THE SCOTTISH ATTAINMENT CHALLENGE
LITERACY NUMERACY HEALTH & WELLBEING

End Year Progress Review Report
Primary Programme
March 2017

Reporting Period	April 2016 – March 2017
Local Authority	Dundee
Key Contact at Authority	[redacted]
Attainment Advisor	[redacted]

Summary of Spend

Intervention	2016/17 Allocation	2016/17 Amount Spent
Management and governance	£346,259	**310,580**
General interventions – teachers	£829,539	**679,201**
School and family development	£378,593	**378,533**
Interventions 2-5	£771,859	**578,912**
Literacy	£103,173	**95,341**
Numeracy	£105,659	**131,840**
Health and wellbeing	£779,523	**596,506**
Total	**£3,314,605**	**£2,770,911**

Agreed Improvement Plan

1	**Management and governance**	
2016/17 Allocation	£346,259	
2016/17 Actual Spend	£310,580	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers		£
Education/development officers	2	£100,976
Educational psychologists	1	£55,663
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff – Research Assistant Staff Tutor	0.6 1.0	£16,336 £44,660

Non-staffing *please specify type:*	Total costs this fin. Year
Leadership Academy	£32,000
Coaching programme	£40,605
Communication Strategy	£20,340

Activities: *Please comment on progress in implementing your planned activities in the year 2016/17*

Governance

The Dundee Attainment Challenge Strategic Board continue to meet to have the overview of the Attainment Challenge in Dundee. With the development of the secondary aspect of the AC a project lead for secondary (to be appointed) will join the strategic board. Both primary and secondary lead officers will manage the operational group, consisting of Headteachers of Attainment Challenge schools and have the overview of the various workstreams.

The focus of the operational group is to:

- share practice
- facilitate professional learning and alliance models
- support analysis, evaluation and review the impact of their work.

We also provide local and national updates at this meeting. Headteachers are now more confident in leading their own staff to collectively distribute the approaches.

We continue to report to the Dundee Partnership Management Group providing updates on progress.

The University of Dundee Research Team is represented on the strategic board and this has aided both evaluation and the sharing of findings. Other agencies and partners are represented on this strategic board, to date there has been no HT representation, it has been agreed to include representatives of Headteachers (EYs, primary and secondary) in the future.

Our team of researchers and data analysts are now in place and bring together internal and external data to support analysis and evaluation to help plan next steps. In addition they are able to draw together effective and informative evaluation reports generated for our service to support self-evaluation. This is also supporting positive joint work across our DEPS and Dundee University and informing our consideration to include 5 additional schools in year 3 based on our original criteria. This will provide targeted support for a further 1400 pupils whose attainment is affected by deprivation. This will impact positively on our poverty-related attainment gap.

The Research Assistant has supported the creation of a spreadsheet to list and record the impact of each of the interventions that is taking place across the authority. This has been sent to the head teacher of every Attainment Challenge setting in Dundee. We have attached the spreadsheet along with the return to provide further details of our interventions.

Dundee Educational Psychology Service (DEPS) has provided additional support to Attainment Challenge schools and nurseries. The aim of their involvement is to enhance the learning conversations taking place throughout schools guided by their advice to help enhance the nurturing environment within each setting. In addition, educational psychologists (EPs) have supported schools with their use of CAR and helping teachers and practitioners to understand and analyse their data to decide on next steps. EPs have also

provided advice to schools on how to make best use of the Wellbeing assistants (recruited using attainment challenge funding) based on research conducted by the Education Endowment Foundation.

School & family development worker (SFDW) , Teacher and Senior Management Team (SMT) attended National Conference to hear research based evidence on closing the attainment gap and participate in workshops

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2016/17*

1	**Management and governance: evidence on short and medium-term outcomes**	
Short –term outcomes	**What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate) Status** *(completed / ongoing / no progress)*
	• The Interventions spreadsheet is used by head teachers to record all the interventions taking place within their setting. It also provides schools with an ongoing evidence base for further improvement. This is then forwarded to the Children and Families service to provide an overview of the interventions that are being used across the authority. Identifying 'what works' in small cycles of change provides the evidential steps towards longer term outcomes for attainment. • Analysis of our data has identified core data-sets for schools to gather and report on in relation to literacy, numeracy, health & wellbeing • School's training and support needs were identified with their educational psychologist when deciding on their partnership agreement and by working through the themes of "How Nurturing is Our School" (HNIOS) internal audit process.	Ongoing Ongoing
	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*	
	• The level of detail provided by head teachers in the spreadsheet provides evidence of the short term aims. • DEPS research assistant has developed materials to collect evidence of EPs contribution to the nurture strand of the Attainment challenge. Resources used include; HNIOS questionnaires, partnership agreement form, use of video for reflection monitoring form, DEPS training log and training evaluations • Learning experiences for pupils and families will reflect an understanding of this agenda.	

	What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*	
	• The evidence gathered to date has highlighted the importance of implementation methodology at school and cluster level. Schools which are more confident in using this, and in triangulating their evidence of small scale changes, are better able to describe impact; and to identify how they would scale up their interventions. Examples include the use of PDSA for: precision teaching used in improvements in children's numeracy; home learning which improved pupils' sight vocabulary; and a gardening club which has improved pupils' oral vocabulary and listening skills.	
Medium –term outcomes	**What medium-term outcome(s) does this initiative aim to achieve?** *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)** **Status** *(completed / ongoing / no progress)*
	• The interventions spreadsheet is being used as a record by schools, allowing them to monitor the impact and progress of the interventions they are using. This is then forwarded to the Children and Families service to allow the department to quality assure which interventions are having the most impact in the authority; and the effectiveness of implementation methodology. This will also facilitate the sharing of practice across other schools and nurseries • Staff are reporting increased confidence in their interactions and learning conversations with children. • All staff are able to articulate issues confidently and consistently relating to the poverty related attainment gap and use this to improve outcomes for pupils.	ongoing ongoing Ongoing
	Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')*	
	• The level of detail provided by head teachers in the spreadsheet provides evidence of the medium term aims. • The same tools as the short term outcomes. • Learning conversations with staff. Learning experiences for pupils and families reflects an understanding of this agenda.	
	What did this evidence show? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*	

	• The evidence gathered to date has highlighted the importance of implementation methodology at school and cluster level. Schools which are more confident in using this, and in triangulating their evidence of small scale changes, are better able to describe impact; and to identify how they would scale up their interventions. Examples include the use of PDSA for: precision teaching used in improvements in children's numeracy; home learning which improved pupils' sight vocabulary; and a gardening club which has improved pupils' oral vocabulary and listening skills.

Reflections on progress to date: **Can you share any learning on what has worked well in implementing this initiative?**

As above.

Can you share any learning on what has worked less well or could be improved?

We have identified that staff need to use a core set of measures for small tests of change. Having too wide a range of measures associated with different tests of change has been a barrier to recording and collating data at scale. We have therefore identified a core set of measures which schools can use for literacy, numeracy, health & wellbeing.

2	**General interventions – teachers**	
2016/17 Allocation	£829,539	
2016/17 Actual Spend	£679,201	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers	23.6	£679,201
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely:……		£
Non-staffing *please specify type:*	Total costs this fin. year	
	£	
	£	
	£	

Activities: *Please comment on progress in implementing your planned activities in the year 2016/17*

General Interventions – Transition Teachers

Effective transitions are vital to support young people in their learning journey. Children from our Attainment Challenge schools are being identified and targeted for support in their transitions across the school and into S1. The creation of dedicated transition teachers was universally welcomed by our schools. They are working as part of our wider Attainment Challenge teams, with our wellbeing assistants and School Family Development Workers, which is also supporting improved family engagement. This will be a particular focus as we move into year 3.

We are already seeing some evidence of effective and positive impact of our transitions teachers working in our targeted schools. For example, where our Fresh Start literacy intervention programme is delivered by our transition teachers in primary, this has resulted in young people being more ready to access mainstream literacy classes in S1. Our transition teachers are also building capacity in secondary maths and English depts. As they share effective pedagogy from the primary schools they are working with and begin to implement precision teaching.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2016/17*

2	**General interventions – teachers: evidence on short and medium-term outcomes**	
Short –term outcomes	**What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)** **Status** *(completed / ongoing / no progress)*
	• Targeted groups of pupils will have been supported by a link transition teacher from their associated secondary school in the areas of literacy, numeracy and health and well-being. • Primary schools have identified the pupils and staff are building positive relationships with the young people. • The Transition teachers will develop programmes of activity and support to enhance the readiness for transition. • Increased confidence levels for our most vulnerable young pupils when going through transition to Secondary school. • The use of precision teaching has a positive impact on attainment in literacy and numeracy.	Dec 2016 Oct 2016 Ongoing

	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*	
	CAR and other improvement methodologies such as RAFA/EYC are being implemented and supported in every educational setting.	
	What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*	
	The implementation of the JASS Awards in one cluster has been a positive experience and has had a positive impact on young people recognising their achievements. Precision teaching has been used in some schools and head Teachers are reporting an impact on increased attainment as a result.	
Medium –term outcomes	**What medium-term outcome(s) does this initiative aim to achieve?** *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)** **Status** *(completed / ongoing / no progress)*
	• Transition for targeted pupils will be a seamless and smooth process with minimum interruption in learning • Progression in learning is coherent and well managed from P7 to S1	June 2017 Aug 2017
	Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')*	
	As above	
	What does this evidence show? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*	
	As above	

Reflections on progress to date: **Can you share any learning on what has worked well in implementing this initiative?**

This is in its early stage of development and has had some challenges in clearly defining the role whilst being appropriate for the different contexts of each cluster across Dundee. The JASS awards project has been very well received in the Braeview cluster and has had a positive impact on the aspirations and confidence of the young people prior to moving to Secondary school.

Can you share any learning on what has worked less well or could be improved?

In moving forward, the role will be re-visited and clarified. There are also plans to share the work of the Transition teachers to identify interventions that have worked and had a positive impact to implement in other contexts.

Precision teaching to be extended to work with Primary 6 pupils.

Information sharing for transition is an area for development.

3	**School and family development**
2016/17 Allocation	£378,593
2016/17 Actual Spend	£378,533

Expenditure breakdown

Staffing:	Total this financial year	
	FTE	Costs
Teachers		£
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
School and Family Deve. worker	11	£378,533
Speech and language therapists		£
Early years professionals		£
Other staff, namely:……		£

Non-staffing *please specify type:*	Total costs this fin. year
	£
	£
	£

Activities: *Please comment on progress in implementing your planned activities in the year 2016/17*

Schools have a variety of programmes in place to support families and improve engagement with school.

Activities include;

- Stay and play sessions – children, staff and family members play together whilst staff promote positive parenting through play and active, healthy lifestyles.
- PEEP sessions using the ORIM framework
- Family Movie nights run by School Family Development Workers in the local community centre

- Parents group - Weekly drop-in on Friday mornings for parents with inputs from visitors.
- Family cooking group - ensuring children and families can access activities that support & promote good nutrition and active healthy lifestyles. Including the development of numeracy skills and social interactions during the activity.
- Financial education – budgeting examples
- Targeted sibling time - Following training staff delivered weekly sessions around positive parenting skills with time for parents to reflect and identify next personal steps.
- Parent and family transition group – A programme of activities throughout the year for P7 children with involvement of their families to allow a truly enhanced transition to secondary school.
- Home learning packs - Parents were provided with a home learning pack and brought into school for a 1:1 meeting with staff to discuss how to use this.
- Support for individual families – Providing tailored support for families who need help from partner agencies
- Gardening club – Weekly sessions were delivered with parents. Supporting children in their learning of nature and how growing can improve health and wellbeing.
- Contact for Primary school pupil absence – Making contact with family if child absent from school.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2016/17*

3	**School and family development: evidence on short and medium-term outcomes**	
Short –term outcomes	**What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)** **Status** *(completed / ongoing / no progress)*
	The short-term outcomes were to design suitable activities and identify targeted groups and families who would benefit from the planned activities. The interventions were mainly delivered by school and family development workers, wellbeing assistants and early year's educators (families) whilst the recipients were parents/carers/families and young people. • Identifying useful topics to be discussed e.g. healthy eating • Engaged families through leaflet drop to attend weekly family cooking sessions. Support them to work together to create healthy meals whilst encouraging the children to develop their numeracy skills, social interactions and taking responsibility. • Children are getting an early years' experience of banking • Families were identified who have children in the school with younger siblings who may benefit from receiving support to develop more appropriate interaction skills.	ongoing

	• Identify vulnerable P7 children and plan and enhanced transition for them – partnership working between the SFDW, the Transition teachers and the Guidance staff at the Secondary school. • Follow up home visits were carried out with parents who may need further support, develop their understanding and increase their confidence. • Families were invited to attend holiday activity sessions run by local partners. • Identifying families who need help to contact other agencies for support. • Families were invited who may benefit from relaxation time. • Identified children who are absent from school and liaise with the family to improve attendance levels.	
	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*	
	CAR and other improvement methodologies such as the PDSA model promoted through RAFA/EYC are being implemented and supported in every educational setting. Attendance data is being closely monitored and tracked for improvement.	
	What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*	
	• The evidence gathered to date has highlighted the importance of implementation methodology at school and cluster level. Schools which are more confident in using this, and in triangulating their evidence of small scale changes, are better able to describe impact; and to identify how they would scale up their interventions. Examples include the use of PDSA for: precision teaching used in improvements in children's numeracy; home learning which improved pupils' sight vocabulary; and a gardening club which has improved pupils' oral vocabulary and listening skills.	
Medium –term outcomes	**What medium-term outcome(s) does this initiative aim to achieve?** *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)** **Status** *(completed / ongoing / no progress)*
	Participation – families are attending sessions. The interventions were mainly delivered by school and family development workers, wellbeing assistants and early year's educators, early year's educators (families) whilst the recipients were parents/carers/families and young people.	Ongoing

- Children's behaviour in both the class and playground greatly improved meaning less time lost in learning and teaching.
- Improved understanding of finances
- Improvement in social interactions between parents. Children learning about numeracy and science. Increases in staff confidence.
- Parents feel a sense of planning for the future of their child's life.
- Parents have improved skills and confidence in how to interact with their children.
- P7 children and families report that they feel more confident and knowledgeable about the transition from P7 to S1
- Improvements in literacy levels
- Improved well-being, families feeling less stressed
- Arranging food parcels, transportation, applying for grants, sign posting to agencies for families in need of extra help.
- Improvements in wellbeing as families benefit from peer support.
- Reduced absence rates

Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')*

Repeat of short-term measures and some interventions also have the following additional measures;

- Support for learning staff used video as a tool for feeding back to other staff members. Questionnaires were also given to parents and children.
- Feedback from parents and incidental staff observations.
- Feedback from pupils, parents/ carers and staff
- TOWRE assessment carried out monthly in order to track progress
- Evaluations from parents/carers , attendance figures, feedback from partners
- Evaluations with participants and parental attendance.

What does this evidence show? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*

- SFDWs are having a positive impact on engaging families and targeting support at the most vulnerable pupils
- Attendance figures are improving where targeted interventions have been implemented
- Schools reporting increased attendance and enhanced support for pupils with poor attendance, providing a valuable link between home and school
- PEEP programmes are having a positive impact on family learning

Reflections on progress to date: **Can you share any learning on what has worked well in implementing this initiative?**

Families welcome support from staff who are not teaching staff but are school based. The link between home and school is being strengthened and the SFDWs are building a good rapport with families.

Feedback from staff in schools, parenst and pupils is that this valuable work should continue and that a move to increasing the capacity

Can you share any learning on what has worked less well or could be improved?

Gathering of measures and data to evaluate impact is mainly subjective and qualitative rather than quantitative. An increase in the CAR or PDSA models to gather data on small tests of change will improve the evidence of impact and will support the scaling up of such interventions.

The SFDW resource could be increased in terms of workers and hours available to ensure a greater and wider impact.

4	**Interventions 2-5**
2016/17 Allocation	£771,859
2016/17 Actual Spend	£578,912

Expenditure breakdown

Staffing:	Total this financial year	
	FTE	Costs
Teachers	4	£134,450
C&F EY Link Workers	6	£123,219
Educational psychologists		£
EI Early Years Educators	4	£88,219
Family/home link worker		£
Speech and language therapists	4	£179,739
Early years modern apprentices/	6	£35,060
Other staff, namely:……		£

Non-staffing *please specify type:*	Costs this quarter
Professor Law	£2,200
Training	£16,025
	£

Activities: *Please comment on progress in implementing your planned activities in the year 2016/17*

Intervention one

Deliver nurturing approaches and attachment

Provide additional support for small group work and one to one work in collaboration with families

Activities

1. Nurturing Nature – nurseries working with Grounds for Learning and nursery parents to encourage them to spend time in local woodlands areas and outdoors with their children. 2 nurseries are running their second sessions and a staff member from 2 further nurseries will shadow these sessions so that they can then run their own sessions with their own children and parents.

2. Regular stay and play sessions – now more focussed to support play and positive parenting
3. 6 modern apprentices have been appointed, so far all are on track and working towards their qualification.
4. Breakfast Blether – staff facilitate breakfast and play sessions for parents/children prior to start of the nursery day.
5. Use HNIOS to identify strengths and areas for development
6. Each nursery and school has a link Educational Psychologist who will be the main point of contact for Nurture and Wellbeing planning with staff; and in facilitating training; use of CAR and VERP.
7. Identify children with attendance below 80%. Introduce text message service. Track weekly attendance and respond appropriately

Intervention two

Increase staff capacity to improve children's early language and communication abilities through staff training , the introduction of Literacy Leaders in nursery

Activities

1. Increase staff capacity to improve children's early language and communication abilities through staff training , the introduction of Literacy Leaders in nursery
2. Teddy Tales – adapted bedtime stories in collaboration with Speech and Language Therapy to support parents/children whilst on waiting list for Speech and Language Therapy.
3. Makaton Singing Group PDSA
4. Provide ongoing support for parents/carers who participate in Makaton Sessions
5. New nursery rhyme practiced every day in nursery for a full week. Nursery rhyme sent home each Monday.
6. DEPS input to introduce and sustain introduction to VERP.
7. Peer buddy/mentoring system established in some settings.
8. Literacy leader training developing confidence and capacity across team.

Intervention three

Introduce dedicated Children and Family Early Years Link Workers to help families use appropriate strategies to support their child's learning

Activities

1. 6 EYE Family workers undertook Peep Learning Together training in June 2016. These staff are currently working towards to their City and Guilds accreditation.
2. Family Book Bug sessions - Modelled for parents/carers how to sing, play, interact and connect with their child in order to promote their child's emergent literacy.
3. Family lending library
4. Network meetings– topics covered, Bookbug, logic models, writing outcomes and indicators, writing case studies, measuring tools and methods.
5. A report writing workshop will be held on 22.03.2017

Intervention 4

Children who require additional support will be identified and targeted.

Activities

1. Children who require additional support will be identified and targeted.
2. **T**eaching Talking profiles and in-house screening tool identify children who need support with social, emotional and behavioural barriers.
3. Developing strategies to support a child to access nursery
4. Development of screening tool to identify children's strengths and areas for development leading to targeted support– electronic app being developed
5. Enhanced transition work through "Fred Goes to School"- PDSA
6. DEPS support – staff training in ABLe planning.
7. Self-Regulation training and work with children PDSA

Intervention 5

Development of oral communication skills in pre –school children by:

Increasing the amount of preventative universal and targeted work within the speech and language therapy intervention.

Increasing staff knowledge, awareness and confidence regarding children with speech, language and communication difficulties either due to a specific difficulty or due to a general delay in talking and listening

Improving language and communication skills of children in nursery.

Improving vocabulary ability between the ages of 2 and 5 yrs.

