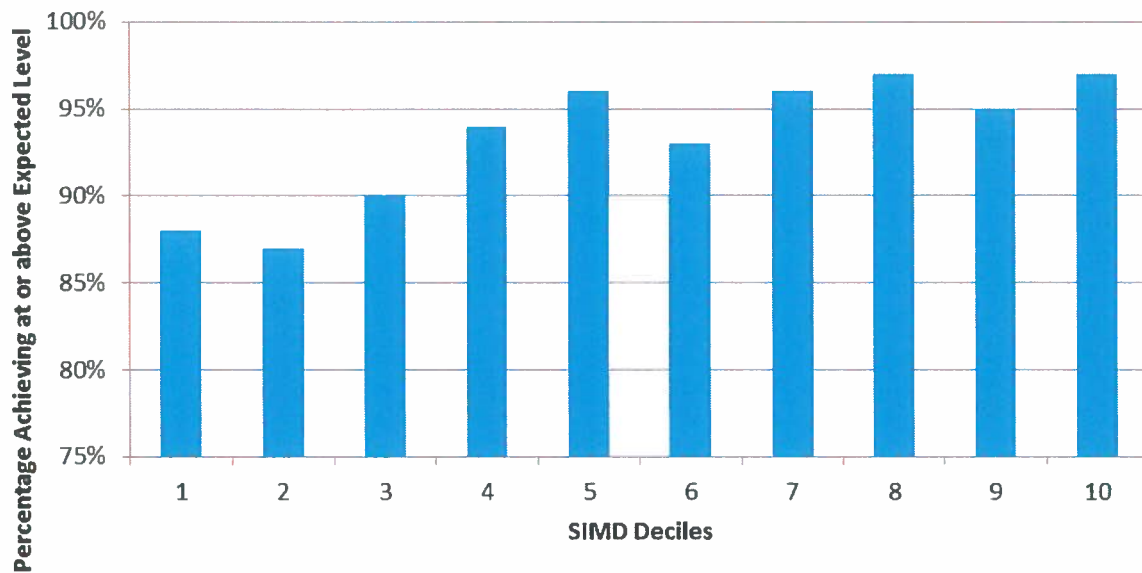
Secondary - Reading % pupils achieving at appropriate level or above by SIMD Decile



Secondary - Writing % achieving at appropriate level or above by SIMD Decile



Secondary - Listening and Talking % pupils achieving at appropriate level or above by SIMD Decile



Secondary - Numeracy

% pupils achieving at appropriate level or above by SIMD Decile