Direct targeted support of children identified as being at risk of communication delay
Supporting development of communication rich environments at home and in nursery
Increasing parental confidence to support development of their children's communication skills

Activities

1. **Toddler Talk (TT) approach** - SLT work alongside staff in the two years nursery to upskill and support them to deliver this programme to the children and parents
2. **Teaching Children to Listen (TCtL)** - Speech and language therapists (SLTs) work alongside nursery staff to train them to deliver this evidence based programme to the children and parents in nursery. Weekly sessions delivered by SLTs observed by staff followed by staff gradually taking over an increasing number of activities supported by SLTs. Finally staff running the groups with decreasing support from SLTs.
3. **Word Aware (WA)** - SLTs to work alongside nursery staff to train them in this approach to word learning with decreasing support from SLT.
4. **Nursery Narrative (NN) Programme** - SLTs work alongside nursery staff to upskill and support them to deliver this evidence based approach to the children and parents with decreasing support from SLT

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2016/17*

4	**Interventions 2-5: evidence on short and medium-term outcomes**	
Short –term outcomes	**What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)** **Status** *(completed / ongoing / no progress)*
	Intervention one **Nurturing nature** Increase in children's early social, emotional and behavioural competencies Increase in staff confidence and skills to identify and work with children with behavioural, social and emotional difficulties Enhanced parent/child relationships and attachments. Enhanced Parents' confidence and skills. Use of local communities. **Stay and Play** Engagement in low cost play experiences. Increased parental engagement in nursery. **Modern apprentices** Develop skills and confidence **Breakfast blether** Developing relationships and confidence **Use HNIOS** Increase in staff awareness of strengths and areas for development **Attendance** Text messaging will motivate families to bring children to nursery **Intervention two** Improved language and communication skills of children in nursery Improvement in vocabulary ability between the ages of 2 and 5 yrs	ongoing

	Skilled and confident workforce supporting children's literacy development **Teddy Tales** Staff will deliver 6 sessions to introduce strategies to support children's language and communication **Makaton signing group** Engage parents/carers positively in Makaton sessions **New rhymes** Increase in children's awareness and knowledge of popular nursery rhymes. Increase in children's awareness and understanding of rhyme. **VERP** Video Enhanced Reflective Practice (VERP) – helps adults to analyse what the adult does and impact on the child using Collaborative Action Research (CAR) prompt. **Buddy mentoring** Areas of good practice identified and shared Literacy leader training Literacy leader developing confidence and capacity across team **Intervention three** **Family workers** Increased confidence of parents to support the development of children's social/ emotional and behavioural skills. Parents are more confident in their parenting skills Increased family engagement and understating of how they can support children's early learning. Staff will be delivering Peep sessions in their settings. Staff will be undertaking development activities for their City & Guilds portfolio. Family Bookbug Increased number of family learning activities and reading engagement activities e.g. Bookbug, Play at Home, PEEP groups Increased support to improve the quality of the home learning experiences for children. Increased interdisciplinary work to build staff and parental capacity to address the risk factors associated with deprivation in the early years. Early years educator (families) to use songs and stories to enhance literacy, numeracy and positive communication skills to help improve parent's confidence skills and promote learning through play. **Network meetings** EYE family workers are clearer about the link between their planned pieces of work and the long term goals of the attainment challenge. EYE family workers have begun to plan more focused pieces of work	

	with intended outcomes identified. EYE family workers have begun to experiment with ways to measure the impact of their work with families. **Intervention 4** **Teaching Talking Profiles** Children's needs are identified earlier and targeted assessment and support accessed **Strategies to support individual children's ability to access nursery** Pdsa shows which strategies are making a difference **Development of screening tool** Children's needs are identified earlier and targeted assessment and support accessed **Self - regulation and executive function training** Staff will have an underpinning knowledge of how executive function and self-regulation skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. The development of self-regulation is the underlying skill that makes learning possible. It is a deep internal mechanism that enables children and adults to engage in mindful, intentional and thoughtful behaviours. This underpinning knowledge will support staff to support children's behaviours and learning. **Intervention 5** TT- Building staff skills in delivering the Toddler Talk approach. Increasing knowledge and understanding of early communication and providing strategies for parents to support these emerging skills. Children in the two years provision will attend these sessions along with a parent or carer. TCtL - To build staff skills in TCtL programme and increase knowledge and understanding of the communication skills of all 3-4 year olds within group sessions and how to support them WA -Building staff skills in the Word Aware programme and increasing knowledge and understanding of word learning and how to support this. For staff to be able to use the principles of Word Aware confidently in every day settings. All children within the nursery attended sessions. NN- Building staff skills in the Nursery Narrative programme and increasing knowledge and understanding of the principles of storytelling and understanding of stories. Children in their pre-school year attend the sessions.	
	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*	
	Feedback from parents/ carers and staff Evaluations from parents/carers , attendance figures	

	See also medium term outcomes	
	What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*	
	Self –Regulation and Executive Function Staff understanding of self-regulation is developing. PDSAs are being developed. Modern Apprentices All MAs are making good progress towards their SVQ 2 or 3. Their confidence and understanding of good practice in early learning and childcare is developing. The MAs are being well supported in their placement. This could be scaled up to support the need to expand the workforce for the introduction of the 1140 hours and could potentially attract more mature candidates as you can earn as you learn.	
Medium –term outcomes	**What medium-term outcome(s) does this initiative aim to achieve?** *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)** **Status** *(completed / ongoing / no progress)*
	Intervention one **Nurturing nature** Increase in children's early social, emotional and behavioural competencies Parents who volunteer will have improved confidence in engaging families in outdoor activity Children and their parents will enjoy outdoor activity in Woods Families will use the woods independently after the project Families will report improved sense of wellbeing for themselves and their children Lead EYP and additional early years staff will have improved confidence in delivering Nurturing Nature **Stay and Play**	ongoing

	Increased parental engagement in children's play at home. **Modern apprentices** Improved practice and understanding of high quality early learning and childcare. **Breakfast blether** Developing relationships and confidence lead to targeted support for families and children **Use HNIOS** Increased consistent application of nurturing approaches **Attendance** All children will reach 80% or more attendance and have increased attendance at nursery **Intervention two** **Teddy Tales** Parents understand the importance of regular bedtime story telling and read more regularly **Makaton signing group** Families whose children have speech and language difficulties have improved skills and confidence in signing and interacting with their children. **New rhymes** Nursery rhymes are shared regularly at home **VERP** VERP leads to increased positive adult- child interactions Buddy mentoring Areas of good practice are embedded in agreed nursery policy **Literacy leader training** Strategies are identified and observed in practice **Intervention three**	

	Family workers Staff confidence and skills to deliver Peep will increase. **Family Bookbug** Improved interactions in the home setting Parents feeling more confident in trying activities with children at home, and able to form positive relationships Parent's confidence improves, enabling them to communicate with each other and share ideas. **Network meetings** EYE Families workers will become more confident and skilled at planning, delivering and measuring the impact of work with families. **Intervention 4** **Teaching Talking Profiles** Increased consistency in ABLe and assessment planning, processes (Teaching Talking) and support strategies for children with ASN **Strategies to support individual children's ability to access nursery** Consistent approaches used by adults to support individual children **Development of screening tool** Increased parental involvement in planning/assessment process **Enhanced transition** Children starting Primary 1 are confident and ready to learn when they start school and their parents/carers are confident in their role as their child's primary educator. **Self regulation training** It is intended this approach will have a positive impact on the self-regulation and wellbeing of children Families will be well informed about this approach to responding to behaviour and will feel supported**.** **Intervention 5**	

	Children will benefit from the intervention during staff training as they will be attending interventions by staff who are trained and supported by SLTs. Families are encouraged to learn about their child's communication development and how to support this at home through parent sessions and ongoing discussions with staff.	
	Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')*	
	Types of evidence for which aim? **Intervention one** Parental comments Athena Data App Questionnaires Twitter feedback Confidence scales for staff, parents and children Portfolio and tutor/ mentor feedback Anecdotal feedback Attendance register- analysis HNIOS self- evaluation and action plan Register of attendance Number of telephone calls and text messages **Intervention 2** PDSA in progress number of parents/carers who attend the Makaton group number of parents/carers reporting increased use of signing number of positive comments about the Makaton session & corresponding reduction in suggested improvements use of personalised confidence scale for EYE engaging with Makaton sessions use of personalised confidence scale for EYE Group Leader and developing parent/carer led groups Screening tool at beginning and end	

Observations from staff

Feedback from parents verbally, through journals/profiles and through Twitter

Small tests of change

Nursery ABC and Beyond Plans
Nursery observations

Intervention 3

Parent Services Development Officers observations and support visits. Peep observation by EYE family worker line manager. Portfolios in progress. Parent feedback questionnaires. Peep practitioner reflections.

Development of small tests of change

PEEP groups - feedback forms

Parental confidence questionnaires/scales

EYE family workers planning documents, reflections and in some cases reports demonstrate an increased understanding.

Intervention 4

Children who require additional support will be identified and targeted.

Interventions will be planned and monitored as per Child's Plan/ ABLe plans, group plans, staff observations and professional discussion with key workers.

Teaching Talking profiles and in-house screening tool identify children who need support with social, emotional and behavioural barriers.

Children's needs are identified earlier and targeted assessment and support accessed

Increased consistency in ABLe and assessment planning, processes (Teaching Talking) and support strategies for children with ASN

Observations

Children's journals

TATC action plans

Curriculum plans

Developing strategies to support a child to access nursery Pdsa shows which strategies are making a difference

Consistent approach by adults

Development of small tests of change

SHANNARI wheels used to demonstrate children's developing well-being

Tracking and monitoring data

Development of screening tool to identify children's strengths and areas for development leading to targeted support– electronic app being developed

Children's needs are identified earlier and targeted assessment and support accessed

Increased parental involvement in planning/assessment process

Enhanced transition work through "Fred Goes to School"- PDSA

DEPS support – staff training in ABLe planning.

Enhanced transition

Children starting Primary 1 are confident and ready to learn when they start school and their parents/carers are confident in their role as their child's primary educator.

number of pre-school children who take part in Fred Goes to School, including number of sessions attended
number of parents/carers who take part in Fred Goes to School, including number of sessions attended

number of children experiencing increased confidence about going to school (staff observation)

number of parents/carers who report increased confidence about their child going to school

number of parents/carers who report increased awareness of and confidence in supporting their child's learning (all parents/carers?)

Early Years staff member will report increased confidence in co-delivering Fred Goes to School

Self regulation
Nursery audits. Self-Regulation training and work with children. PDSAs.

Staff will have an underpinning knowledge of understanding challenging behaviours and the background to restorative practice. It is intended this approach will have a positive impact on the self-regulation and wellbeing of children

Families will be well informed about this approach to responding to behaviour and will feel supported.

Intervention 5
TT - Confidence scale measures with nursery staff and parents

	TCtL - Pre and post rating scale for the 4 skills of listening: Sitting still, Staying quiet, Looking at the person who is talking, Listening to all the words. NN- Use of Renfrew Action Picture Test to measure individual children's use of language before and after the nursery narrative programme. Across all 4 programmes - development of small tests of change For all 4 programmes combined - British Picture Vocabulary Test at 2 yrs, 3yrs, 4yrs- research cohort group
	What does this evidence show? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*
	The evidence gathered to date has highlighted the importance of implementation methodology at nursery level. Staff are becoming more confident in using PDSA improvement model, and in triangulating their evidence of small scale changes and are better able to describe impact

Reflections on progress to date: **Can you share any learning on what has worked well in implementing this initiative?**

Embedding the SLTs in nursery settings has created a very close working, collaborative partnership between parents, nursery staff and SLTs. At this point we note that these relationships take time to build and this time has been valued by all involved.

SLT and nursery management producing a plan for the cascading of knowledge and experience of the four programmes for nursery staff.

Discussion with staff and observation of staff using strategies in everyday settings and nursery activities.

Early Years Educators(Families) have provided additional support to families either on a one to one basis or in small groups. As they are supernumerary, they can work flexibly and be responsive to families.

Can you share any learning on what has worked less well or could be improved?

Toddler Talk – take up of parents attending has been inconsistent. Plan is to trial options to increase consistent uptake.

Modern Apprentices- need a longer transition period before embarking on SVQ.

5	**Literacy**
2016/17 Allocation	£103,173
2016/17 Actual Spend	£95,341

Expenditure breakdown

Staffing:	Total this financial year	
	FTE	Costs
Teachers		£
Education/development officers	1	£53,462
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely:……		£

Non-staffing *please specify type:*	Total costs this fin. year
Training	£41,879
	£
	£

Activities: *Please comment on progress in implementing your planned activities in the year 2016/17*

- Improving vocabulary through play – small groups of children are using play based activities to develop their vocabulary and this now being extended across schools
- Fred goes to school programme - delivered over 6 weeks for a group of 10 parents and their children (including younger siblings)
- Red word training for Reading Leaders - cascade model
- Read Write Inc Fresh Start - developing knowledge of phonics to aid reading skills all schools now have this resource
- 1:1 support – developing fluency and accuracy in reading to aid comprehension
- The First Minister's Reading Challenge - supporting parents/carers to encourage reading for enjoyment at home and in school
- Literacy support in upper school – developing a metacognitive approach to teaching comprehension across schools and clusters
- Close reading skills - pupils introduced to close reading skills as a means of providing further challenge in comprehension skills.
- Group support for P6&7 – small groups work on learning 1 new word per week, encouraging children to question the meaning of words
- PDSA approach to evaluating the impact of the consistent implementation of the ABC and Beyond strategies for developing children's vocabulary and emergent literacy skills – this compliments the Word Aware approach.
- Redesign of tracking tool in line with updated Read Write Inc assessments
- Development of framework for practitioners/FAQs for parents of children experiencing difficulties with literacy and dyslexia
- Development of an accessible Literacy Strategy with all stakeholders
- Vocabulary training with targeted group of practitioners - Reading Leaders
- 3 days of alliance school development work with Read Write Inc trainers
- Fresh Start resources available to all schools

• All schools have access to National Literacy Trust and its resources • All nurseries will have a Literacy Leader to ensure that children's emergent literacy is a priority and that ABC and Beyond strategies are delivered consistently.
Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2016/17*

5	**Literacy: evidence on short and medium-term outcomes**	
Short –term outcomes	**What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)** **Status** *(completed / ongoing / no progress)*
	• Wellbeing assistants delivering interventions to pupils requiring additional support in literacy and those with low PIPS/InCAS scores across most schools • Wellbeing assistants supporting identified P5-7 pupils with difficulties in literacy to support achievement of second level by the end of P7 • Delivery of RWI Fresh Start modules for P6 & 7 pupils who have been identified as having a reading age of at least 1 year below their chronological age to support achievement of second level by the end of P7 • Speech and language therapists are working with pupils who have been identified as needing to improve their vocabulary.to support improvements in reading and comprehension • WBA provide 1:1 tuition on a daily basis to identified children. Sessions focus on speed reading of both real and 'nonsense' words, and on the speed reading of short passages to improve comprehension • Redesigned tracking tool supporting staff to make better judgements and early identification of children with difficulties in phonics • Literacy leader training is developing confidence and capacity across nursery teams.	Oct 2016
	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*	

	• CAR and other improvement methodologies such as RAFA/EYC are being implemented and supported in every educational setting. • Learning walks in all schools • Literacy leader training developing confidence and capacity across tea • Nursery ABC and Beyond Plans • Nursery observations • Nursery impact evaluations • Nursery staff confidence surveys	
	What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*	
	• Staff confidence is growing and the 3 Read strategies are being delivered more consistently which is having a positive impact on children's vocabulary.	
Medium –term outcomes	**What medium-term outcome(s) does this initiative aim to achieve?** *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)** **Status** *(completed / ongoing / no progress)*
	• Increase in vocabulary across all stages • Improved standardised scores of all children involved • Increased confidence in reading leaders to deliver bespoke training in their school context • Well attended training sessions - sessions targeting all schools • Increase in reading age • Improvements in staff knowledge of pupils' reading habits across all schools • Staff across primary schools with an increased depth of knowledge of comprehension and analysis skills • Staff across primary schools with increased knowledge of the use and analysis of data • ABC and Beyond strategies for developing children's emergent literacy are leading to positive outcomes in early literacy.	Dec 2016
	Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')*	
	Repeat of short-term measures and some interventions also have the following additional measures; • Attainment data • Parents evaluations and attendance levels • TOWRE testing before intervention. 300 test and TOWRE 2 testing at the end of the year to measure progress.	

	• Pre and post BPVS, staff observations and feedback • TOWRE assessment carried out monthly in order to track progress • Redesigned tracking tool to capture recently updated Read Write Inc assessments
	What does this evidence show? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*
	Initial evidence from cycle one of the PDSA for Sparkle Words indicates that nursery children's vocabulary development is being supported by this consistent approach. Staff are more confident in the consistent delivery of the ABC and Beyond 3 Reads approach to developing nursery children's emergent literacy and language. Nursery children are able to re-tell stories in sequence, in more detail, using more appropriate vocabulary. Children are developing their knowledge of the conventions of books and print and phonological awareness. Children are able to discuss things like character, setting, problems arising, actions and resolutions.

Reflections on progress to date: **Can you share any learning on what has worked well in implementing this initiative?**

The Education Support Officers have continued to evaluate their work, interventions and training on a regular basis and this has allowed them to develop training and support that is responsive to the needs of schools, children and staff.

The ESOs work collaboratively with partners to engage schools in CAR and to encourage the sharing of good practice so that successful initiatives are scaled up within schools and shared across schools.

Regular specific training for nursery literacy leaders has supported the implementation process and practitioners understanding.

Can you share any learning on what has worked less well or could be improved?

Successful interventions occur where there are shared, clear guidelines and support from school leaders to ensure that outcomes are achieved.

6	**Numeracy**
2016/17 Allocation	£105,659
2016/17 Actual Spend	£131,840

Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers		£
Education/development officers	1	£71,408
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely:……		£
Non-staffing *please specify type:*	Total costs this fin. year	
Training	£60,432	
	£	
	£	

Activities: *Please comment on progress in implementing your planned activities in the year 2016/17*

- Staff Tutors employed
- Training for staff in Conceptual Understanding in Number (CUiN) being delivered to 9 out of the 11 attainment challenge schools and providing coaching in context /team teaching where appropriate.
- Increase staff understanding and use of the Numeracy Progression Framework. This is being delivered through delivery of the Dundee Standard and included in the CUin course.
- Numeracy Pioneer network established and have started looking at moderation across the city
- Targeted numeracy support groups – Small groups were targeted by teachers for numeracy support using weekly kit bag sessions in the family room.
- P7 numeracy support – Transition teachers working with pupils to build on their skills before they move to secondary school.
- Numeracy support for pupils with poor attendance – Health and wellbeing assistants working with children who have been absent from school
-

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2016/17*

6	**Numeracy: evidence on short and medium-term outcomes**

Short –term outcomes	**What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)** **Status** *(completed / ongoing / no progress)*
	• As a result of assessment data, children were identified as requiring an intervention based on their PITFALLs results and teacher observations. • All teaching staff to further develop practice whilst improving knowledge and understanding in maths and numeracy for pupils. • Children identified by class teacher as needing support in numeracy in order to achieve second level by end of P7 • Supporting pupils with poor attendance to bridge gap in numeracy knowledge and understanding • Improved progression across Numeracy in primary • More consistent effective learning and teaching	Ongoing
	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*	
	CAR and other improvement methodologies such as RAFA/EYC are being implemented and supported in every educational setting. Learning walks in schools Teachers talking more knowledgably about progression when in dialogue with staff tutors, leaders and other colleagues	
	What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*	
	• CAR and other improvement methodologies such as RAFA/EYC are being implemented and supported in 60% of educational settings. • Learning walks have taken place in 35% of schools. • Teachers engaged in small tests of change now talking more knowledgably about progression when in dialogue with staff tutors, leaders and other colleagues.	
Medium –term outcomes	**What medium-term outcome(s) does this initiative aim to achieve?** *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)** **Status** *(completed / ongoing / no progress)*

	• Skilled and confident workforce using conceptual understanding theory to support children's Numeracy development (Teachers and Leadership teams) • All staff in early years and primary to use the Numicon approach to implement conceptual understanding effectively. • More rigorous and well established subject knowledge base • Evidence of transferable Numeracy skills and greater relevance for young people (Teachers and pupils) • Increased engagement and motivation of teachers and pupils in numeracy and mathematics. • Improvement in self regulation impacting on children's learning i.e. being in class more leading to increased learning and self esteem. Link outcomes from floor books to CFE. • Increase confidence and progress in learning in order to close the poverty related attainment gap. • Raised confidence in teacher judgement around Achievement of a Level. • CAR and other improvement methodologies such as RAFA/EYC are being implemented and supported in all educational settings.	June 2019
	Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')*	
	Repeat of short-term measures and some interventions also have the following additional measures; • Class attendance, children's feedback verbally and in floor book, as well as feedback from parents and teachers. • Measuring pupil progress on a daily basis using run charts to maximise achievement and pupil gains in self esteem. • Feedback from Numicon and conceptual understanding training.	
	What does this evidence show? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*	
	• Education Scotland identified areas of good practice to share. These are now posted on the National Numeracy and Mathematics Hub.	

Reflections on progress to date: **Can you share any learning on what has worked well in implementing this initiative?**

Both staff tutors are trained Numicon affiliates. This has allowed them to start the process of introducing Numicon and support teachers to use evidence based, informed strategies to increase attainment.

Can you share any learning on what has worked less well or could be improved?

Where school leaders have adopted strategic responsibility for ensuring full engagement of all practitioners in developing their pedagogy of effective learning and teaching in numeracy and mathematics, there has been an increase in attainment and achievement results. As part of our numeracy strategy this is an area that we will now be looking at in more depth.

7	**Health and wellbeing**	
2016/17 Allocation	£779,523	
2016/17 Actual Spend	£596,506	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers		£
Staff Tutor – Health and	1	£51,914
Wellbeing Assistants	21.8	£352,589
Dance Development officers	2	£20,196
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Music Instructors :……	3	£84,609
Non-staffing *please specify type:*	**Total costs this fin. year**	
Dundee University – Aspire research	£19,400	
Dundee Rep – Aspire programme	£24,705	
Resources	£43,093	

Activities: *Please comment on progress in implementing your planned activities in the year 2016/17*

- The Wellbeing Assistants have continued to support the implementation of Nurturing Approaches in their schools. Small cycles and measures of change show improvements in Wellbeing and Relationships; improved attendance and self-regulation/behaviour.
- Child-Led Play sessions for all Wellbeing Assistants trained by the service's Play Therapist. Staff report improved attunement in their interactions during play with

children. In time this will lead to improved relationships and wellbeing; and in children's vocabulary.

- The use of VERP for targeted activities, such as numeracy, is providing some evidence of how attuned interactions and 'learning conversations' are improving children's conceptual understanding in numeracy.
- EPs are supporting AC provisions to use VERP e.g. coaching and consultation within a PDSA model. Work is ongoing but early indications for some of the small tests of change indicate that staff are using approaches more consistently.
- After-school club challenge activities with Wellbeing Assistants show a sustained uptake/engagement with children
- Nurturing Nature groups - 8 week programme working with children and families within local woods. Focus on nurturing relationships through exploration in nature.
- Aspire – Music specialist teachers were recruited to give pupils the opportunity to develop their music and performance skills incorporating dance, music and drama in a creative and immersive manner across and beyond the school curriculum to increase and develop pupils' health and wellbeing, self-confidence and self-esteem, learning and skills development whilst challenging inequalities.
- Staff training in mindful techniques - series of training modules
- Staff Tutor and DEPS trained on Education Scotland Whole School Nurture approaches. Set up of Implementation Group to plan and develop roll out to schools.
- Engagement with partners to plan and deliver curricular input on substance misuse. In particular early discussions around developing a progressive 3-18 framework for substance misuse.
- Development of Mental Health and Wellbeing Framework has taken place and revised in light of ongoing work with schools and partners.
- Training programme is underway to support the implementation of the framework, the outcome of which is to build capacity and understanding at universal and targeted level.
- The Growth Mindset project has continued to support schools (and nurseries) around raising awareness to staff, parents, pupils and the wider community.
- Staff CLPL sessions have been delivered in 5 AC schools (and 3 nurseries).
- Focus groups have been developed supporting pupils with additional needs.
- The use of improvement methodology has provided evidence of positive outcomes for a P7 class in relation to engagement levels in maths.
- A range of resources have been developed to support staff to embed Growth Mindset Techniques in the classroom, lessons and curricular areas.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2016/17*

Delay in appointing Modern Apprentice – Creative and Digital Media with Dundee and Angus College to support ASPIRE Dundee programme. Will be appointed in May 2017.

7	**Health and wellbeing: evidence on short and medium-term outcomes**

	What short-term outcome(s) does this initiative aim to achieve? *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)** **Status** *(completed / ongoing / no progress)*
Short –term outcomes	• Improved interactions and relationships between children and parents. Improved self-esteem and skill of some parents. Improved interactions between nursery staff and parents. More use of local community woodlands. • Children showing increased responsibility for learning and relationships – improved self-regulation across different settings for targeted children • Improved staff confidence in responding to wellbeing needs of children • Staff have a better understanding of the impact that their behaviour and interactions have on a child's development; and how to be more attuned to children. All staff will have identified the use of VERP (Video Enhanced Reflective Practice) as a tool to support them with improving their skills in learning experiences with children which has been measured through video analysis and triangulated measures including Boxall profiles; literacy skills etc. • Targeted schools and nurseries, using the CAR approach, have developed their understanding and implementation skills in relation to Wellbeing outcomes for children. • 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 • Wellbeing Assistants report that they are more attuned to their interactions during children's play as a result of Child-Led Play training with the service's Play Therapist. • Chiildren have increased awareness and staff have increased confidence in substance misuse education and interventions. • Increased parental engagement on substance misuse education • Staff are more aware of Growth Mindset • Staff are more engaged in the development of growth mindset in their setting • Staff have evidence of improvements as a result of the work around growth mindset • Pupils show increased engagement in their learning as a result of growth mindset interventions • Staff report enhancements in their personal life as a result of Growth Mindset ASPIRE Dundee **ATTITUDES AND APTITUDES TOWARDS SCHOOL AND LEARNING** **Q1 - I concentrate hard at school** The positive responses to this question remained consistent between 2015 and 2016, with 81.5% of the pupils surveyed answering "usually" or "nearly always" to this question.	Ongoing

Q2- I try to answer questions the teacher asks
Responses to the question were more positive in 2016 (69.9%) than in 2015 (65.2%) 12

Q3- If I make mistakes, I work until I have corrected them
Responses in 2016 showed a marked improvement, with 89.9% of pupils responding positively compared with 79.3% in 2015. This shows a marked increase in pupil resilience (10.6%), which would support the notion of the "growth mindset" that has been implemented in Dundee City schools.

Q4- If I can't work something out, I keep trying different ideas
69.2% of pupils gave positive responses to this statement in 2016, compared with 67.9% in 2015. This further endorses the concept of the "growth mindset .

Q5- I really make an effort in school
83.8% of pupils responded positively to this statement in 2016, compared with 83.2% in 2015. Although the increase in positive responses here is small, it does show progressive movement in relation to the aims of the project.

Q6- I try to link new ideas with things I already know
62.8% of pupils agreed with this statement in 2016, while in 2015 the score was 57.6%. This is a significant improvement, with the responses to this statement, like the previous two, reflecting the impact of the introduction of teaching towards a "growth mindset"

Q10 – I am interested to learn new things
In 2016, 87.8% of pupils responded positively to this statement, compared with 80.3% in 2015. This improvement of 7.5% in one year shows a significant increase in pupil attitude and aptitude towards school and learning in general.

Q11- In school you get rewards for your efforts
At 81.5% positive, the responses to this statement have remained stable between 2015 and 2016. The significant movement in relation to the responses to this statement is that fewer pupils are responding negatively, with an increase towards a more neutral position.

Q13 - Learning is fun
Pupil agreement with this statement was already high in 2015, at 69%, and this has continued to grow in 2016, to 73.9% - an improvement of almost 5%.

Q15- School is boring
Fewer pupils responded that they think school is boring in 2016 (19.1%) than in 2015 (23.8%). The consequence of this is that more pupils agree that school is NOT boring (67.2% compared with 57.7%. This represents an improved score of 9.5%)

CONFIDENCE AND COMPETENCE

Q7- I get good results in school
The responses to this statement evidence an improvement in pupil confidence, with 74.9% in 2016 compared with 71.1% in 2015 responding positively.

Q8- I know I can handle difficulties
The responses to this statement show evidence of an improvement in resilience, with 63.8% of pupils responding positively in 2016, compared with 60.25 in 2015.

Q9 – I am confident in my learning

Pupil responses to this statement showed the most marked improvement overall, with an increase in positive responses from 69% in 2015 to 80.1% in 2016. This represents a growth of 11%.

Q12- I get a sense of satisfaction when I work something out

61.9% of pupils responded positively to this statement in 2015, with an increase of 8.1% in 2016, taking the total percentage of positive responses to 70%. This demonstrates an increase in pupil recognition of self-competence, which in turn impacts on confidence and endorses pupil understanding of the "growth mindset".

Q14- I am good at school work

69.9% of pupils in 2015 had positive self-perceptions of competence, and this figure grew in 2016 to 76.7%, a positive increase of 6.8%. this further supports the conclusions drawn by the responses to Q12, reported above, in relation to competence and competence.

Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*

CAR and other improvement methodologies such as RAFA/EYC are being implemented and supported in every educational setting.

Nurturing Nature
Number of families participating each session (no of children, no of parents
Number of sessions attended by each family
Feedback from parent volunteers and new families noting improved wellbeing
Photos of activities and individual family stories

- authority wide baseline survey on confidence and awareness of staff surrounding mental health and wellbeing and its associated support services and resources

Growth Mindset - Anecdotal evidence, Staff knowledge of children, Observations, Case Studies, Staff Survey,

From a recent survey completed by staff from schools with 138 responses:

- 95% of staff reported that they are aware of Growth Mindset
- 93% of staff feel they are fully engaged or somewhat engaged in the development of growth mindset in their setting
- 73% of staff have seen improvements as a result of this work
- P7 Class in one school increasing engagement in maths via use of Conceptual Understanding of Maths
- 68% of those responsible for a child/children in their personal life believe that things have improved as a result of Growth Mindset
- 54% of staff believe that things have improved in their personal life as a result of growth mindset

ASPIRE Dundee

All areas have either shown growth, or, in the case of a minority, remained stable. Those which have shown the most significant growth, each one showing an increase of >5% are as follows:

- Q3, 10 and 15, which relate to **attitudes and aptitudes towards school and learning in general**:
- Q3- If I make mistakes, I work until I have corrected them (10.6% improvement)
- Q10 - I am interested to learn new things (7.5% improvement)
- Q15- School is boring (9.5% improvement as measured on a negative scale, i.e. this question was deliberately phrased in negative terms in order to ensure reliability of pupil response)

- Q9, 12 and 14, which relate to **pupil confidence and perceptions of competence**:
- Q9 – I am confident in my learning (11%)
- Q12- I get a sense of satisfaction when I work something out (8.1%)
- Q14- I am good at school work (6.8%)

It is safe to say that, drawing on the evidence from the pupil surveys conducted in 2015 and 2016, there has been a measurable improvement in **pupils' attitudes and aptitudes towards school and learning** in general terms, and in their **confidence and perceptions of competence** overall. Confidence and resilience in their learning, each of which areas showed an improvement of more than 10%, are especially highlighted. The work being carried out in schools in relation to the "growth mindset" may well be a factor in this positive movement.

i. Teacher Confidence
ii. Teacher Competence

Confidence

- In the ASPIRE schools, an overwhelming majority of teachers noted that they like music/dance/drama. Of this group, only teachers in the ASPIRE Drama schools were less than unanimous, although the large majority agreed that they "liked" Drama.
- Although the non - Aspire group who agreed that they liked these subjects showed a majority, this was not nearly such a significant one as in the ASPIRE group. Under half of the non-ASPIRE teachers agreed that they liked Drama, and there was a large disparity between the two groups in relation to this subject.
- This suggests that teachers in ASPIRE schools are very much more positive about teaching music/dance/drama, with drama in particular presenting more of a challenge than the other subjects. Further, the returns indicate that in the ASPIRE schools, attitudes towards drama remain largely positive overall, while in the non-ASPIRE schools, positive attitudes towards drama are in the minority.
- Over half of the ASPIRE teachers agreed that engagement in the project had increased their confidence in teaching performing arts subjects. Only 4 teachers disagreed with this. Without speaking to these teachers individually, it is not possible to know if this is because their confidence in these subject was already secure, or if there were other reasons for this response.

Competence

- Self-reported competence across the performing arts subjects in ASPIRE schools shows that almost half of those teachers in ASPIRE schools feel an overall competence in these subjects. Within this group, competence in dance is least evident, while teachers indicate a greater degree of competence in music.
- Among the non-ASPIRE teachers, a significant minority agreed they were good at these subjects, and of these only a quarter agreed they were good at music. The returns indicate a self-reported differential of almost double the ASPIRE teachers compared to the non-ASPIRE teachers in overall competence, with a greater positive skew within the ASPIRE group in relation to music.
- In relation to perceived knowledge of specific aspects of performing arts subjects, there was amarked difference between the perceived competence of ASPIRE and non-ASPIRE teachers. Three times as many of the non-ASPIRE teachers acknowledge a lack of conceptual knowledge in relation to the arts subjects compared with the ASPIRE teachers. Almost all ASPIRE teachers agreed that they were competent in relation to teaching subject-specific concepts in the arts. This suggests that ASPIRE is upskilling class teachers in relation to knowledge and understanding in performing arts subjects.
- Overall, three-quarters of the ASPIRE teachers agreed they felt competent to teach the three performing arts subjects, with all teachers surveyed agreeing they felt competent in music. In the non-ASPIRE group, this figure drops to just over half of the non-ASPIRE teachers who feel competent in overall, with the music figure dropping by a third. This suggests that ASPIRE is supporting skills competence amongst teachers.

Discussion and Perspectives

- Significantly more ASPIRE teachers agreed that classroom teachers should have conceptual knowledge and understanding in the performing arts subjects, compared with the non-ASPIRE teachers, demonstrating a markedly more positive attitude towards professional understanding in these subjects.
- Three quarters of the ASPIRE teachers agreed that classroom teachers should be able to teach performing arts subjects compared with less than half of the teachers surveyed in the non-ASPIRE group. This shows a markedly more positive attitude towards the teaching of performing arts subjects amongst the ASPIRE teachers.
- Almost half of the ASPIRE group agreed that teachers themselves should be participants in the performing arts, compared with just over one third of the non-ASPIRE group. This difference was most evident amongst teachers in relation to music, where only a small minority of the non-ASPIRE teachers felt that teachers should take part in musical activities. This demonstrates an increased level of enthusiasm towards and immersion in dance/drama/music amongst the ASPIRE teachers.
- An overwhelming majority in both groups agreed that teaching the performing arts subjects can support learning in other subjects. There was little difference between the two groups in relation to this statement.
- Almost all ASPIRE teachers agree that the three subjects merited content specific teaching. Only 2 of the ASPIRE teachers disagreed. In the non-ASPIRE group, the proportion agreeing with this fell by one third, although no-one in this group disagreed (with the remainder offering a neutral response). This shows a level of uncertainly amongst the non-ASPIRE group which could be attributable to their own confidence/competence in these subjects.

	What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*	
	• Increased confidence and self-esteem in young people, increased co-ordination and fine motor skills, increased motivation for learning, higher level of skills development, pride and sense of achievement, improved relationships, greater resilience, increased attendance, reduced exclusions, fewer instances of disruptive behaviour, improved concentration, better parental involvement and increased aspirations. • The evidence gathered to date has highlighted the importance of implementation methodology at school and cluster level. Schools which are more confident in using this, and in triangulating their evidence of small scale changes, are better able to describe impact; and to identify how they would scale up their interventions. Examples include the use of PDSA for: precision teaching used in improvements in children's numeracy; home learning which improved pupils' sight vocabulary; and a gardening club which has improved pupils' oral vocabulary and listening skills. • An increase in meaningful parental engagement with the nursery, with their children and with the outdoor environment. • Increased parental confidence to repeat these experiences out with nursery time with their children in local community woodlands. • Increase in children's engagement with and enjoyment of the outdoor environment. This is having a positive impact on children's health and wellbeing. The evidence is clearly highlighting that there has been a range of positive changes as a result of Growth Mindset being used in each setting. Staff are reporting children using different language, engaging in learning with increased confidence, parents using consistent language back at home, children frequently relaying messages appropriately through their play. Staff are also highlighting that although there has been many positive examples of change, some feel that it will take more time and consistent input from fellow colleagues and parents for growth mindset to take effect.	
Medium –term outcomes	**What medium-term outcome(s) does this initiative aim to achieve?** *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)** **Status** *(completed / ongoing / no progress)*
	• Families using Middleton Wood with their child once a week, Families agreeing that the group has a positive impact on themselves and their children. Parents who volunteer will have improved confidence in engaging families in outdoor activity. Children and their parents will enjoy outdoor activity in Woods. Families will use the woods independently after the project. Families will report improved sense of wellbeing for themselves and their	Jul 2017

children. Practitioners will have improved confidence in delivering Nurturing Nature.

- To firmly embed and establish the ASPIRE Dundee model of practice with key partners and stakeholders to be a sustainable and locally led intervention demonstrating a 'smarter spend' and more effective allocation of existing resources
- Staff feel more equipped to evaluate their own mental, emotional, social and physical wellbeing and to use the tools explored to develop their skills in becoming more balanced.
- The evidence is clearly highlighting that there has been a range of positive changes as a result of Growth Mindset being used in each setting. Staff are reporting children using different language, engaging in learning with increased confidence, parents using consistent language back at home, children frequently relaying messages appropriately through their play.

Staff are also highlighting that although there has been many positive examples of change, some feel that it will take more time and consistent input from fellow colleagues and parents for growth mindset to take effect.

ASPIRE Dundee

Analysis Of Categories Of Response In Parent Focus Group Interviews, Cross-Referenced To Project Aims Project Aims	**Category**
Perceived Improved Physical And Mental Wellbing Of Pupils (31)	Increased Opportunities(4) Confidence (6) Transitions (1) Positive Attitudes(3) Enjoyment (10) Personal Hwb(4) General(4)
Strategic Partnership Working Responsive To Local Needs (20)	Extending Opportunities (4) Responding To Parental Needs (10) Provision Of Resources (2) Parental Engagement (1) Primary-Secondary Links (1) Mitigation Of Financial Constraints(2)
Raised Attainment(7)	General (3) Transferrable Skills(4)

Dec 2016

Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')*

Repeat of short-term measures and some interventions also have the following additional measures;

- Parent feedback through Athena testing, informal feedback and parent attendance
- Yes, PDSA
- Staff Questionnaires at the beginning of the program and then at the end, plus staff absence records

- Growth Mindset

Case Study, Staff Observations, Staff Survey,

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58 statements were cross-referenced to the aims of the project. The initial aims were extended to include Raising Attainment, as this has become a focus for the Local Authority (and indeed, across Scotland). It is most gratifying to see from the above table that many participants, both teachers and pupils, spontaneously referred to outcomes that directly relate to the project aims. What follows is a selection of qualitative statements drawn from these interviews.

vii) IMPROVED PHYSICAL AND MENTAL WELLBING OF PUPILS

This aim was the one that was most clearly recognised as being met by both sets of parents, clearly showing that this is the area in which ASPIRE is having the greatest impact. This aligns closely with the responses of teachers and pupils, who also identified this as the most significant outcome of the project.

Specific comments from parents in this category include:

- "You seen them having fun and kinda letting loose and their arms were all over the place, and they seemed to be really enjoying what they were doing."
- "My daughter, it's been a great help to her. I think it's built her confidence up and helped her."
- "Some of them can be quite shy and that's their way of opening up and expressing themselves, and they can make new friends and not being scared to make a mistake and things 'cos it's fun."

viii) STRATEGIC PARTNERSHIP WORKING RESPONSIVE TO LOCAL NEEDS

Parents recognised the positive impact of the project on partnership working, including recognition of themselves as partners in the project. They also recognised the wider parent community as beneficiaries of the project in relation to the provision of opportunities and resources that they might not have been able to support otherwise. Mention was made of partnerships with secondary schools 26

- "We're kept up to date with everything that the Aspires been doing with them. What they've been doing outside school what they've been doing inside school."
- "When our children were in primary 3 we were able to come in and watch them and it was good."
- "She's going to be in secondary after the summer and she's that confident, you know, I think she'll be fine now that she's had that behind her."
- "It is good that it's there, it's a good resource I think, for kids that don't have that chance."
- "A lot of dance things, yeah, cost a lot of money to send your child to dancing, or the instruments as well, yeah, that's right - cost a lot of money."

ix) RAISING ATTAINMENT

Parents were less likely to refer to raised attainment as an outcome of the project that either the parent or the pupil groups, and any comments made in relation to this tended to be general in nature:

- "It's giving them other life skills other factors."
- "It's given her a lifeline of where she can mebbe go, you know."
- "He's never seen the point before he's always said what's the point in trying I'm not gonna is be able to, but he has he's stuck in and he's been given a lot."
- "I mean, yeah, it's bringing her on."

What does this evidence show? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*

Growth Mindset

The case study on the P7 class from St. Luke's & St. Matthews looking at the use of Mathematical Mindset has found:

- Using conceptual maths techniques encouraged the class teacher to be a more reflective practitioner;
- Taking part in the project helped the teacher to maintain a focus on conceptual maths;
- Conceptual maths techniques improved pupil engagement and enjoyment of maths;
- Flexible grouping combined with conceptual maths allowed all pupils to attempt challenging work, with dramatic results for some;
- Pupils were able to explain their thinking using mathematical language;
- Pupils enjoyed their maths lessons, and were keen to take part

The parent event found that staff could visibly see the parents engage and understand as the event went on. They really enjoyed finding out about how their child learns. It was really clear that all of the parents and carers were there to see how they could help their children.

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Drawing on the above data, it can be confidently noted that teachers in ASPIRE schools:
1. are more positive towards professional understanding in the performing arts subjects;
2. are more positive towards the teaching of performing arts subjects ;
3. are more enthusiastic towards and more immersed in performing arts subjects;
4. are more certain that performing arts subjects merit subject-specific teaching.

Based on this, it can be concluded that the ASPIRE project is having a **positive impact on the teaching staff in the ASPIRE schools**, and they are being **supported in their professional development** by the project. This has very positive implications for the upskilling of the teaching force within Dundee City (and further afield), and for the **sustainability of the project itself in the longer term**. It might additionally be noted that as a means of delivering CPD for teachers, this is **cost-effective** in that no additional resources have had to be put in place to meet the aim of staff development.

- Overall, then, it can be seen from the comments above that the two areas most positively impacted by ASPIRE are the **Physical and Mental Wellbeing of Pupils**, and **Strategic Partnership**. The parents interviewed referred to these outcomes more often than any others during the course of the interviews. This result differs slightly from that of the teachers and pupils, as is to be expected. These different groups have differing priorities, and it is evident from the data that the specific needs of the separate groups are being met.
- Three of the Project Aims, as noted above, elicited no commentary from the parent focus group:
- To increase skills for teachers and support staff

Reflections on progress to date: **Can you share any learning on what has worked well in implementing this initiative?**

Using the link Educational Psychologist to coach-consult on use of implementation methodology such as PDSA to achieve consistency in how interventions are implemented and reviewed within the ongoing cycle of improvement.

Supporting staff, parents and pupils to develop appropriate materials to embed Growth Mindset beyond initialling awareness raising activity provides schools to embed GM more effectively. Focusing on one area of school life and testing rigorously allows schools to develop other areas more coherently and effectively.

Can you share any learning on what has worked less well or could be improved?

Thorough planning and needs analysis prior to exposing staff to Growth Mindset allows schools to put the approach into context i.e. School Improvement Plan, priority areas

OVERALL PROGRESS AND REFLECTIONS

8	**Overall progress towards long-term outcomes and reflections**
Long –term outcomes	*The long-term outcomes of the Attainment Scotland Fund are to:* *a. Improve literacy and numeracy attainment* *b. Improve health and wellbeing* *c. Close the attainment gap between pupils from the most and least deprived areas.* **Are you collecting any evidence to measure these long-term outcomes in your authority? If so, please specify the type of evidence you are collecting** *(if not, just put 'N/A')*
	Attainment data – CfE Achievement of a level data and standardised assessment data – PIPS and INCAS, YARC and tracked alongside SIMD data CAR and other improvement methodologies such as RAFA/EYC IIR – Used by head teachers as well as the Children and Families service to monitor the progress towards closing the attainment gap within schools and across Dundee. Research through Professor James Law, Newcastle University, Dundee University evaluation and Robert Owen Centre, Glasgow University
	What did this evidence show so far? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just leave blank. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*
	An increase in meaningful parental engagement with the nursery, with their children and with the environment. Increased parental confidence to repeat these experiences out with nursery time with their children. Increase in children's engagement with and enjoyment of the outdoor environment. This is having a positive impact on children's health and wellbeing. A key area for professional development is to build capacity, confidence and shared understanding of staff in relation to their professional judgement of achievement of a level through moderation.
Can you share any learning on what has worked well in your overall strategy to achieve impact? **Can you share any learning on what has worked less well or could be improved?**	

Is there anything else you'd like to share or give feedback on?

THE SCOTTISH ATTAINMENT CHALLENGE
LITERACY NUMERACY HEALTH & WELLBEING

Combined Final Quarter/End Year Progress Review

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: Education Officer Psychologist	Secured this quarter: 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: 11 Transition Teachers 11 Teachers to support leadership development	Secured this quarter: 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: 11 School and Family Development workers	Secured this quarter: 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: Speech and Language Therapists – 4 FTE Early Years Educators (families) – 6 FTE Early Intervention Teachers – 4 FTE Early Years Educators – 4 FTE	Secured this quarter: 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: Education Officer Education Support Officer (ESO)	Secured this quarter: 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 and 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:	

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: Education Officer 22 Wellbeing Assistants Staff Tutor Health and Wellbeing ASPIRE staff	Secured this quarter: 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 schoolsIn 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

participationEarly Years programme established in Rowantree and Claypotts Castle Strong partnerships established with Leisure and Culture Dundee and Scottish Dance TheatreTour 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 specialistP3 mixed ensemble classes
P4 children – in class singing and ukuleleP5 – all children learning a wind instrument as part of a band classP6 – all children learning a wind instrument as part of a band classAll 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 Figurenotes 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?

<u>Nurture and Wellbeing:</u>

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 ABLe 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 participationHigh 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 schoolIncrease in staff confidence to plan and lead musical activities Improved motor skills and co-ordinationIncreased 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 schoolIncrease attendance in schools reduced late coming

Aspire Dundee Drama

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

Year 1 Measurement of progress

<u>Nurture and Wellbeing:</u>

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 participationImpact 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**

What progress towards impact has your **overall strategy** had across your schools in Year 1? What is working well?

Improved use of data and staff awareness of the demographics within their own school and nursery communities to target planned interventions and resources appropriately.

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.

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.

Building the curriculum to focus on progression in literacy, numeracy and Health & Wellbeing is a key driver of school improvement planning.

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.

What overall improvements do you feel have been made as a result of your involvement in the Scottish Attainment Challenge in the following areas:

1) Leadership

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.

Strategic leadership has been identified and is supporting the delivery of targeted and universal interventions.

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.

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.

2) Learning and Teaching

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.

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.

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.

9	**Sustainability**

To what extent do you think the improvements you have made are sustainable and why?

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.

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.

THE SCOTTISH ATTAINMENT CHALLENGE
LITERACY NUMERACY HEALTH & WELLBEING

Monitoring Agreement and Progress Report

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

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:	**Agreed in Plan**:	**Secured**:
Teachers Others (please state type of resource):	Education Officer Psychologist	Education Officer

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

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.

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.

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.

Key appointments have been made:

Education Officer – project lead
Speech and Language Therapists
Early Years Educators
Education Support Officer (ESO) for literacy

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			

Next steps Continue to engage in discussions regarding the re-structure.

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 2nd Nov 2015. All EYE and teacher posts advertised Friday 23rd October 2015- closing date Fri 6th 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 23rd 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):

- 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)

- Teacher learning communities developing
- Audits informing central and targeted training

Understanding of strategic planning for maximising the impact of grouping and pedagogic development improving (Reading Leaders)

Next steps:

- 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):		

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

- 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

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

- 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

Next steps:

- 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

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

- 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

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

- 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

ASPIRE Dundee:

- 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

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.

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.

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

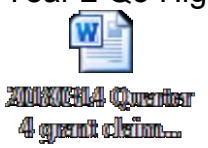
Year 1 - Mid Year

Year 1 EOY

Year 1 EOY

Year 2 Mid Year
[not submitted]

Year 2 Q3 Highlights and Challenges Primary & Secondary



Year 2 EOY Primary & Secondary

Year 2 EOY

Item 5

April 2017

Glasgow City Council

Report by Executive Director of Education

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.'

Scottish Attainment Challenge
Challenge Authorities Programme 2017/18

Local Authority	Dundee Council
Project Lead/Contact	Audrey May

Profile to March 2018

Intervention	Allocation	Q2 Claim	Q3 Claim	Q4 Claim	Total Spend to Date
1. Management and governance	£506,776	£172,772	£139,398	£150,360	£462,530
2. General interventions - primary teachers	£1,066,058	£454,198	£189,758	£231,869	£875,825
3. School and family development workers	£388,646	£173,744	£86,683	£85,451	£345,877
4. Primary Interventions 2-5	£1,052,518	£294,512	£264,470	£456,876	£1,015,858
5. Literacy	£211,133	£84,796	£69,742	£39,356	£193,894
6. Numeracy	£561,760	£102,706	£140,786	£241,518	£485,011
7. Health and wellbeing	£1,131,368	£398,225	£178,798	£461,853	£1,038,876
8. Supported Study/Learning	£187,891	£64,535	£24,549	£97,155	£186,239
9. Data Analysis & Support	£75,000	£33,125	£17,250	£18,552	£68,927
10. Pupil support Interventions	£401,655	£168,892	£85,245	£144,070	£398,207
Authority Total	**£5,582,805**	**£1,947,505**	**£1,196,679**	**£1,927,060**	**£5,071,244**

Staffing Breakdown	FTE planned	FTE in post	Planned Spend	Total Spend to March 2018
Teachers	33.5	21.5	£1,460,455	£1,218,386
Education/development officers	6	6.6	£360,466	£398,608
Educational psychologists	1.5	1.5	£84,415	£91,605
Data analysis officers	3.6	4.0	£146,853	£131,326
Family/home link worker	13	12.3	£478,246	£420,209
Speech and language therapists	4	4.0	£189,140	£272,429
Early years professionals	44	33.0	£587,891	£534,669
Other: Music and other	8.3	4.8	£322,382	£196,815
Other: Support workers	11.3	12.0	£307,583	£286,545
Other: Wellbeing	22	19.8	£417,164	£400,976

assistants				
Staff Total 2017/18	**147.2**	**119.5**	**£4,354,595**	**£3,951,568**

Highlights & Challenges to March 2018

Highlights

- School and Family Development Workers (SDFW) continue to provide effective support to our most vulnerable families living in SIMD 1+2 – they have provided support this year as Universal Credit has rolled out in the city - SDFWs have established robust links with third sector providers to enhance support for families, to avert crises and ensure early intervention avoids the need for social work involvement. They have developed family learning programmes and the success of these has resulted in a rollout across SAC schools. Feedback from families indicates much higher levels of confidence in supporting children's learning, better understanding of positive parenting and improved engagement with school.
- Interventions supporting young people at secondary school such as AIM and Includem are ensuring that targeted support is provided to improve attendance, engagement, participation and attainment. These supports are beginning to show signs of improvement in these areas.
- In Early Years there is continuing success with Early Years Family Workers – this group of staff is responsible for developing stronger, sustainable relationships with vulnerable families and nursery settings, improving positive parenting and learning at home.
- The ongoing, very positive impact of speech and language therapy in Early Years settings has resulted in primary 1 teachers reporting that vulnerable children are starting school with increased levels of vocabulary

Challenges

- We continue to face challenges with procurement and recruitment which impacts on the implementation of many of our projects. Despite making changes to streamline our processes these continue to impact on lead times.

Item 2

April 2017

Glasgow City Council

Report by Executive Director of Education

Glasgow's Improvement Challenge 2015 – 2020

Raising attainment in literacy and numeracy through targeted support and interventions in primary schools

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 second of a series of six papers five of which covers each of the strands of Glasgow's Improvement Challenge.

Raising attainment in literacy and numeracy through targeted support and interventions in primary schools

Throughout the year, we continued to work to try to recruit Challenge Leaders of Learning for all our schools.

Training was offered to all primary schools and uptake of training has been closely monitored to ensure that schools maximise the opportunities available and matches the priorities each school identified.

In order to allow us to complete this end of year report, we asked each of the primary and secondary schools to complete a *Highlights and Challenges* report. These were collated using HGIOS indicators and has allowed us to be increasingly more evaluative. We have included examples as Appendices.

Literacy for All (LfA)

Core training was provided for the 84 schools whose Challenge focus is literacy. Challenge Leaders of Learning (CLOLs) from all LfA schools have attended bespoke professional learning sessions on :

- Phonological awareness and reading readiness
- Scotland Reads – Paired reading
- Reading Strategies
- Close reading
- Early reading
- Enjoyment and choice
- Digital and critical literacy
- Film literacy
- Gathering evidence and measuring impact
- "Collaborative Connections" – focused professional dialogue, peer observations and Lesson Study approach
- "How Good Is our Project?" and sustainability

These sessions were all based on a sound national and international research base. Each session included relevant references to:

- Growth mindset
- Assessment is for learning
- Digital Learning
- Collaborative planning for teachers

In addition, 116 schools have attended universal twilight sessions. These included almost all schools with no additionality, almost all schools who do not have a direct literacy focus and a few secondary schools. Furthermore, a session was delivered to 200 secondary teachers on reading strategies and digital literacy on a recent INSET day. This has led to bespoke inputs being designed for three secondary schools as a pilot with evaluations planned to lead to further roll out.

In total, 25 training sessions have been provided with a reach across almost all establishments.

Evaluations from staff attending both core and twilight sessions have been very positive with almost all CLOLs engaged in planning the application of the training within their schools. Almost all evaluations evidence CLOLs disseminating the training across staff teams in their school, widening the reach further.

A programme of support visits to each of the 84 schools has been undertaken by the Literacy for All team. These allowed all literacy CLOLs in schools to discuss their own plans, their area of practitioner enquiry and discuss and evidence any early marginal gains or impact they have collated for target groups of children with the Literacy for All team. Evidence gathered during these visits show improved consistency of effective approaches and increased staff confidence in using appropriate teaching approaches and interventions in almost all schools. School support visits also show most schools have planned effective whole school approaches to literacy, based around this bespoke training programme.

The Literacy for All team has been shortlisted for the annual TES Awards in London.

A number of early gains were apparent across schools:

- Significant improvements in children's phonological awareness was evidenced in most schools where this was a focus.

  Our five month check using baseline demonstrates an increase in phonological awareness and phonics skills – 78% increase in rhyme awareness, 75% increase in syllabification and 77% increase in phonemic identification.

  Antonine Primary

  Through tracking and observations we know 25 out of 40 children initially targeted now no longer require the enhanced input.

  Blairdardie Primary

- Most targeted learners demonstrate the ability to apply reading strategies and talk about those they find most useful.

  Learning conversations show that children across all stages are more confident in being able to discuss learning in reading and how to improve.

  Cleeves Primary

  Pupils have been enthusiastic participants in reading strategies lessons and in their feedback/learning conversations. They have demonstrated a depth of knowledge of new reading concepts and applied it in their reading tasks. The learning has shown to be sustainable as pupils have been able to make connections between their learning and apply it in real life contexts.

  St. Catherine's Primary

- Almost all schools evidenced increased enjoyment and engagement and confidence from pupils when reading.

  Our data shows that more children are engaging in reading for enjoyment (up to 5% increase) and there is a 33% increase in children accessing the library.*

  Chirnsyde Primary

  Pupil discussions at Book Clubs point to increased enjoyment of reading, as does information from Glasgow Life librarians and our own parent-led library in school.
  Alexandra Parade Primary

- Half of schools are already able to report on increases made to standardised reading assessment data and Curriculum for Excellence levels

  Our EAL learners who are developing competency in English language were benchmarked and all have increased their reading ages by at least two years.

  Annette Street Primary

  Professional dialogue and classwork provides evidence of increased percentage of children achieving Early Level by the end of P1.

  Yoker Primary

In most schools, CLOLs were able to show the gains with sufficient appropriate evidence and data.

A Twitter Storify collation has been produced to illustrate the early impact of CLOL planned interventions, supported by questionnaires and surveys.

In most LfA schools, pupil voice was very well developed, with almost half having clear pupil consultation strategies in place.

Half of schools visited had clear evidence of pupils leading their learning in literacy through for example Digital Explorers and within the Scotland Reads programme.

Additional training sessions on measuring and gathering data were delivered to almost all CLOLs, with additional support being offered during support visits. Almost all CLOLs are able to provide evidence of increased skills and confidence in gathering evidence and using data to identify children's needs and next steps in learning.

There is aclear increase in high quality collaborative working across almost all CLOLs. A 'Collaborative Connections' session has allowed CLOLs to extend their networks and engage in effective professional dialogue between and across schools.

Some examples of very effective digital learning to support literacy development was noted during support visits. This included a few examples of pupils training staff and

peers on the use of digital technology and developing their talking & listening skills in the role of Digital Explorers. This increase was reported by the CLOLs as a result of the central support. In addition, 21 primary schools and 7 secondary schools have had tailored input on Digital Literacy.

Links have been made with key partners in providing the training programme and a focus on ensuring consistency of key messages across workstreams and services has been undertaken. For example Creativity and Expressive Arts Transforming Education (CREATE) trainers have received Literacy for All input on early phonological awareness and almost all CLOLs have had similar training and input on the CREATE trainers' programme with pupils. Similar links have been made with:

- Assistive Technologies Service
- Glasgow Psychological Services
- Improving Our Classrooms programme
- Glasgow Life Library Service
- Family Learning Team

Links with the Family Learning Team have resulted in the production of a Smartphone app to provide additional high quality resources, YouTube links and reading activities to parents to support accessibility of appropriate materials. Most schools have planned Family Learning activities within their literacy programme. During support visits, examples were given of:

- Playing with Sounds training for parents
- Storytelling clubs where parents were supported in reading to and with their child
- Cooking clubs
- Parents supporting the Scotland Reads paired reading programme.

This is an area of continued development in partnership with the Family Learning Team. See paper on family learning (Item 4).

Glasgow Counts

The Glasgow Counts professional learning programme focusses on ensuring a deep understanding of pedagogy and increased subject knowledge. It is designed to ensure that practitioners **comprehend** that conceptual understanding is not developed through procedural knowledge but by embedding a problem solving and reasoning approach to all numeracy and mathematical experiences. Learners are introduced to concepts through a 'concrete-pictorial-abstract' approach in order to embed deep and sustained understanding and encourage connections across mathematical concepts.

Core training was provided for the 39 schools whose Challenge focus is numeracy. Challenge Leaders of Learning (CLOLs) from all Glasgow Counts (GC) schools have attended bespoke professional learning sessions on:

- Introduction to Glasgow Counts
- Mathematical mind sets and meeting learners' needs

- Early numeracy and establishing a baseline
- Deconstructing calculation
- Fraction, decimals, ratios and percentages
- Measuring impact
- Sharing practice
- "How Good Is Our Project?" and sustainability

Each session included relevant references to:

- Growth mind set
- The seven part lesson structure including whole-class, skills-focused activities
- Assessment is for Learning strategies
- Self-selected differentiated challenges to promote metacognition
- Collaborative planning for teachers
- Skills for learning, life and work
- Mastery Learning

The majority of schools had a senior leader participating in the core training programme across the cohorts and for those with no numeracy focus, almost half had a senior leader attend.

In addition the majority of primary schools have attended universal twilight sessions. These included most schools with no additionality, almost half of schools who do not have a direct numeracy focus, a few Additional Support for Learning establishments and some of the city's secondary schools.

In total, 32 sessions have been provided with a reach across 119 establishments.

Support for learning worker training in October 2016 involved 450 participants for a one hour session on Glasgow Counts. This communicated an overview of the professional learning programme and promoted an understanding of pedagogical shift. Glasgow Counts will continue to be a focus for future training with this group of staff.

The Leaders of Early Learning's numeracy representatives have participated in elements of both GC core training and professional dialogue with the team. This partnership has led to the development of a 'Glasgow Counts in Our Playroom' pilot which is running with six early years establishments. This will be evaluated by the end of the school session.

Evaluations from staff attending both core and twilight sessions have been very positive with almost all numeracy CLOLs engaged in planning the application of the training within their schools. Evidence has been gathered at three separate points (pre training, during training and post training) which shows increased confidence and a more positive mind set towards the teaching of numeracy and mathematics. An increase in subject and pedagogical knowledge of staff participating in the training has also been seen in evaluations.

The sessions have been excellent in explaining the rationale / research behind many of the learning and teaching methods. It has given me much greater confidence

when teaching and when working with colleagues to improve outcomes in maths for our learners.

Challenge Leader of Learning

Head teachers have highlighted that staff have improved attitudes to maths with the majority of staff reporting increased confidence levels in teaching maths and numeracy.

In our most recent in service day staff reflected on the Challenge this year and commented that they felt more empowered, confident and 'more able to show children different ways of approaching maths

Caledonia Primary school.

A new Numeracy Progression Framework has been developed over the course of the session at Early, First and Second level. A complementary Mathematics Progression Framework at these levels is also being developed. It incorporates online resources, clear links to research, suggested assessment tasks and evidence underpinning the Glasgow Counts approach. The framework has been introduced to head teachers and CLOLs. It fully complements the training programme. Most schools have indicated that since January 2017 they are already using or planning to use the framework in the next school session. Promoting and developing the use of the framework will remain a feature for Year Three plans.

A programme of support visits to each of the 39 GC schools has been undertaken by the Glasgow Counts team. These allowed all CLOLs in schools to discuss their own plans, their area of practitioner enquiry and discuss and evidence any early marginal gains or impact they have collated for target groups of children with the Glasgow Counts team. Evidence gathered during these visits and feedback from headteachers show improved consistency of effective approaches across the majority of schools. Almost all schools have highlighted that they are developing strategies and initiatives in the classroom which reflect the Glasgow Counts approach. An improved enthusiasm for and engagement with numeracy and mathematics was also displayed by CLOLs during support visits in almost all schools.

Through observation and daily formative assessment tasks, class teachers and CLOL note that, the majority of pupils are becoming faster and more accurate with their mental calculations. The majority of pupils are showing increased motivation and enthusiasm during numeracy sessions and the majority of pupils are regularly using mathematics language to describe their learning process e.g. bridging, doubling, halving and partitioning.

Eastbank Primary

In our most recent in service day staff reflected on the challenge this year and commented that they felt more empowered, confident and more able to show children different ways of approaching maths.

Caledonia Primary

A number of early gains were apparent across the majority of schools from head teacher highlights and the LOL support visits to schools:

- An increased confidence of CLOLs in subject knowledge and mathematical pedagogy
- Improved attitudes towards numeracy and mathematics in almost half of their pupils, teachers and parents
- The majority of teachers are delivering rich learning tasks and just more than half of pupils are supported by targeted interventions as required
- Moderate or notable improvement in attainment, most of which is being benchmarked using standardised assessments.

Parental engagement and family learning activities designed to help support children with their learning in numeracy and mathematics are highlighted as increasing within the majority of schools.

Parents are more familiar with the strategies being used in school. This is evident in the improvement of completed homework activities and parental engagement in homework club.

St. Thomas' Primary

Parental feedback following workshops and through questionnaires was very positive - parents specifically mentioned that they had not appreciated the value and relevance of playing regular games such as dominoes, Connect 4 and bingo as just as valuable as paired reading.

Eastbank Primary

Children have expressed how much they enjoy leading their own learning during numeracy activities. This has been tracked through regular filmed learning conversations. There are also opportunities for pupils to work with partners and discuss their learning at regular intervals.

St. Mary's Primary

Across all schools, consistency of maths language and ability to articulate mathematical understanding is being promoted and was clearly evidenced during support visits. Schools demonstrated through the visits that most pupils are beginning to develop a deeper conceptual understanding of mathematical concepts and their ability to analyse and solve problems.

In a pupil voice survey the children were able to name strategies that they would now use, they spoke about working collaboratively to solve problems and there was a definite sense that children were enjoying maths. The upper school children even identified possible next steps in their learning.

St. Michael's Primary

An online community within GLOW has been established for CLOLs. All CLPL training materials, the Numeracy Progression Framework and additional resources are available. There are also opportunities for collaboration. Currently almost 400 members have access to the platform from across the sectors.

In collaboration with the Developing the Young Workforce work stream, a Maths Life Skill Programme has been developed incorporating four enterprise projects with a strong numeracy element. These are currently being piloted in a primary school. Early feedback from the children has stated that they were co-operating with their peers and speaking to classes to deliver information. They reported that they have been solving problems by collecting data and sorting it.

The majority of schools have incorporated targeted interventions for groups and or individual children within their project as well as a universal offer to enhance teaching and learning to raise attainment across all classes.

Assessment evidence clearly demonstrates that there has been a positive impact on numeracy outcomes for most children. In classes that have received targeted support from CLOL almost all children have made significant progress. Those children with SIMD 1 and 2 have improved with the intervention that has been put in place, P4 100%, P2b 86% and P2a 89%

St. Monica's (Pollok) Primary

The Glasgow Counts programme of professional learning has promoted a collaborative approach among the CLOLs and across clusters. A planned city wide initiative to work on Teacher Learning Communities facilitated by Tapestry will complement the approaches. Most head teachers have highlighted collaboration and professional dialogue as a key feature of the improvement within their schools and in promoting staff confidence.

There is a real buzz of enthusiasm during staff training sessions and this has impacted on the practice seen in classrooms.

St Maria Goretti Primary School.

Staff are participating in more dialogue with stage partners and across stages, also resulting in more sharing of practice.

St. Benedict's Primary

A group of four primary schools have been supported with additional funds to enable a Lesson Study initiative to be introduced across the four establishments. A recent HMI inspection in one of the schools noted this collaborative working as commendable. The details of this initiative are available on the National Improvement Hub and the evaluation of the work of the cluster will be added when it is complete. This evaluation is being supported by colleagues from the Robert Owen Centre.

Within clusters of schools, CLOLs are beginning to find ways to support each other, provide staff training, engage in and promote professional dialogue among teachers. The Collaborative Connections sessions are suggesting processes to facilitate this in schools.

Almost half of the schools have expressed early indications of improvement evidenced by standardised testing, pupil learning conversations or classroom visits.

Attainment within numeracy in Primary 1 increased by 33% compared to previous years.

St. Francis Primary

Following a recent pilot with children in P4 using the Sumdog online resource, Glasgow University undertook an impact study on attainment. This study indicated that for those pupils who engaged with Sumdog for at least one hour per week, there was a significant improvement in their mathematical abilities. Glasgow has now made Sumdog available for all primary schools and S1-S3 secondary pupils. Monthly reports from Sumdog detail the uptake across schools and shows the starting and current Sumdog level for each pupil. Some Pupil Equity Fund proposals are showing interest in starting parent/child Sumdog clubs.

Most schools who are engaging with Sumdog have reported that pupils find the approach motivating and supportive and that pupil understanding is improving.

A final report in June will begin to quantify the impact on attainment.

Challenges

A few primary schools have had some barriers to progress and they are being supported on an individual basis. Challenges include CLOLs who have been promoted or situations where staffing has been particularly difficult. In almost all cases, working in clusters, using the twilight CPD programme, using the GLOW community and discussing staffing with the GIC project lead has allowed schools to effectively re-engage. A few schools have been offered additional tailored support from the central Leaders of Learning team to help with their challenges.

A few CLOLs continue to need support in evidencing how they will measure impact and show progress at individual, cohort and school level.

Parental Engagement and Family Learning remain key priorities within the strategic planning of almost all targeted schools. Literacy for All and Glasgow Counts will continue to engage and plan with the Family Learning team moving forward.

Further consideration is being given to the capacity of the existing teams to continue to deliver the required amount of core training.

Almost all secondary schools have found the initial recruitment of additional teaching staff a challenge. A few found in-house resources to enable the continuity of initiatives while pursuing staffing solutions.

Fewer than half of secondary schools faced challenges accessing partners. As previously illustrated there are a range of established partnerships across the schools including: Bethany Christian Trust, Be Bothered, Eagle's wings, WRAP Glasgow Caledonian, Professor Graham Donaldson, Apple, Google, Live n Learn and the Happy Puzzle Company.

For the majority of the secondary schools it is too early to measure the impact of these additional interventions on attainment. Most are planning evaluations in the

final term, for measuring short term gains. A longer period of time is necessary for determining added value. All schools are ultimately tracking the impact of the supported study initiatives through prelim results, SQA results, Insight data and component marks to obtain the clearest picture of overall impact. Further information on secondary school initiatives is contained in Item 6 of the set of papers.

Next steps

The Leaders of Learning team is being refreshed for 2017/18 with almost all of the current members returning to schools. Interviews are taking place in May.

The Headteacher learning and teaching has put together a calendar of activities for 2017/18. We are continuing to maintain an overview of the involvement of all schools in order to allow us to target where some schools have not participated in CLPL on offer.

Working with Unison and Kelvin College, we will be offering the opportunity for a group of support for learning workers to gain qualifications. This is particularly important for us as the majority of them live locally to the schools they work in and are not well-qualified.

We have entered into a partnership with Tapestry to develop Teacher Learning Communities. Schools have the option of participating in this with places for up to 450 teachers during 2017/18.

All Glasgow schools are in receipt of Pupil Equity Funding (PEF). A comprehensive guide was developed for PEF which was shared with all schools. A series of cluster meetings were set up with members of Directorate or quality improvement officers supporting schools with their draft proposals. Schools were encouraged to challenge each other and to work collaboratively, where appropriate. All schools have to submit their PEF proposals to the Executive Director who is maintaining an overview and providing each school with feedback on their plans.

This is proving a useful and complex exercise as we try to match up staffing requirements at a significant scale.

The proposals being submitted provide strong evidence that schools are becoming increasingly more sophisticated in their approach to planning, drawing on national and international evidence before deciding on their interventions. There are also some very good examples of the whole school community engaged in debating and agreeing the interventions and activities.

We are about to start the collection of CfE data for 2017 and believe that this year's data will be more robust with schools able to draw from a range of sources to support their professional judgement. We have been working closely with the government trialling the new standardised assessments which we believe will better place our schools when the standardised assessments come into use for all schools in 2017/18.

THE SCOTTISH ATTAINMENT CHALLENGE
LITERACY NUMERACY HEALTH & WELLBEING

Highlights and Challenges
Primary Programme
Due end of February 2017

Reporting Period	August 2016 to March 2017		
Local Authority	Glasgow City Council		
Primary School	St. Denis' Primary		
Headteacher	Louise Mackie		
Challenge Leader of Learning	[redacted]	Time allocation	0.6
Main focus please tick.	**Literacy for All**	Glasgow Counts.	

What progress are you making towards being able to report on the extent to which you are achieving your short, medium and long-term outcomes and are there any challenges?

Highlights including

Key activity this session.

- Children experience effective teaching and learning tasks which are linked to the appropriate bundles of Experiences & Outcomes.
- Improved attainment in Reading, phonological awareness & spelling.
- Pupils experience a broader and more comprehensive Literacy & Reading curriculum through the progression pathway.
- Increased active learning and opportunities to experience 'Pattern & Rhyme' experiences in Literacy for pupils.
- Varied learning experiences, including Interdisciplinary Learning & Outdoor Learning, in Literacy which provides opportunities for 'challenge' and 'application'.
- Children offered the opportunity of 'choice' of reading materials through the introduction of a new school library resource.
- Pupils more engaged in learning and able to discuss their learning.

Changes in mind set / attitude of staff, parents and pupils.

This is an on-going target for improvement. Feedback from staff informs that they are positive about the direction of the improvement in Literacy. Our CLOL has planned further staff input for the February In-set Day. Here, the staff will be updated on the progress of the challenge and be given additional training to promote enjoyment and choice for our children through use of our new school library which is being purchased by funding from the Foyle Foundation. A small group of teachers have liaised closely with our CLOL to set up class libraries and to create an on-line library system for use by the children.

Our Parents are kept fully informed of developments through Social Media and our monthly newsletter. Feedback from our Parent Council members has been extremely positive about the project. Future plans will include Parental workshops and support workshops for our EAL Parents. The plan is that children and Parents will learn new reading strategies together in a supportive, comfortable environment. A successful Primary 1 Parental Workshop was held in September 2016, led by our CLOL and Primary 1 teachers. Feedback informed that the workshop gave them an insight into how to use reading resources and strategies at home. Parental information leaflets are available on our challenge wall display and through Social Media.

Our children in Primaries 4 – 7 have had the opportunity to catalogue their own class library books using 'The Librarika' on-line system. This supports our work towards achieving our school's improvement challenge. The children selected new texts to add to their class library. They also identified texts which they enjoyed reading to inform the purchase of texts for our new school library. One of our Class Teachers is leading a Reading and Art After School Club for Primaries 2 – 7 (4 weeks per stage) to encourage positive reading attitudes and to promote enjoyment and choice. We intend to engage our reluctant readers by encouraging the use of our new library resources. We have noted that our children identified with dyslexic tendencies can be disengaged therefore these children are receiving a high level of focused support and our next steps are to encourage these children to read for pleasure. We plan to achieve this target by purchasing appropriate reading materials and resources which have been advised by GDSS.

In order to further promote reading for enjoyment our CLOL, in collaboration with our Literacy Improvement Group members, is currently planning a creative and engaging programme of work for Literacy Week. Activities planned are aimed to include all of our learners. The children will participate in a character writing competition, a Scottish verse speaking competition and a handwriting competition.

Additionally, our CLOL and the working party have planned appropriate activities for each stage e.g. a Royal Rabbit activity for Primary 1 and a Beast Quest activity for Primary 4. Five classes will participate in author workshops as part of the Wee Write festival. Our EAL Parents will be encouraged to come in to school to read to the children. All of the children and staff will celebrate World Book Day by dressing up as their favourite character. The whole school will participate in a Where's Wally? Competition and our first place verse speaking representatives will participate in a Grand Finale Verse Speaking competition. Leading up to Literacy Week and during the week our whole school will be a Literacy rich environment.

Our Parent Council have agreed to judge our competitions and we will encourage parental involvement through Social Media challenges.

Changes in staff confidence.

Staff confidence is growing. Staff are liaising with our CLOL in order to lead 'raising attainment' initiatives in our school e.g. applying for funding to support improvement, setting up class libraries and on-line systems, purchasing a new reading programme of work for Primary 2. Staff are liaising with our CLOL for advice and recommended resources. All staff are fully aware of the 'Literacy for All' tab on GLOW. Information about effective questioning and thinking during reading tasks has been shared with Class Teachers. Useful websites have also been identified and shared with staff.

The Class Teachers have received input on a range of subjects including before, during and after reading strategies. The impact is that staff are collaborating and conducting professional dialogues with greater confidence and a shared understanding.

All of our Support for Learning Workers will receive Literacy for All – 'Three Read' Storytelling training during the February In-set Day.

Changes in pedagogy / classroom experience.

During Term 1 the SMT visited every classroom to observe the learning and teaching of reading. Our teachers then received input from our CLOL at our September & October 2016 CAT sessions. Class Teachers then had the opportunity to choose a partner and observe good practice by their peers. The impact of this was that Class Teachers not only observed good practice, they also participated in invaluable professional dialogues with their peers and the SMT.

This term our Class Teachers will participate in a Learning Community moderation activity. Here, they will be placed in trios where they will plan a writing lesson with two other Class Teachers from LC Primary Schools. They will visit each other's classroom and conduct a professional dialogue on what they have observed. The impact will be that staff have a shared understanding of writing standards at their stage.

Additionally, our Primary 6 & 7 teachers have attended three moderation activities involving LC Primary schools and staff from St. Mungo's Academy. Here, staff have shared assessment tools and discussed individual pieces of writing. They have shared standards and ideas with each other. Staff from St. Mungo's Academy English Department have identified gaps in learning in relation to reading skills of pupils in S2 & S3. St. Mungo's Academy staff have been liaising with our Primary 6 Class Teacher and our children in order to address the gaps identified.

Our CLOL has liaised with the Improvement Challenge Team to pilot 'Scotland Reads' with a small group of SIMD 1 Primary 4 pupils. Through observations made and through professional dialogue it is evident that these children are already benefitting from this input and indeed are enjoying reading more. These children frequently approach our CLOL looking to borrow different reading material.

Evidence of impact on attainment and achievement.

Our tracking results evidence that Reading attainment has improved since May 2016 'achieving a level' scores which were 86.5% for Primaries 1, 4 & 7 compared to 93.9% in our October 2016 Reading Tracking for Primaries 1, 4 & 7. Our October 2016 Reading Tracking informs that our school average of pupils 'on track' in reading is 91.5%, our school average of pupils 'achieving more' in reading is 31.3% and our school average of pupils 'not achieving the expected results' in reading is 8.5%.

As part of our school's Quality Assurance calendar, reading tracking will be monitored, by our CLOL, again at the end of February 2017. The impact of the project so far in regards to reading attainment will continue to be monitored closely.

Our tracking results evidence that Writing attainment has improved since May 2016 'achieving a level' scores which were 91.9% for Primaries 1, 4 & 7 compared to 92.7% in our January 2017 Reading Tracking for Primaries 1, 4 & 7. Our January 2017 Writing Tracking informs that our school average of pupils 'on track' in writing is 90.8%, our school average of pupils 'achieving more' in writing is 24% and our school average of pupils 'not achieving the expected results' in writing is 9.2%.

Our Primary 4 class receive a high level of support. A differentiated programme of work is delivered to our children with additional support needs, this includes Toe-by-Toe and activities which develop fine motor skills. Additionally, some pupils were identified as fitting the requirements for Developmental PE. These children have been receiving this intervention for one year and six months.

Primary 5 Class Teacher focuses on children who have been identified as having 'dyslexic tendencies'. Several members of staff received intense training from GDSS who spent a significant amount of time assessing these children when they were in Primary 4. Primary 7 children with additional needs also receive support. Primary 7 children have also benefitted from an After School Homework Class. This term, we plan to assess Primary 7 & Primary 4 children (who are on track or achieving more) using the NGRT reading assessment.

During Term 1, our Primary 1 children benefitted from the introduction of a 12 week phonological awareness programme. Our reading tracking informed that in October almost all of our children were achieving the expected results in reading. Four EAL children were not achieving the expected results, one of which has complex additional support needs.

EAL children in Primaries 1 & 2 receive a high level of early intervention which focuses on listening and talking and writing. Our tracking systems evidence that our Primary 2 EAL children are all 'on track', at this time, with one EAL child 'achieving more' in reading and three EAL children 'achieving more' in writing.

This term and next, children in Primaries 1, 2 and 3 reading ages will be assessed using benchmarking and common word lists. Additional support will be provided for each class (P1, P2/1, P2, P3/2 & P3) in order to further support reading development and early intervention. The focus groups will contain children from our SIMD 1 & 2 areas.

Challenges and how these may have been overcome. (e.g. slippage from planned milestones, staffing, evidence of impact):

- Staffing – since August 2016, we have lost three full time members of staff, this along with covering sickness, has disrupted two classes and it has been extremely challenging not only to cover classes but to cover NCCT. In turn the SMT have had a high level of class contact time.

- EAL pupils - Whilst our EAL children bring a rich, diverse and multicultural community to our school – it can be difficult to 'close gaps' when these children return to their home countries for long holiday periods. When in full attendance, most of our EAL children are progressing extremely well however there are a number of EAL children who are not achieving the expected results.

- Late coming - This is a cause for concern. We have 10 children who arrive late daily (three families and an individual child). These children live in our SIMD 1 & 2 areas and are targeted for support. The children do not always benefit from the support which is in place. HT has addressed these issues with Parents.

THE SCOTTISH ATTAINMENT CHALLENGE
LITERACY NUMERACY HEALTH & WELLBEING

Highlights and Challenges
Primary Programme
Due end of February 2017

Reporting Period	August 2016 to March 2017		
Local Authority	Glasgow City Council		
Primary School	St Francis Primary School and Nursery Class		
Headteacher	Mrs McGeever		
Challenge Leader of Learning	[redacted]	Time allocation	Full-Time
Main focus please tick.	Literacy for All	**Glasgow Counts**	

What progress are you making towards being able to report on the extent to which you are achieving your short, medium and long-term outcomes and are there any challenges?

Highlights including

Key activity this session.

- Further developed family learning within numeracy and mathematics
- Further developed staff knowledge and understanding of the Glasgow Counts strategy
- Introduced Glasgow Counts Framework
- Created opportunities for collegiate planning and professional discussions with stage partners in targeted stages P1 - P4
- Created a platform for resource sharing
- Modelled good practice (leading to continuous improvement)
- Created 'Maths Champs' at each stage (leadership roles)
- Team teaching with targeted stage teachers
- Opportunities to share good practice
- Target groups giving focussed learning experiences
- Class challenge boards from P1 - P7
- Resource building through grants schemes to support development of CPA approach
- P1 - P7 numeracy support through CLOL and Support for Learning
- Created a standard structure for maths learning experience across P1 - P7

Changes in mind set / attitude of staff, parents and pupils.

We know that the work of our CLOL has changed mind set and attitudes towards learning within numeracy and mathematics because:

Pupils

- Children across the school are more actively engaged, enthused and motivated to learn within numeracy and mathematics.
- Our learning support workers are more knowledgeable and better equipped to support learning experiences.
- Our assessment results show improved outcomes for children

Parents

- Parents and children are positive about our approaches to family learning and raising attainment within numeracy
- Parents views/feedback from questionnaires state that parents are more confident with supporting their children within numeracy and mathematics
- Level of engagement from families after our maths workshops has increased
- Increased parental involvement and participation
- SPTC published our numeracy home learning which was shared on their website
- Making Maths Count publication launched in our establishment due to our challenge work
- Enthusiasm from volunteers
- Engaged parents (we know that this helps from research)
- We have been nominated for an Education Scotland award for our work in family learning

Staff

- Class teachers have increased knowledge of Glasgow Counts approach and are therefore more skilled in delivering effective learning and teaching within numeracy and mathematics
- Staff are positive in their views about our approach to Glasgow's Improvement challenge
- All staff participate fully and take ownership of our targets within the improvement challenge
- Staff continue to seek personal CLPL opportunities to develop their knowledge and understand of Glasgow Counts approach further

Changes in staff confidence

All staff have increased their confidence in effectively planning and delivering supportive and challenging mathematics learning experiences based on the Glasgow Counts approach. Staff have become more reflective in their teaching within numeracy and mathematics and continue to set targets to help them improve. Working collegiately with stage partners and CLOL has enabled class teachers to share good practice as well as participate in regular professional dialogue to allow them to build on their confidence.

Changes in pedagogy / classroom experience

- St Francis Primary School and Nursery Class has embedded the Glasgow Counts approach to learning and teaching within numeracy and mathematics within P1 and P2
- We have introduced the Glasgow Counts approach to P3 and P4
- All class teachers have attended CLPL sessions to develop knowledge and understanding of CPA approaches as well as Glasgow Counts Framework
- We now use the Glasgow Counts Framework as a planning tool across P1 - P7
- We have created a structure for teaching effective learning and teaching within numeracy and mathematics across P1 - P7 and this has been adopted by class teachers
- All classes have a 'challenge board' to support depth of understanding for more able
- P1 - P2 have maths sacks which go home monthly to develop family learning
- Introduced home learning wall across P1 - P7

- Homework drop-in club run once a month to support family learning
- Maths transition workshops for pre-school children
- P3-4 home learning sacks launched (March)
- Resources purchased help support the development of CPA approach within learning and teaching

Evidence of impact on attainment and achievement

After phase 1 of the improvement challenge our attainment within numeracy in Primary 1 increased by 33% compared to previous years.

Our assessment phase of this sessions challenge is due to begin week beginning 27 February.

Challenges and how these may have been overcome. (e.g. slippage from planned milestones, staffing, evidence of impact):

The challenges we have faced this session include:

- Staffing: we have overcome this through the creation of 'Maths Champs'. Having a 'Maths Champ' at each stage of our targeted year groups meant that there was always someone leading the challenge for each stage. They would collaborate across their stages to help develop the Glasgow Counts approach and effective learning and teaching within numeracy and mathematics.
- Financing: in order to fully embed the CPA approach staff felt that we needed more concrete resources. We overcame this challenge by applying for Glasgow City Council's Cluster Improvement Bid and were awarded £6000 to purchase resources and deliver family support workshops.
- Slippage from yearly overview- at times we have ran behind with our yearly overview due to staffing. This has been overcome through consistent analyse of timetabling as well as continuous reflections and communication with SMT.

THE SCOTTISH ATTAINMENT CHALLENGE
LITERACY NUMERACY HEALTH & WELLBEING

NORTH AYRSHIRE COUNCIL

Monitoring Agreement and Progress Report

Reporting Period	-	February 2016
Lead Author	-	North Ayrshire Council
Key Contact at Authority	-	Steven Quinn
Attainment Advisor	-	Janice Neilson

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Introduction

The following monitoring agreement and progress report details the development of the five workstreams agreed as part of the authority Attainment Challenge bid.

Much of the detail at this stage is concentrated on three of the workstreams with a narrative offered for the other two, detailing changes to the original bid and next steps. These changes have already been discussed with Education Scotland / Scottish Government and agreed in principle prior to final funding settlements for year two.

The reports outline the work undertaken against the rationale of universal support across all schools in the authority and the targeted approach of specific initiatives where analysis has shown the greatest need. In determining specific schools, cohorts and groups of children and young people, we have not solely looked at schools with the greatest percentage of children living in SIMD 1 and 2. In addition, we have incorporated factors such as Free Meals Entitlement and Footwear and Clothing Grant. Furthermore, we have used our existing evidence base of CfE levels and initial standardised assessment data.

Each of the reports detail where slippage has occurred from the original plans submitted. Staffing, and in particular the difficulty in recruiting teachers, remains a major obstacle that has to be overcome. The authority is currently looking at ways of addressing this. For example, an internal recruitment process has been launched with the aim of securing probationer and temporary teachers on permanent contracts for session 2016/17. Importantly, this will only be for teachers who we believe are or who have the potential to become very effective practitioners. This recruitment drive, along with an external one at the beginning of March, should help support our current shortfall with regards to initial plans put forward.

The reflections on impact to date are predominantly qualitative in nature given the timescales that the project has been running. In the longer term, we will demonstrate evidence of impact through a range of measures, including: the analysis being conducted by the Robert Owen Centre at the University of Glasgow; standardised assessments; CfE achievement levels; teacher professional judgement; surveys and questionnaires and continued analysis around the impact of the five workstreams.

Finally, each workstream has detailed the actual spend to end January 2016 and the projected figure to year end. This has the potential to change slightly dependent on ongoing conversations around changes to the original bid being agreed.

Monitoring Agreement and Progress Report

1	**Create a North Ayrshire Professional Learning Academy to lead evidence-based pedagogical practice with a focus on Literacy and Numeracy**			
2015/16 Allocation	£1,356,000	Planned Spend to Year End	£141,963	
		Actual Spend to 31/01/2016	£88,083	
Staff Resources: Teachers Early Years Practitioners Speech and Language Therapist	**Agreed in Plan:** 36 teachers as Leaders of Learning & Teaching, and other staffing including a Psychologist Assistant	**Secured:** Four Principal Teachers, 2 Class Teachers and 2 Early Years Practitioners were in place by 2.11.15. A Speech and Language therapist was appointed in January 2016.		

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

Strategic Approach
National and International research acknowledges that a key intervention within all education systems to effectively drive improvement and increase attainment is the quality and skill of the teacher. Moreover, key messages from established school improvement programmes (that is, those sustained for at least 8 years) include working across schools to build capacity and raise attainment. Launching a Professional Learning Academy with a clear, strategic vision is a critical component of North Ayrshire's attainment challenge which will impact positively on the attainment of our children and young people.

'To improve schools one must invest in people, support people and develop people.'
(Schlecty, 1990)

Following a recruitment drive across the authority, The Professional Learning Academy Team, consisting of 6 teachers, 2 Senior Early Years Practitioners and a Speech and Language Therapist are in place. Remits of all staff have been discussed individually and collegially, and agreed. Significantly, all of our work has a clearly agreed rationale and, as such, weekly evaluative and planning sessions occur in order that all of our planned frameworks, delivery, interventions and decisions are based on extensive justification of need. For example, in relation to the summit in Washington in 2014, incorporating 80 school leaders from many countries including the UK, where they highlighted that there is not a widespread understanding of what constitutes effective pedagogy (Strong et al, 2011; Hammer et al, 2009), we conducted sharing practice visits where the PLA team observed lessons in 25 establishments across all sectors (Early Years, Primary and Secondary.) In reporting back, we had a professional dialogue workshop on what worked? What didn't? Why? As a result, this influenced our decisions and enabled us to identify key pedagogic points to incorporate within our teaching workshops.

Location
It is known that the physical environment affects motivation and performance and, as such, we fervently support the following assertion made by the Organisation for Economic Co-operation and Development (OECD).

"All individuals have a right to a quality educational facility, a physical space that supports multiple and diverse teaching and learning programmes and pedagogies, including current technologies....."
(The Organisation for Economic Co-operation and Development, 2006)

Because we strongly believe that investment in people is fundamental to ensuring high impact for all, we are in the process of renovating an annex of Auchenharvie Academy in Saltcoats, North Ayrshire to form the location for the Professional Learning Academy. We will ensure the quality of this learning facility reflects the high standard of educational provision which this centre will deliver. It will be an inspiring learning space where teachers and practitioners from all sectors will expand their current professional knowledge, understanding and skills. The final, planned programme is now complete. The planning for this establishment is fully in line with 'Inspiring Learning Spaces,' funded by Scottish Futures Trust. Appendix 1.1 demonstrates details of plans and Appendix 1.1.1 is the project summary document.

Promotion of Raising Attainment through the PLA
A North Ayrshire Numeracy and Mathematics Early Years Framework has been devised by the Professional Learning Academy with training sessions prepared and delivered. This has been an intensive piece of work which has involved consistent consultation, evaluation and refinement in order that the best framework for children and young people is developed.

Six schools (Early Years Classes) have been identified for pilot projects. The purpose is to measure the impact of our framework on curricular outcomes, including learning experiences, for children and young people. Four of the schools selected have more than 50% of children and young people living in the worst SIMD deprived 20% of datazones; one school with 79%. Children and young people tracked in one school with a low percentage of pupils living in the worst SIMD deprived 20% of datazones will be those who experience high levels of poverty. In this way, we acknowledge that poverty exists across all areas of our authority and aim to address this. It is our intention to track these children and young people within a longitudinal study.

A calendar of events has been agreed with all Head Teachers who have engaged in an initial planning meeting with the Principal Teacher, from the Professional Learning Academy, leading on the Early Level Framework. Permission letters; aims; planning and evaluation forms; baseline assessment guidelines; and pupil, practitioner and parent questionnaires have been devised by the team. An Educational Psychologist engaged with the team as a 'critical evaluator' of the work that has been devised.

Already, the whole staff approach has been provided to two primary schools with integrated Early Years classes. This training is for all staff in the Early Years Class

(as opposed to individual members) and P1 teachers in order to ensure progression and develop collaborative practice across sectors. Professional Learning Academy staff have begun to support establishments through modelling assessments and practice and collaboratively planning and implementing the framework. The level of support a school receives is dependent upon the needs of the school. The calendar of events for the 'pilot schools' Early Level Framework began on Jan 28th 2016 with the final date, at which an evaluative twilight session has been arranged, being June 17th 2016 (Appendix 1.2). Overarching themes will be gathered at this point and adaptations made in accordance with feedback.

The PLA Team is responsive to the needs of the schools and centres. For example, an Early Years Centre in an area of significant deprivation has requested support. The centre conducted a 'test of change' in an area – numeracy - where it was concluded that staff development was required. They also requested a different model in terms of delivery to accommodate their context. As a result, we have altered our suggested interventions to meet their needs and 3 PLA staff will deliver training and support staff in the centre. Evidence, e.g. pre and post planning will be kept to ascertain differences in provision and how this is impacting on progress.

A Head Teacher presentation was prepared and delivered to all Primary Head Teachers. The presentation included a rationale for the Professional Learning Academy in relation to national and international research, our vision and practical implementation. 'Expression of Interest' forms were distributed, discussed and analysed in order to influence a strategic plan for 2015-17. A Presentation was also given to Early Years Heads and Head Teachers. At this point, a consultation questionnaire was distributed and analysed to inform next steps.

Early indications of consultations reveal that sharing standards between primary and secondary may be a focus area. This was already identified in a cluster in a high area of deprivation and, as such, we have held an initial meeting to identify key aspects of focus to enhance attainment of children and young people. The focus will be on sharing standards across the cluster (focusing on consistency in various aspects); methodology (this can involve practice including differentiation, sharing practice across sectors re. mental agility, etc.); and Numeracy across the Curriculum (application of concepts). This will now be taken forward by the Senior Manager and PLA team.

Three PLA staff will be trained SSLN assessors in Listening and Talking this session and use the knowledge and skills gained to progress the 96% of primary schools who attended the first workshop to another level. We have introduced a Listening and Talking Professional Learning Network, featuring teachers from two clusters who have a significant percentage of children and young people living in the worst SIMD deprived 20% of datazones. They have implemented a cycle of change with a focus on pedagogical practice. This was reported on by the Project Manager, North Ayrshire Change Team, who is also completing her Scottish Improvement Leader course. Achievements and Key Learning Points are exceptionally valuable in setting the future direction of raising attainment work across other areas. Interestingly, 89% of Head Teachers from participating schools have expressed interest in the next round of training, which will be developed, 'Talk your way into writing.'

It is important to state that the PLA team have had training on several key areas and have evaluated thoroughly. In some cases, we have decided not to promote specific theories as they do not meet our expectations and we do not anticipate high enough return in terms of the impact on children and young people. In other cases, we have adapted training to suit our local context.

Consistency of Approach.
We know that a focus on evaluation and re-evaluation is fundamental to raising attainment and therefore this is a significant feature of our approach. At the workshops mentioned previously, participants are asked what actions they will take as a result. We incorporate HGIOS 4 and focuses upon the 'inwards, outwards, forwards' concept. Follow-up work is always provided and participants return a few weeks later where the session focuses on how they have implemented the framework and, subsequently, we build on their prior learning.

Consultation – Meeting the Needs of Children and Young People
A Numeracy and Literacy survey has been devised and distributed to all secondary Maths and English teachers, all Primary teachers and all Early Years Practitioners across North Ayrshire. This will establish a baseline around specific issues in order to ensure that needs are met. Moreover, this also ensures that the direction of travel is based on evidence of where schools require support to increase attainment.

Ensuring Cohesion within, across and beyond the education authority
Within the education authority, we have agreed that the Professional Learning Academy will include a focus on leadership. Currently, there is a breadth of leadership opportunities offered within North Ayrshire. The Senior Manager with responsibility for Leadership and the Senior Manager with responsibility for the PLA Team are now working to establish training in response to the needs of Head Teachers. A training needs analysis was conducted. Analysis revealed key areas and there will now be a plan to address these within the PLA. For example, Head Teachers requested training on data analysis and school improvement planning. Whilst some of this has already been undertaken as part of the Data Analysis strand of the Attainment Challenge. Leads across the attainment challenge work streams will work together to devise a workshop for Head Teachers around effective analysis of school data in relation to evidence based practice. This corresponds to productive measures introduced this session in North Ayrshire's new Quality Improvement Framework.

The PLA Lead has met with the probationer lead and mentors and plans are now in place for a significant input into the probationer training for 2016-7.

We have a strong link with the Early Years Co-ordinator and Senior Manager with responsibility for Early Years in order that we establish consistent, clear priorities for the PLA and cross authority work. We have organised monthly meetings with them, to include the PLA team, to ensure consistency and sustainability of practice over time.

A member of the PLA team is on the authority assessment group to ensure that there is coherence in terms of other aspects of the attainment challenge.

Links with universities are being fostered and face-to-face meetings, with the agenda of raising attainment in literacy and numeracy through evidence-based practice, are currently being planned. Universities include Glasgow, Strathclyde, West of Scotland and Stirling. As is good practice in meeting the needs of children and young people,

we require to know the prior learning of teachers in order to progress their career long professional learning needs. As a result, we have met – as a team – to formulate key questions to elicit information required to enhance our approach.

PLA staff are devising core workshops and undertaking research on pedagogy. They are looking outwards and linking with external providers such as Maths Recovery England. Whilst they will train PLA staff, the plan is that key aspects of training will be incorporated into our own training thus ensuring sustainability within our model. For example, four members of the PLA are currently undergoing Maths Recovery accreditation in order to be able to establish our own model of training.

The PLA staff are making links with other authorities, e.g., East Ayrshire. In addition, we will be visiting Midlothian in March with our Principal Educational Psychologist to contemplate their 'Visible Learning' interventions and analyse how this could impact attainment in our own context.

Evaluation
An evaluation format has been devised and sent to the Robert Owen Centre for endorsement. Meetings to clarify proposals for external evaluation are currently in place.

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

Through professional dialogue with Senior Management Teams during Quality Improvement visits and in Head Teacher Meetings, it is evident that there is a clear drive to improve standards and work collaboratively with the Professional Learning Academy Team. This is evidenced with overwhelming participation in the first training sessions offered.

- 96% of primary schools, all Early Years Centres and all Additional Support Needs Schools have already sent a member of staff on the Early Years Numeracy Framework training.
- 99% of staff attending training agreed on the relevance of the training for them whilst 97% strongly agreed or agreed that the training was helpful for them.
- Qualitative data was collected to assess participants' perspectives on the workshops and evidence demonstrates that the input of the PLA team is having a positive impact on teaching methodologies which fulfil the principles of CfE. Children and young people will benefit from a more informed, consistent, research based practice delivered by practitioners with enhanced skills.

Comment examples:

'Fantastic presentation! Even though I have been teaching for a very long time, I was enthused and thoroughly enjoyed this course. The presenters were so enthusiastic, explained everything well and, most importantly, were classroom practitioners.'

'This has brought home how we as class teachers (P1-4) need to work more closely with Early Years Classes on planning.'

'Loved it ladies – very excited about maths tomorrow! Going home to change my plans! ☺

The Senior Manager with strategic lead for the PLA has attended training sessions and spoken with teachers and practitioners. It is evident that the training is having a positive impact. Most notably, teachers and practitioners are reflecting and adapting plans to ensure pedagogic practice meets children and young people's needs and provides depth, challenge and application.

The level of interest in participating in future Professional Learning Academy training and support sessions is exceptional. For example, 97% of primary HTs have requested training for 1st and 2nd level numeracy frameworks for whole staff groups. This response far exceeded our expectations and confirms that our proposed direction of travel to increase attainment by devising and introducing targeted interventions is accurate. More specifically, 94% of schools who have more than 50% of children are young people living in the worst SIMD deprived 20% of datazones have requested support in terms of implementation of the 1st level numeracy frameworks we are currently developing.

Working across sectors on learning (as opposed to transition information) is likely to have significant effect on the learning experiences including the pace of learning for our children and young people.

The effectiveness of our evaluation and re-evaluation approach is evident through the professional dialogue with staff attending our workshops. As a result, schools who request personalised support will be asked to meet with a PLA Principal Teacher who will ask key questions in order to ensure that there is a strategic direction within the school and that measures of impact have been considered. This is part of the process of building capacity within our schools.

Next steps:

- Presentation for Secondary Head Teachers meeting.
- Presentation to private and voluntary sector Heads of Centres.
- Meet with Con Morris, Education Scotland, re. promotion of PLA and sharing of practice areas.
- Lead Listening and Talking professional development network in an examination of 'what works and why?' in the 'Raising Attainment' project work. Establish next steps for phase 2. PLA team to evaluate the impact of the process and consider its value when examining a 'value-added approach' to numeracy.
- Analyse 'Survey Monkey' responses and further develop a strategic plan for targeted interventions. We know that extensively carefully targeted professional development for teachers is a key feature of the successful Ontario system and plan to consistently ensure that we have a clear, shared rationale for targeted intervention. We have already prioritised 6 schools as targeted schools for Numeracy with a clear rationale.
- While we will be focusing predominantly on and prioritising schools with children and young people with a high percentage of children and young people living in the worst SIMD deprived 20% of datazones, some clusters of schools are already asking for support with key aspects – a positive sign, particularly given how early in this journey we are. One cluster of schools has asked to work with us on language development. This will be a collaborative

approach with the PLA teacher, speech and language therapist and schools. While this cluster is situated in an area where the percentage of SIMD deprived children and young people is lower than some of our other clusters, our intention is to monitor the impact on children and young people within these datazones and who have other measures contributing to poverty such as Footwear and Clothing Grants (24% in their largest primary school).

- Establish a cluster network for P7 teachers and secondary Maths teachers in a cluster with predominantly high levels of deprivation and begin short term focused work. The initial emphasis will be analysing recent data from P7-S3 and ensuring that our work will have clear impact on outcomes for children and young people.
- Lead a workshop to devise key questions for HTs who wish their schools supported by PLA.
- Speech and Language Therapy training to be organised for PLA team.
- 2-day Numeracy training to be implemented and feedback session organised.
- Research pedagogical approaches within the 4 themes of Literacy.
- Appoint Educational Psychologist to work across work streams.
- Convene meetings with universities.
- Confirm processes for the overall evaluation of North Ayrshire's Professional Learning Academy by Robert Owen Centre for Educational Change.

Slippage from Plans

As has been alluded to previously in this report, recruitment has been a significant challenge. However, it is our intention to have a further recruitment drive, with posts advertised internally and externally, in order to attract more candidates. A strategic plan for recruitment is already in place within the education authority and we anticipate that this will assist schools to effectively backfill positions.

Monitoring Agreement and Progress Report

2 a)	**Nurture - the establishment of 15 Nurture classes in mainstream primary schools across identified areas of deprivation in North Ayrshire and the re-introduction of teacher support for CAHMS and a school counselling service.**		
2015/16 Allocation	£590,000	Planned Spend to year end	£254,779
		Actual Spend to 31/01/2016	£111,877

Staff Resources:	Agreed in Plan:	**Secured:**
Teachers (Nurture) Classroom Assistants (Nurture)	1 Principal Teacher (Nurture) 15 Nurture Teachers 15 Nurture Assistants	1 Principal Teacher (Nurture) 15 Nurture Teachers 15 Nurture Assistants

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

Strategic Approach
In order to achieve transformational change that will close the attainment gap, we aim to make North Ayrshire Council a nurturing authority.
This will be achieved through a 3 tiered approach:-

1) Universal Nurturing Approach in all establishments
2) Targeted Nurture Groups created within 16 identified schools
3) Development of Enhanced Nurture Base.

Key National Drivers:

- Better Relationships, Better Learning ,Better Behaviour in Scottish Schools Guidelines 2013
- Children and Young People (Scotland) Act 2014
- National Performance Framework 2011
- National Improvement Framework 2015

Progress:
1)Universal Nurturing Approach in all establishments
As a result of working in partnership with Education Scotland, extensive nurture training has been provided to Head Teachers and Senior Managers in all secondary schools and outreach services. This has resulted in each school creating an action plan for Nurture within their school improvement plan. Sustainability will be achieved through Educational Psychologists delivering ongoing training in collaboration with identified school staff. It will complement and enhance the work undertaken through the Attainment Challenge and ensure continuity at transition.

A whole authority inservice day has been arranged for all primary and early years staff and an ongoing training programme will be organised. This training will incorporate links to other national priorities including GIRFEC. A focus on Restorative Practice and Rights Respecting Schools will enhance the achievement of North Ayrshire becoming a Nurturing Authority.

2)Targeted Nurture Groups Created within 16 Identified Schools
16 schools were identified using data analysis of SIMD/FME (Appendix 2.1), feedback from educational psychologists and knowledge of local need. Other practical considerations had to be taken into account including space available, locality and access to other support services.

A recruitment exercise was carried out to attract appropriate nurture teachers and assistants. A 4 day Nurture Training course was provided, where required, in order to develop their understanding and implementation of the nurture principles. There were two Educational Psychologists involved in the Nurture Training and they will take on the role for Local Authority trainers, delivering sustainable nurture training within the authority in years to come.

The Head Teachers of the identified schools have also received one and a half days training in nurture theory in order that nurturing approaches are extended and adopted within the culture of the school.

A Principal Teacher of nurture has been appointed to support, monitor and evaluate the physical environment, practice and impact of the nurture groups. She has attended the 4 day training and supported staff with individual requests, visited established Nurture Groups and provided guidance and delivered a training session on planning. She is also a member of the Nurture Strategy Group.

A successful application to Access to Education provided each identified school with £5000 to enable them to set up an appropriate nurturing environment within the dedicated Nurture space.

In partnership with Educational Psychologists, we are in the process of deciding on a quality assurance process to ensure consistency in approach across all groups. A programme of visits has been arranged and started in January.

3)Development of Enhanced Nurture Bases
As a result of nurture training, all schools have been working on creating an appropriate Nurture Area within the school. This is an environment which is conducive to meeting the needs of identified children.

4 Nurture groups have been running successfully with starting dates between August and November – Elderbank, Glencairn, Springside and Castlepark. A fifth school, Loudoun Montgomery has recently started.

There are 2 Primary Nurture Bases already operating within the authority and children are referred to the bases for outreach support. In order to develop North Ayrshire as a Nurturing Authority additional training has been provided for staff working in these bases. This additional provision will be monitored to ensure it complements and sustains the work undertaken through the Attainment Challenge.

Governance
An authority Nurture Steering group has been established and is chaired by the Head of Service where all progress is shared and discussed monthly.

A Nurture Co-ordinators group consisting of the 16 nurture Heads, Principal Educational Psychologist and Senior Education Managers has been established to ensure consistency across the workstream.

Assessment
Nurture staff are confident in using the boxall profile to identify children who will benefit from being included in the Nurture Group.

Boxall profiling has been undertaken to set initial baselines and identify specific needs to be targeted for focussed support. Therefore, reassessment will measure progress in terms of readiness and levels of engagement for successful inclusion within the mainstream classroom.

Slippage from Plans
Nurture Teachers were recruited initially from within the involved schools, to ensure they had an interest and a knowledge of the children and families they would be working with. Where we were unable to achieve this, internal secondments were offered and then external adverts were placed. There has been a delay in the roll out of the 16 Nurture Bases due to the very low numbers of quality candidates applying to fill the teaching posts vacated by selected nurture teachers. Re-advertisement of posts will continue, where required, with NQTs being targeted as a possible source for backfill to release the nurture teachers. A full explanation of this is offered within the introduction.

Building Modifications and other initiatives
St John Ogilvie PS Nurture Base has been delayed due to building modifications and the establishment of a new 2 year old provision. This enabled St Winning's Primary School to be included the Nurture Group development.

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?)

As a result of training, staff have a greater understanding of the learning and development of children. They have enhanced their skills and strategies to build the confidence and self- esteem in children. This has improved the emotional resilience of children and enabled them to access the curriculum with their peers. Staff have a clearer understanding of the role of nurture in the development of children's self-esteem and in bringing about meaningful change in children's ability to learn effectively. This is leading to improved learning environments for all children. Staff are also more engaged in working in partnership with the parents of the children in the Nurture group. They organise regular meetings to discuss children's progress with parents and agree and share strategies to be tried at home.

Primary staff who completed Nurture training were very positive about the impact of the training and in an evaluation over 90% of staff rated the Nurture Training as very worthwhile.

Comment examples:

"I now have a much deeper understanding of attachment and its' impact on behaviour. I appreciate how the Nurture Principles can be used to improve outcomes for young people."

"Feel it clearly set out expectations of Nurture within the authority."

Staff also committed to follow up actions at a personal and establishment level and identified future training needs.

The following impact on children and parents has been recorded by schools:-

Elderbank have had their Nurture Group in place since August 2015 and have made very good progress. Boxall baseline profiles have been completed for 4 boys and 1 girl and they are attending the Nurture Group. All children are becoming more settled and showing enjoyment. There is more positive engagement with 80% of the parents of children in the Nurture Group. Children in mainstream classes are benefitting from a more settled environment in the classroom.

Comment examples:

"A's behaviour over the last few days has been FABULOUS!
I am so very pleased with her progress within the Rainbow Room and hope it continues" (Mum)

"I was glad to see tonight that B has been retaining information – during a treat to Burger King where her brother was winding her up. She done Turtle! (In the middle of the isle but who cares – She done it rather than lash out or have a tantrum!) YAAY!" (Mum)

"Glad that C is managing to focus on lots of concentrated work! She has coped well with the break and getting back into a routine". (Mum)

"D is doing well with mornings" – long may this continue! We had a family gathering at the weekend, she was very well behaved in the hotel with 26 guests!"

Child E's last review –
"I can see such a difference in Child E at home since coming to the Rainbow Room, he listens more and tries to do more for himself". (Mum)

"I have seen huge progress in Child F, he is able to tell me about his feelings and uses Turtle if he is feeling angry".
(Carer)

".....speech and conversation have come on leaps and bounds". (Carer)

".....is opening up more about his past". (Carer)

"..... is loving learning their new song (Sign to sing) and is showing me the moves!" (Carer)

"Was really to nice meet you both on Friday, after our meeting I am confident that the Rainbow Room is the best place for ..... Also their good mood has carried on all throughout the weekend, his behaviour has been great and he seems a lot happier." (Mum)

"..... has been good the past two mornings. He got dressed himself this morning and got himself to school. (Mum)

"The boys behaviour has improved a lot at home, they play with each other more often instead of fighting. After your advice I bought a chore chart and the boys are doing jobs around the house to earn stickers". (Mum)

"..... slept all night, I had to wake him up at 7:45am. He dressed himself without any issues (that's a first)" (Mum)

Castlepark Primary School -
Boxall baseline profiles have been completed for 10 boys and 3 girls and they are currently attending the Nurture Group. 1 child who initially had no language skills is now able to speak to other children and adults. All children are developing social skills and able to communicate with each other. Children are showing increased levels of independence

Glencairn Primary School -
Boxall baseline profiles have been completed for 12 boys and 4 girls and they are attending the Nurture group. One child who is a selective mute has gained in confidence and is now starting to speak. This progress is being transferred into the classroom. Other children attending the Nurture Group are demonstrating progress in their speech and children are developing social skills and able to mix with friends in the playground.

Springside Primary School -
Boxall profiles have been completed with 4 girls and 2 boys. They are attending the Nurture Group and are starting to make progress with social skills. 1 parent has contacted the school to comment on the progress made with her child. There are 4 girls and 8 boys are involved in a friendship group in the afternoon with the support of the Nurture staff. This has been working well and the children are showing progress in communication and able to mix and make friends.

Loudoun Montgomery Primary School -
The Nurture Group has just been established in this school. 8 boys and 2 girls have been identified and Boxall baseline profiles completed. Children are showing greater enthusiasm for learning and parents have commented positively on their children's behaviour and attitude.

Next steps:

- Remaining schools will establish and operate their Nurture Groups.
- Nurture vision and Strategy to be finalised and shared with North Ayrshire Cabinet Group.
- North Ayrshire Nurture Guidelines to be finalised and shared with staff.
- Quality Assurance process embedded to ensure the impact on children's achievement is recorded.
- Develop Nurture area on Glow and create a Nurture newsletter to share good practice.
- Annual training programme established for Nurture staff.
- Establish a Quality Assurance System for Nurture linking to EVA software to gather data to inform progress and next steps.
- Continue to recruit staff for Nurture and backfill.
- The Attainment Challenge Advisor will establish an inter-authority Nurture Development Group to share and build upon good practice.
- Monitoring and evaluation will be undertaken to gauge the quality of physical environment, practice and impact of Nurture using How Nurturing is our School?
- Programme of Nurture Coordinators Meetings will be established.
- Appointment of Educational Psychologist to support the Nurture and Professional Learning Academy workstreams.

Monitoring Agreement and Progress Report

2 b)	**Health and Wellbeing – two teachers to support the work of the Child and Adolescent Mental Health Service with a focus on Primary**		
2015/16 Allocation	£92,000	Planned Spend to year end	£44,872
		Actual Spend to 31/01/2016	£0

Staff Resources:	**Agreed in Plan:**	**Secured:**
Teachers	Teachers x 2	Teacher 0.6FTE (Advert published, closing date 07 Feb)

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

Within this proposal, we committed to employing two teachers to work with the CAMHS team to support the attainment and achievement of children and young people with a range of mental health issues.

We also committed to implementing a schools counselling service in our schools. As part of this initiative, we will engage a third sector schools counselling provider (Place 2Be) to deliver a targeted counselling service providing children, parents and staff with in house counselling to support their wellbeing.

A key aim of both programmes being offered is to build capacity in our practitioners to support the mental health and wellbeing of our children and young people. Career Long Professional Learning (CLPL) will be offered for all practitioners across the authority in addition to the extensive support offered to our targeted schools.

There has been initial difficulty in recruiting staff with the right experience to ensure an effective delivery of this programme.

However, we now have the services of an experienced practitioner with a recent background in supporting young people with mental health issues. This background, along with extensive school leadership experience, will now support our aims in meeting the priorities established.

The next steps include:

- becoming familiar with the services' supports already in place for pupils with mental health issues in North Ayrshire in primary and secondary schools;
- to begin to identify the strengths and weaknesses in current models of delivery by CAMHS, Psychological Services etc.;
- to begin to consider the effectiveness of current Health and Wellbeing programmes; and
- to identify good practice locally and nationally with a view to establishing a package of training designed to enhance the knowledge and confidence of staff supporting young people with mental health issues.

We are in the process of recruiting a second person to support this work.

We have agreed a partnership delivery model with the third service provider Place 2B. Six schools have been identified to participate in this part of the workstream. The selection of the schools has been determined by analysing the data set in Appendix 4.2.

Initial work has taken place to introduce the schools to the organisation and the work they will be involved in.

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?)

None as yet.

Next steps:

Initial next steps as already detailed.

Monitoring Agreement and Progress Report

3	**Community / Parental Engagement which will reduce inequalities and deliver improved outcomes for children and young people.**		
2015/16 Allocation	£152,000	Planned Spend to year end	£0
		Actual Spend to 31/01/2016	£0

Staff Resources:	**Agreed/Proposed in Plan:**	**Secured:**
Local Government Staff	Principal Teacher x 1 Family Learning Worker x 6	Still to be confirmed.

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

A change to the detail of this project was required. We were unable to continue with this project because it intended to utilise Economies and Communities staff who are under consideration as part of North Ayrshire's efficiency savings. We were utilising these staff as they had the appropriate skill set to deliver the activities within the original plan.

There were four original outcomes and three continue to be relevant to the new project.

- Volunteers recruited and trained
- Parental workshops in each locality
- Individual support to parents

The fourth original outcome is now out of scope as it is part of the work being undertaken in response to DSYW.

A PID has now been completed, outlining the new project in detail. See Appendix 3.1.

The above information was communicated to Lesley Sheppard, Head of Raising Attainment Unit. The Governance group for the Scottish Attainment Challenge considered the request and noted that any spending on this proposal was likely to be in financial year 2016/17. They were supportive of our proposal but informed us that final clearance would come through the process for agreeing the total funding allocation for North Ayrshire for 2016/17.

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?)

Not applicable at this stage.

Next steps:

Not applicable at this stage.

4	Assessment and data analysis to inform future practice		
2015/16 Allocation	£130,000	Planned Spend to year end	£128,904
		Actual Spend to 31/01/2016	£111,952

Staff Resources:	Agreed in Plan:	Secured:
Data Analyst Performance Manager	1 Data Analyst 1 Performance Manager	1 Data Analyst (Dec 2015) 1 Performance Manager (Dec 2015) Additional graduate intern (data analysis) funded by North Ayrshire Council (Feb 2016) for 1 year

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

Strategic Approach
"Teachers, schools and parents need a clear, coherent consistent set of evidence and data locally and nationally to help them to self-evaluate and plan further improvements to achieve excellence and equity for every child in their care." National Improvement Framework for Scottish Education 2016

Planned improvement is at the heart of this workstream - working with teachers and schools to develop confidence in the use of a range of evidence, including standardised assessments. A range of evidence will be brought together to inform teachers' professional judgement on children's progress and build an informed understanding of "what works".

Pace and challenge will be injected into the current system to encourage Head Teachers to work across schools rather than focussing solely on their own establishment. Shared learning, support and challenge have the potential to significantly improve outcomes across schools, with a particularly targeted focus on specific vulnerable groups e.g. most deprived, SIMD1 and 2, FSM, LAAC etc.

Building consistency across the authority in monitoring and tracking, and in the quality of data being gathered, will be a priority. This will allow schools to measure the impact of planned initiatives across the workstreams of the Attainment Challenge, on our most vulnerable school communities and individual families. In the first instance, the workstream will focus on building Senior Leadership Teams and teachers' knowledge, skills and confidence in the gathering and interpretation of data and evidence.

Consultation and communication with key stakeholders – principally pupils and parents - will be built into the approach. Keeping all stakeholders on board with accurate and timely information will be important. It should be expected that the Scottish Government focus on performance reporting through the National Improvement Framework will drive national and local media attention.

Teachers will become more confident in their assessment and collection of data and its use to inform their practice. There will be greater consistency across the authority in the content and quality of information that is being tracked and monitored, leading to improved understanding and knowledge of what works. Teachers will undertake a learning programme that is designed to support them in improving their professional judgement and give them confidence in gathering and evaluating appropriate evidence. This professional judgement will be informed by a range of rich sources of data, which will support teachers to identify, plan and evaluate programmes designed to maximise outcomes for learners. The professional judgement of teachers will be refined, improved and supported by evidence through a programme of assessment including standardised assessments in literacy and numeracy.

Progress to date:

Strategy Focus Groups have been established with cluster representation from primary and secondary –1) Monitoring and Tracking in the BGE 2) Monitoring and Tracking in the Senior Phase. Both groups have established their key objectives for the year ahead, roles and responsibilities are explicit and outcomes measurable. The North Ayrshire Progress Tracker is in the final stages of approval across schools and is attached as Appendix 4.1. We have linked with Perth and Kinross Council to share and feed into the National Seemis Working Group. This will provide a strategic overview which will be used across all schools to provide greater consistency. The content of this Progress Tracker will inform professional dialogue between different groups of staff and pupils to inform targeted interventions in terms of learning and teaching.

Presentations have been delivered to Head Teachers around the requirements of the National Improvement Framework and the drivers associated in terms of this workstream i.e. 'Assessment of Children's Progress' and 'Use of Performance Information'. CfE data has been gathered of achievement at Early, 1st and 2nd levels in listening, talking, reading, writing and maths - this has been submitted to Education Scotland. Further interrogation of this data in terms of SIMD and vulnerable groups has been undertaken by Senior Mangers through the rigorous Quality Improvement visits.

An extensive digital package of standardised assessment has been introduced to all schools – all schools must complete P1 Baseline – Sept/May, Progress Test English (PTE), and Progress Test Maths (PTM) in P3, P6 and S2 in May 2016. To date all schools have completed the P1 baseline and analysis is currently underway. Initial feedback has been provided to all schools both in terms of the performance of the whole cohort and individual learners. Teachers are currently using this rich data source alongside their professional judgement to plan for next steps in learning. Further support will be provided to class teachers in how to use data to maximum effect in the planning process. In addition to this digital package of standardised assessment, each school has been set up with a separate account to meet the requirements of the National Improvement Framework in terms of completion of the NGRT and P4 and P7. All schools have a designated 'Assessment Co-ordinator' who has undertaken training from GL assessment and is leading on these

developments within school.

'The Tapestry Partnership' are engaged with North Ayrshire Council to co-construct and deliver their programme 'Improving Teacher Professional Judgement' (ITPJ) led by Professor Dylan William. This programme will be launched in March with a Prof Dylan William Masterclass aimed at all schools in North Ayrshire with a particular focus on those schools involved in the programme. There are opportunities within this for leadership in terms of GTCS Professional Recognition. A baseline of current practice in moderation within schools and across clusters has been established but further work needs to be done on the verification processes within these existing moderation systems.

Families of schools have been created across North Ayrshire for all primary schools. These families were grouped together on the basis of a range of socio-economic factors including SIMD profile, footwear and clothing grants and free school meals. The families of schools are attached at Appendix 4.2. The initial support provided by the Professional Learning Academy is focused on the family group with the highest levels of deprivation. In addition to this, families of schools have also been created for all secondary schools using similar criteria, but across all three Ayrshire areas. Schools have begun to scrutinise their data in family groups in order to identify common areas for focused attention and plan for improvement.

To support the nurture approaches a range of data has been collected which will be used as a baseline. This will enable robust analysis of the impact of the nurture programme when follow-up data is collected later in the session.

In order to maximise impact on learning, it is vital that there is early identification of vulnerable groups of learners to enable steps to be taken to address any issues. A full range of data has been produced for all schools and presented through Excel pivot tables for schools. An example of this is enclosed as Appendices 4.3/4.3.1/4.3.2. This allows schools to drill down to identify groups of learners to focus on, compare progress data and plan for improvement. Training sessions have taken place for Head Teachers in the effective use of this data. This will be extended to all leadership teams in the near future.

A staff confidence questionnaire has been produced, for Head Teachers and management teams, regarding the analysis of data in order to generate baseline data for staff. This will inform the subsequent programme of professional learning.

To support this workstream, the post of data analyst has been created. The post-holder has been appointed and has begun to work on gathering a wide range of data which will be used to analyse the current position, plan for improvements and subsequently evaluate impact. The data analyst has produced a user-friendly pivot table tool for all schools to use in the identification of groups of children and young people for targeted intervention. In addition, the data analyst has started visiting schools to introduce members of the leadership teams to the effective use of management information systems and benchmarking tools.

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?)

Through conversations with SMT during Quality Improvement Senior Manager Visits, staff are already reporting:

- Increased rigour to the professional dialogue regarding progress of individuals with their class teachers and an increased awareness in staff of the range of factors which might be impacting on an individual child or young person's progress.
- Standardised assessments are giving staff an additional confidence in their professional judgements.
- Schools have welcomed the North Ayrshire Progress Tracker and value the consistency of this approach.
- Communication in terms of levels of expectation regarding the gathering of assessment information, and tracking and monitoring pupil progress is much clearer in schools due to the working of the 2 strategy groups.
- The pivot tables produced for all schools allow individual cohorts of children to be more easily identified and tracked, which enables schools to focus in on what they are doing to support improvement for these cohorts.
- Schools have begun to work together collaboratively in their "families" to design targeted approaches to raising attainment based on a range of data showing common areas for improvement.

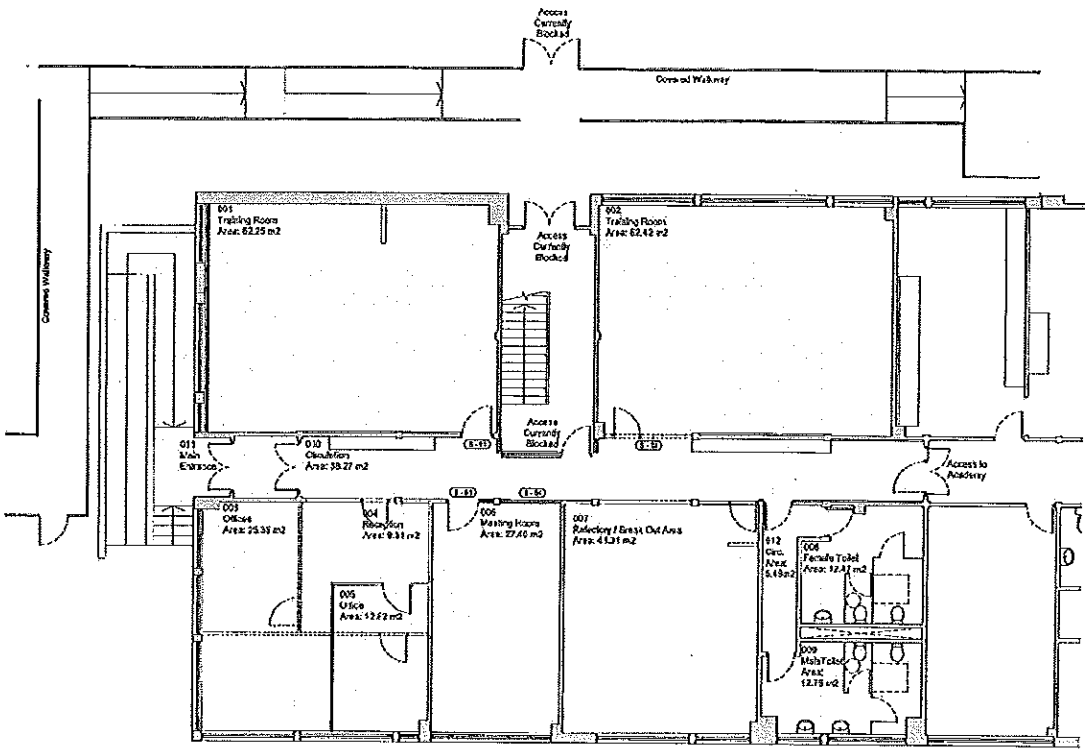
Next steps:

- Further work to be completed in terms of the requirements of the National Improvement Framework driver 'Assessment of Children's Progress' e.g. health and wellbeing surveys, leavers qualifications, positive and sustained destinations
- The North Ayrshire Progress Tracker will now be implemented across all schools and used to generate professional dialogue within and across schools and as the basis of teacher-pupil learning conversations when planning next steps.
- Professional learning sessions will be organised for class teachers on incorporating data and feedback from standardised assessments more effectively into the planning for learning process.
- A full suite of data will be agreed and brought together, based on both universal and targeted approaches to raising attainment for all and for identified groups, to support schools more coherently with the robust evaluation of the various measures that are put in place.
- Data analyst and graduate intern will work with schools to support staff groups with their approaches to effective use of data.
- Further professional learning sessions (for an increasing number of staff) on maximising the use of data, what it tells us about what works, and how it contributes to planning for improvement.
- Early identification of vulnerable groups / SIMD 1,2 etc. at Early Years stage. Combining data from early numeracy and literacy assessments and developmental milestones data to plan a range of early interventions focused on closing the gap.
- Professional learning sessions will take place focusing on a shared

understanding of standards in relation to CfE levels. This will be complemented by an enhanced approach to moderation across establishments.

Monitoring Agreement and Progress Report

5	**Physical Activity Dance, Drama and Sport** **PID in draft February 2016. This is a year 2 workstream.**		
2015/16 Allocation	£0	Planned Spend to year end	£0
		Actual Spend to 31/01/2016	£0
Staff Resources:	**Agreed in Plan:**	**Secured:** None at this stage.	
Progress to date (please comment on areas of progress and slippage from plans): The Proposal Initiation Document is still in draft form with plans being discussed, shared and negotiated between Education and Youth Employment in partnership with our Economy and Communities Service.			
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?) No impact to date. The date of implementation of this workstream is August 2016.			
Next steps: Finalisation of PID, including number of officers, training programme and input to targeted schools. Firm plans in place with potential adverts to be placed in early April 2016.			



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Appendix [-]

Appendix 1.1.1

Overall Status of Project	☐ Red	☑ Amber	☑ Green
PROJECT BOARD DATE: 11 January 2016			
PROJECT NAME:	Professional Learning Academy, Auchenharvie Academy, Stevenston	PROJECT DESCRIPTION:	Refurbishment and alteration of existing rooms within Auchenharvie Academy to form new Professional Learning Academy
CLIENT SERVICE:	Education & Youth Employment	LEAD OFFICER (S):	Alan Martin / Angela Cassells / Donna Reid
PROJECT BUDGET:	£400,00 (TBC)	MAIN CONTRACTOR:	Keir Scotland (As variation to construction of new Garnock Academy)

TIMESCALES / MILESTONES	
Stage 1 – Preparation & Brief	August 2015
Stage 2 – Concept Design	September 2015
Stage 3 – Developed Design	October 2015
Stage 4 – Technical Design	November - January 2016 (to completed within next 2 weeks) Hubb process to be confirmed NAC sign off of design and acceptance of Hubb proposals to be confirmed Tender acceptance: February 2016 (anticipated 3 / 4 week mobilisation period)
Stage 5 – Construction Start	March 2016 (Under review)
Stage 6 – Handover & Close Out	April /May 2016 (6 weeks construction)
Stage 7 – In Use	May 2016

PROJECT UPDATE

Progress Update:

- The design team, comprising architect, M&E Engineers, Structural Engineer and cost consultant have undertaken surveys and developed technical drawing and specification through discussion at client briefing meetings.
- At the design team meetings project scope, specification and costs have been reviewed to align the project scope with the confirmed budget at the time.
- Some changes have been requested on the understanding that additional monies may be made available to fund and have been incorporated by the design team. (e.g glazed screens, sliding doors, wider door openings, tea prep, full refurbishment of male & female toilets.)
- Further changes such as teaching storage walls and omission of booths to training 002 have still to be incorporated within the design & cost projections. (Recent request and preliminary design and pricing information had already been sent to Keir Scotland at the time of the change request)
- Client & Design Team are meeting loose furniture supplier on Friday this week to finalise scope of FF&E. This will also clarify scope of fitted furniture and also confirm FF&E costs / budget.
- Enabling asbestos survey has been undertaken and some removal works are scheduled to be complete weekend 15-17 January 2016.
- Agreement and sign off of proposed scope will allow design team to complete information for Building Warrant submission. This information would then be issued to the contractor and the Hubb financial close process could conclude with NAC agreement.

Version No: September.01 PROJECT SUMMARY SHEET

Cost Update:

- A target price to undertake the works based on preliminary information issued to the contractor December 15 has been provided post-Christmas and has been reviewed by the cost consultant. Based on the returned price the project is now estimated to cost in the region of circa £400k. The cost plan is currently being reviewed by PMI to determine if there are any gaps in allowances.
- Discussions continue between cost consultant and contractor about rates provided for items, e.g. M&E rates appear higher than previously predicted.
- A breakdown of the £400k total project cost figure can be summarised as:-
  - £292k main contractor (inclusive of bespoke FF&E)
  - £5k - contingency / other capital
  - £15k other capital (client orders / removals etc)
  - 5% Contractor design development risk pot (could reduce if building warrant applied by design team pre financial close)
  - £25k preliminaries
  - 4.2% overhead and profit (to be ratified)
  - 1% post financial close risk
  - 12% professional fees (£30k)
  - 0.56% Hubco fee
  - £3k allowance for statutory fees (Building Warrant)
- Significant cost items within the main contractor costs (estimated at £292k) are:-
  - £94k builder works
  - £93k M&E (under review)
  - £58k bespoke FF&E (priced by Keir) which will be reviewed on Friday
  - £5k asbestos allowance (design team progressing removal schedule beyond what is currently planned for pricing by licensed contractor which will confirm if budget is adequate)
  - £5k IT budget – IT services have inspected the area of the school and have also been forwarded design proposals to assist in assessing if budget allocation is sufficient
  - £37k loose furniture allowance which will be reviewed on Friday with costs then updated
- A savings list has been prepared and issued to E&YE for review. (circa £73k of items)

Next steps:

- Confirmation of budget
- Brief consultants on scope to be progressed to allow them to update drawings and revise the pricing schedule
- Design team submit the Building Warrant
- Finalise cost & contract arrangements via SW Hubb
- Client approval / sign off
- Contractor acceptance, mobilisation and construction period
- Ordering of loose FF&E, IT works in tandem works
- Staff movements to be coordinated in line with works

Version No: September.01 PROJECT SUMMARY SHEET

- **Programme:**

  - E&YE originally indicated that it would be preferred if works could perhaps be completed mid - March 2016
  - Once briefed, the Project Manager from Armours prepared an initial programme dated 26 October 15 which indicated that the earliest date which works could complete procuring via the Hubb process would be at the end of March / beginning of April
  - The programme assumed that project scope and contractor tender could be signed off by NAC December 15 with contractor appointed first week in January 16.
  - Through discussions with Kelr it has been advised that the works may take 6 weeks to complete, however a reasonable lead in period of 3-4 weeks will be required to procure materials which have been specified.
  - The Project Manager from Armours has updated the project plan based on the current position and notes that the works may now complete May 16.

No.	Risk	Mitigating Action	Owner	Target date for completion
1	Changes in client requirements	Design sign off at key milestones, change log to be prepared and implications on costs and programme to be reported	PM	As programme
2	Clarity in budget allocation	Client to confirm budget to allow contractor negotiations to conclude	Client	January 2016
3	Appointment of staff / accommodation not ready	Staff will be located temporarily within Cunninghame House	Client	Until works complete
4				

ACTIONS REQUIRED TO PROGRESS (for Project Board)	
No.	
1	Agreement of budget.
2	Sign off of design proposals to allow design team to finalise proposals and allow contractor negotiation to conclude.
3	To acknowledge the proposed programme.

AGREED ACTIONS (following Project Board)			
No.		Lead Officer	Target date for completion

FINANCIAL SUMMARY				
Original Budget (£)	Revisions (£)	Current Budget (£)	Projected Expenditure (£)	Variance (£)
£250,000	+ £150,000	£400,000	£400,00	£0

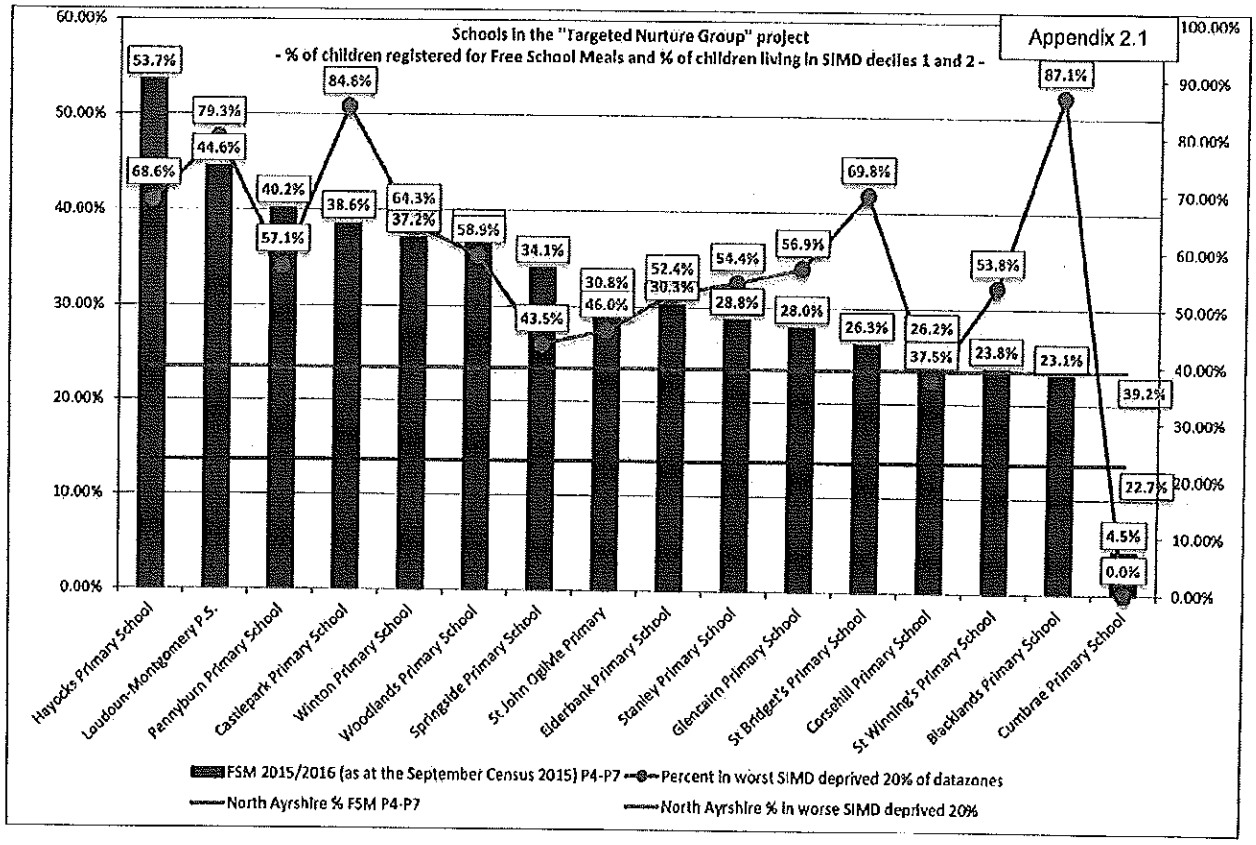
Appendix 1.2

Professional Learning Academy

Calendar for Early Level Numeracy Pilot Schools/EYC

Activity	Dates
Meeting with HT to introduce the Pilot Project and discuss dates (20 mins)	Jan 28th – Feb 1st
Permission slips for pupils handed out (returns will be collected at initial twilight training)	Jan 28th - Feb 5th
Introduction to Pilot Project for staff (twilight, 30 mins)	Feb 1st – Feb 11th
Baseline assessment of children with support from Professional Learning Academy staff (returns will be collected at initial twilight training)	Feb 17th – Feb 19th
Children/Staff questionnaires (returns will be collected at initial twilight training)	Feb 5th - Feb 11th
2 x training sessions for staff (twilights, 45mins each): **use of Early Level Numeracy Progression Framework**	Feb 22nd – March 4th
Parent workshops (led by Educational Psychologists in partnership with PLA) **morning or afternoon sessions**	Feb 22nd – March 24th
Time to implement the use of Numeracy Framework into practice	Feb 22nd – March 24th
Support period from PLA staff	Feb 22nd – March 24th
Further time to develop use of Numeracy Framework in practice	April 18th – June 3rd
Support period from PLA staff	May 16th – June 3rd
Final child assessment with support from PLA staff (returns will be collected at feedback session)	May 16th – June 3rd
Final children/staff/parent questionnaire (returns will be collected at feedback session)	May 16th – June 3rd
Feedback Session (twilight 45 mins) (Evaluation of effectiveness of framework)	June 7th – June 17th

North Ayrshire Council
Comhairle Siorrachd Àir a Tuath


Appendix 2.1
Schools in the "Targeted Nurture Group" project
- % of children registered for Free School Meals and % of children living in SIMD deciles 1 and 2 -
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
100.00%
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
53.7%
68.6%
79.3%
44.6%
40.2%
57.1%
84.6%
38.6%
64.3%
37.2%
58.9%
34.1%
43.5%
30.8%
46.0%
52.4%
30.3%
54.4%
28.8%
56.9%
28.0%
69.8%
26.3%
26.2%
37.5%
53.8%
23.8%
87.1%
23.1%
39.2%
22.7%
4.5%
0.0%
Haycocks Primary School
Loudoun-Montgomery P.S.
Pennyburn Primary School
Castlepark Primary School
Winton Primary School
Woodlands Primary School
Springside Primary School
St John Ogilvie Primary
Elderbank Primary School
Stanley Primary School
Glencairn Primary School
St Bridget's Primary School
Corsehill Primary School
St Winning's Primary School
Blacklands Primary School
Cumbrae Primary School
FSM 2015/2016 (as at the September Census 2015) P4-P7
Percent in worst SIMD deprived 20% of datazones
North Ayrshire % FSM P4-P7
North Ayrshire % in worse SIMD deprived 20%

Appendix 3.1

Author: *D Walkinshaw*
Title: Project Manager
Department: Change Team
Date: 09 December 2015
Last updated: 07 February 2016

NORTH AYRSHIRE
COUNCIL

PROJECT INITIATION DOCUMENT

PROJECT TITLE: **SUPPORTING CHILDREN'S LEARNING THROUGH PARENTAL AND COMMUNITY ENGAGEMENT**
DIRECTORATE: **EDUCATION AND YOUTH EMPLOYMENT**
PROJECT SPONSOR: **STEVEN QUINN**
VERSION: 4.1

Document control

Document History:

Version	Issued	Section	Page	Comments
1.0				Prepared as a first draft by D Walkinshaw for comment by A Sutton and C Amos
1.1	2/12/15			Amendments made
1.2	9/12/15			Amendments made
2.0	20/1/16			Issued
3.0	21/1/16			Amendments made.
4.0	28/1/16			Amendments made
4.1	07/2/16			Amendment made

Document Approval:

Name	Designation	Project Role	Signature	Date
J Butcher	Exec Director	Sponsor		

Distribution:

Name	Designation	Service Group/Service	Project Role
Caroline Amos	Head of Service	Education & Youth Employment	Joint Lead
Fiona Hopkins	Senior Manager	Education &Youth Employment	Joint Lead

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1.2 Background and Overview of Project 5
1.3 Project Objectives 6
1.4 Project Aims 7
1.5 Project Benefits 7
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INTRODUCTION

1.1 Purpose of PID

- This document contains the key information necessary to define the project
- It explains why the project is being undertaken, who is doing it, what the project is aiming to achieve, and when and how it will happen.
- Once approved the Project Initiation Document (PID) will form the baseline against which the project will be monitored.

1.2 Background and Overview of Project

To meet the Council Plan Strategic Objective Priority 3: Ensuring people have the right skills for learning, life and work, the Directorate of Education and Youth Employment has embarked on a programme of transformational change. This aims to ensure that North Ayrshire Council's educational establishments will be places where high quality learning and teaching takes place, delivered by excellent staff. This transformational change will be supported by the wider Council family, the Health and Social Care Partnership, the Community Planning Partnership and Third Sector providers. Transformational change will bring:

- Improved attainment and achievement
- Enhanced opportunities for all to develop skills for learning, life and work
- Improved leaning environments for all children and young people including those with additional support needs
- Improved wellbeing of children and young people.

The average North Ayrshire school leaver attains at a lower level than the average national school leaver (see diagram 1). However, data analysis shows the average attainment of a North Ayrshire school leaver from each SIMD decile is comparable or better than the average Scottish school leaver from the same decile (diagram 2).

Diagram 1

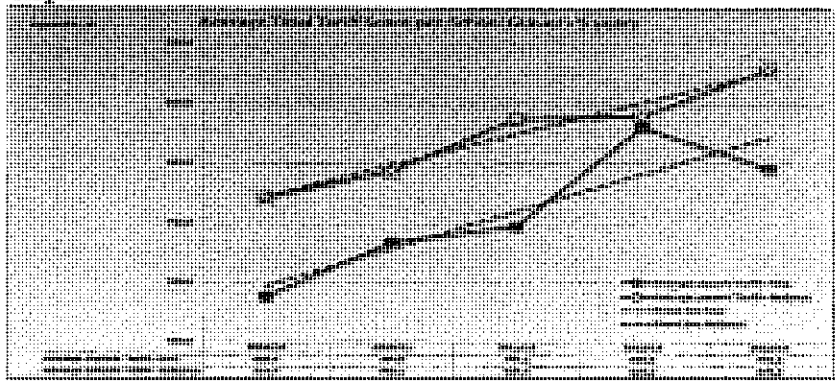
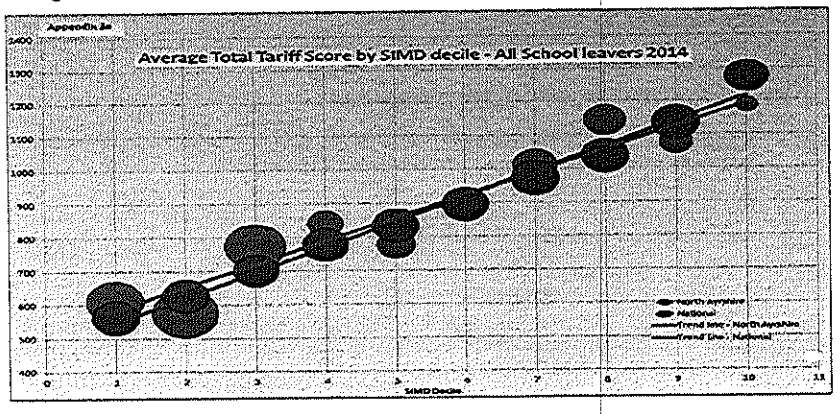


Diagram 2



This analysis tells us that the overall lower performance is due to a much higher proportion of school leavers living in the 30% most SIMD deprived areas. Therefore, reducing the impact of socio-economic deprivation on educational attainment, together with raising aspirations and expectations of children and young people, are the correct priorities for North Ayrshire.

The pattern of attainment in the different deciles has been replicated over a number of years highlighting the challenge of the requirement to tackle the relationship between lower educational attainment and socio-economic disadvantage. Only by dealing directly with this challenge, will the children and young people of North Ayrshire significantly improve their levels of attainment.

The Attainment Challenge

North Ayrshire Council has secured funding from the Scottish Government's National Attainment Challenge which is targeted at local authorities who have the highest concentrations of primary aged children living in deprived areas. The Council will use this funding to drive transformational change and have identified 4 key areas of work. This project document describes one of these key areas – to support North Ayrshire's children's learning through parental and community engagement.

1.3 Project Objectives

This project fits within the Directorate Key Priority:

"We are reducing inequalities and delivering improved outcomes for children and young people"

This project will contribute to this priority through the engagement of parents and families in supporting their children's learning in the home, which will lead to a positive impact on the attainment and achievement of our children and young people.

1.4 Project Aims

- To recruit a small team to direct and support the delivery of 'Family Learning'. This team will comprise of a Principal Teacher and six Family Learning Workers and provide training to identified volunteers within the local area. This team will support families to become more engaged in their child's learning and in the life of the extended school community.
- To build parental confidence and capacity to support their child's learning, and increase their engagement and participation in school life.
- To help parents and families to have a positive impact on their child's attainment and achievement, providing them with appropriate strategies to support their child's learning at home through the use of highly structured programmes and materials leading to the sustainability of this initiative.

1.5 Project Benefits/Outcomes:

- Parents and families will be more engaged in their child's learning.
- They will have a greater understanding of how they can make a positive impact on the level of their child's achievement and attainment
- The 'Family Learning' team, together with trained volunteers will form a sustainable group supporting ongoing parental engagement in schools and local communities.
- Schools will have developed more creative approaches to engaging with harder to reach groups of parents.
- The life chances of those families experiencing particular challenges will be improved as a result of their engagement in family learning.
- Family learning will be supporting families to minimise the impact of poverty on learning and achievement.
- Home-school links will be stronger leading to improving outcomes for learners.
- The information that we gather will inform our knowledge of where parental engagement is strong and where it requires further attention.
- As a result of the evidence we will gather we will be able to evaluate and improve the engagement of parents and families to help their progress in literacy, numeracy and health and wellbeing.
- We will have contributed to the parental engagement activity and support ongoing in North Ayrshire Education and Youth Employment, Health and Social Care Partnership and Economies and Communities.

1.6 Project Evaluation

The evaluation framework will focus on:

- A baseline understanding of parents' engagement, involvement and levels of satisfaction.
- As part of the reporting requirements of the National Improvement Framework, we will measure the impact of our work around parental engagement and the effectiveness of the 'Family Learning' team and the related programmes.
- Qualitative and quantative data will be gathered to measure e.g. numbers of families involved in programmes, the effectiveness in terms of parental confidence and capacity
- The attainment and achievements of our most vulnerable children and young people will be tracked and monitored. Progress in literacy and numeracy will be measured.

Project Costs

Initial Assessment of Funding Required (High Level)	Year 1	Total - 4 yrs
Community and Parental Engagement		
Local Democracy PB Grants (6 Locality Partnerships)	£120K	£480
Principal Teacher Family Learning	£13k	£149k
Family Learning Workers x 6	£38k	£456k
Production and publication of materials	£1K	£5K
Accommodation and Hospitality (training sessions)	£1K	£4K
Total	**£173k**	**£1.094m**

2. PROJECT DEFINITION

2.1 Project Scope

2.1.1 In Scope

- Recruitment and support of volunteers to lead community/parental workshops.
- Recruitment training and support of Family Learning Workers x6 – at Grade 5.
- Recruitment of Principal Teacher Family Learning to support the Family Learning workers, as well as providing support to the schools to deliver family learning. This manager will also help the Local Authority to report on Parental Engagement, a requirement of the National Improvement Framework.
- Delivery of numeracy, literacy and other relevant workshops to parents and community volunteers.
- Project evaluation and performance monitoring and reporting on project outcomes.

2.1.2 Out of Scope – *n/a*

2.2 Approach

Parental consultation and engagement will be key to the success of this project. This project will find new and innovative ways of meeting parents/carers in their current circumstances and taking them on a learning journey that empowers them to become active participants in their child's learning.

Quality assurance, consistency of approach, evaluation and improvement will also be important, as will the recording and reporting of the impacts that are achieved over the four year duration of the Attainment Challenge programme.

There are 3 other interventions that make up the North Ayrshire Attainment Challenge programme. They are:

1. To lead and inspire innovative approaches to learning and teaching through evidence based practice through the creating of a North Ayrshire Professional Learning Academy.
2. To commit two teachers to the Child and Adolescent Mental Health Service (CAHMS) to support the attainment and achievement of young people with complex mental health issues. In addition, a schools counselling service will be introduced to support the general wellbeing of children, parents and staff.
3. To make North Ayrshire a "Nurturing Authority" by building emotional resilience in children and providing training on the use of effective behaviour strategies for teachers. The project will establish 15 nurture classes in mainstream primary schools settings within identified areas of deprivation in order to have children fully prepared to meet the cognitive and social demands of school.

2.3 Project Plan

To be developed.

2.4 Stakeholder List, Analysis and Communication plan

Stakeholder Interest	Level of Interest	Influence /Power	Stakeholder Role	Communication /Engagement
Children	High	High	Beneficiary	Targeted comms, evaluation info.
Parents and Carers	High	High	Contributor	NAC Comms, training courses/events, Letter, targeted comms.
Wider family carers	Medium	High	Contributor	Newsletter
Family Learning Workers	High	High	Contributor	Training information, evaluation info
Schools	High	High	Supporter	Letter
Community	Medium	Low	Supporter	Newsletter, targeted comms
Other council services	Medium	High	Supporter	Targeted comms
Other partners	Medium	High	Supporter	Targeted comms, evaluation info.

****Milestones for the communication plan to be included in the project plan**

2.5 Project Dependencies

As described previously, this project is one of five key projects being delivered within the Attainment Challenge programme. A number of dependencies exist across all five workstreams. These are being managed at project level, overseen by the Programme Board and will be recorded within the project risk register.

2.6 Key Constraints

Projects must operate within the agreed budgets and be delivered according to agreed timescales.

3.0 Project Organisation Structure

Project Structure

Programme Board

Person	Designation	Role
Steven Quinn	Head of Service (Schools)	Chair
John Butcher	Executive Director (Education and Youth Employment	Member
Caroline Amos	Head of Service (Children and Young People)	Member
Audrey Sutton	Head of Service (Connected Communities)	Member
Lesley Aird	Head of Service (Finance)	Member
Sam March	Lead Educational Psychologist	Member
Janice Neilson	Attainment Advisor	Member
Yvonne Gallagher	Early years (Dalry EY Centre)	Member

Workstream Group

Person	Designation	Role	High Level Areas of Responsibility
Caroline Amos	Head of Service	Joint Lead	
Fiona Hopkins	Senior Mgr	Joint Lead	
TBC	Education Psychologist	Member	
TBC	Teacher - Primary	Member	
TBC	Principal Teacher Family Learning	Member	

4.0 Programme/Project Controls

4.1. Project tolerances:

- **Duration:** + / - 5% of baseline project plan
- **Cost:** + / - 0% of budget
- **Scope:** No significant deviation that defined at section 2.1
- **Quality:** to be defined through monitoring and evaluation framework.

4.2 Change control process

Where projects are likely to exceed tolerances a change request must be sent to the Programme Board.

4.3 Meetings and Reporting

4.3.1 Meetings

Meeting Name	*Purpose*	*Chair/ Organiser (Responsible for set up and agenda)*	*Frequency*
Programme Board	*Review progress of Attainment Challenge and the key workstreams within it.*	*S Quinn A Mair/Admin*	*Bi monthly*
Project Team	*Review progress of Workstream actions*	*C Amos*	*Monthly*
Stakeholder Ref Groups	*Provide knowledge into design and delivery plan*	*Principal Teacher Family Learning*	*Bi – annually*

4.3.2 Reporting

Report	*Purpose*	*Distribution*	*Frequency*

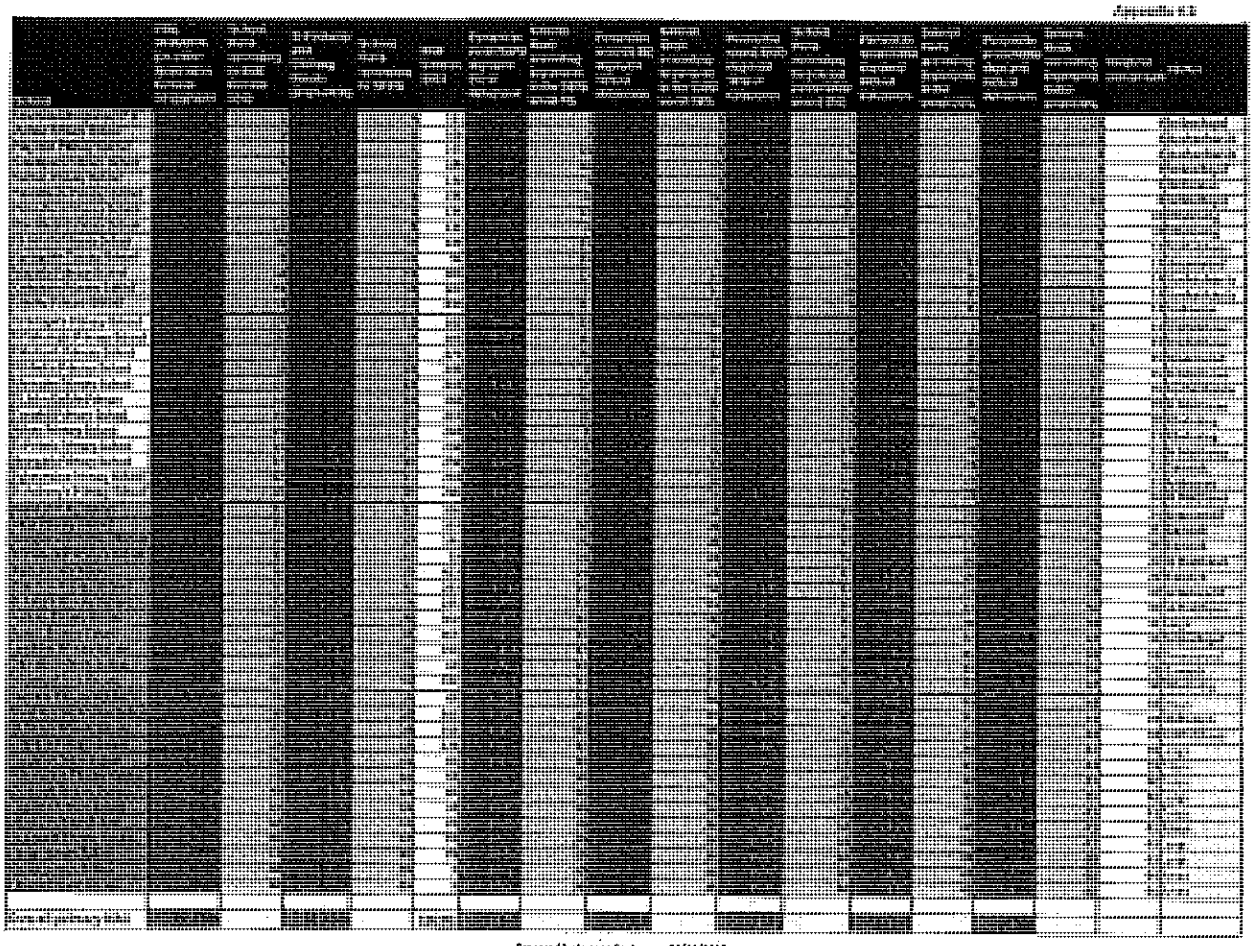
APPENDIX 4.1

Primary 7 2015-16	BACKGROUND		ASL - SHANARRI INDICATORS		READING				WRITING				LISTENING & TALKING				MATHS				SWST			NGRT		NOTES
	LAC	SIMD 1/2			09/15	12/15	3/16	6/16	09/15	12/15	3/16	6/16	09/15	12/15	3/16	6/16	09/15	12/15	3/16	6/16	2014	2015	DIFF	2015		
																					+1:08	+1:10	+1:00	+1:09		
																					-0:08	-1:03	+0:05	+1:02		
																					+0:08	+1:02	+0:54	+1:06		
																					+0:04	+2:08	+2:04	+1:08		
		yes	child's plan (2)	achieving respected responsible																	+1:10	+0:04	+2:06	+1:07		SNAP- 2014
																					-0:01	+0:08	+0:09	-0:11		
																					-0:08	+0:05	+1:01	-0:13		
			child's plan (2)	achieving included																	-2:01	-0:05	-0:06	-1:12		dyslexic learner
			child's plan (2)	achieving responsible																	-0:02	-0:06	-0:04	+1:08		attendance concerns
			child's plan (2)	achieving included																	-2:05	-2:07	-0:02	-1:10		dyslexic learner
																					+2:03	+1:10	+0:06	-2:01		attendance concerns
																					+1:03	+0:08	-0:05	+0:07		
																					+1:04	+1:01	+1:07	-2:14		
			stage 1	achieving																	-0:03	+1:02	+1:05	-2:10		
	yes		child's plan (2)	achieving respected																	+0:03	-0:03	0	+1:00		
																					+3:03	+1:06	-0:07	+1:08		
			stage 1																		+0:03	+0:01	-0:02	+1:06		
			child's plan (1)	achieving nurtured responsible																	NO PREV	+1:01	N/A	+1:06		ADHD Boxhall profile completed 2 x 45 min nurture per wk
																					+0:05	+0:08	+0:03	+1:07		
		yes	child's plan (2)	achieving responsible																	+1:06	+1:01	-0:05	+1:06		attendance concerns

at risk of underachieving -requiring support

on track to achieve continue to monitor

operating beyond minimum level requires challenge



Investigative tool for identifying vulnerable/other target groups of pupils in school

This spreadsheet is meant to give you easy access to your Pupil Census data using either filtering and sorting tools in the master sheet ("All pupils on the roll") or specially designed Pivot Tables that summarise the dataset by certain characteristics. Although you may construct your own Pivot Tables (using Excel Help files) I have constructed a few tables for you, using the most common pupil characteristics that will determine your target groups of vulnerable categories (e.g. Looked after children, pupils entitled to Free School Meals or Clothing Grants, pupils in certain SIMD deprived areas, geographical areas, previous school attended, etc.). Please check the notes below for other specific information and get in touch with Luoana Santarossa for any further assistance.

Notes:

If you double-click in any of the cells inside the pivot table, a new sheet will pop up with the details of the pupils counted in that cell . You can delete the new sheet that popped up when you finish checking which pupils belong to that group, or you can copy and paste the list of names in another file if you will need it later. You are advised to keep the original file saved under the initial name and maybe make copies under different names if you wish to add additional sheets and/or tables that you find more useful.

The Pivot Tables are not very printer-friendly. You cannot edit the cells inside and it is very difficult to format it in any desired manner. If you wish to print out a certain table I advise to select and copy the desired table and "paste values" in a new sheet, where you can edit it as convenient, maybe adding a other information in separate columns or rows. Please note that you can also manipulate the rows and columns *displayed in* the pivot table as well (filter to certain categories only, hide certain rows/columns, change the order of the rows/columns or express the cells as numbers or percentage out of row/column/overall totals). You need, however, to develop a bit of familiarity with this facility in Excel to do that confidently. Excel Help files/tutorials will again be useful for that!

The "All pupils on the roll" sheet is edit-protected so that the initial database from the 2015 Census remains unchanged. Please note it does not include "Pupils on the roll of another school" and "Adults". It also provides only a pupil's main language spoken at home and the type (CSP, IEP, Other ASN) of ASN that a pupil may have, in order to prevent record duplication. For details on other languages spoken at home and on specific ASN needs, please use Custom Reports in Click+Go or ask Luoana Santarossa for further assistance.

The SIMD ranking (decile, vigintile, etc.) for each pupil is found by matching up the pupil's postcode to the 6505 datazones in Scotland. SIMD deciles (vigintiles) are the 10% (5%) bands in which a certain datazone is ranked among the 6505 datazones in Scotland. E.g. SIMD decile 1 represents the 10% most SIMD deprived of datazones in Scotland. SIMD vigintile 1 represents the 5% most deprived of all datazones in Scotland. Please regard the SIMD decile for each pupil as complimentary information to the Free School Meals / Clothing Grant entitlement. While the SIMD ranking (or band) represents the level of deprivation in *the area* where the pupil lives, it does not necessarily imply that the pupil comes from a socially/economically deprived family. The *personal* level of deprivation is better described by the Free School Meals and Clothing Grant entitlement.

Distribution by Staged Intervention and Most deprived 30% - numbers

Looked after	(All)
Free Meals	(All)
Year/Stage	(All)

Luoana Santarossa:
Double click in this cell and you will see details of the pupils counted in there (e.g. the records of the 18 pupils on Staged Intervention 4 living in the most SIMD deprived 30% areas)

	MOST DEPRIVED 30%		
Staged Intervention Level	No	Yes	Grand Total
1	1	52	53
2	2	48	50
3	3	23	26
4	6	18	24
0	15	305	320
Grand Total	27	446	473

Distribution by Staged Intervention and Most deprived 30% - percentage

Looked after	(All)
Free Meals	(All)
Year/Stage	(All)

	MOST DEPRIVED 30%		
Staged Intervention Level	No	Yes	Grand Total
1	1.89%	98.11%	100.00%
2	4.00%	96.00%	100.00%
3	11.54%	88.46%	100.00%
4	25.00%	75.00%	100.00%
0	4.69%	95.31%	100.00%

Clothing Grants - numbers

School Name	(All)
Intermediate Geography	(All)
Staged Intervention Level	(All)
6-Fold Urban Rural Classification (2010 Na	(All)
Sector	(All)
Student status	(Multiple Items)

	In Receipt Of Clothing Grants		
SIMD DECILE	N	Y	Grand Total
1	1521	1606	3127
2	2114	1679	3793
3	1889	1149	3038
4	750	246	996
5	952	232	1184
6	1092	196	1288
7	1691	253	1944
8	1281	129	1410
9	981	73	1054
10	321	15	336
Grand Total	12592	5578	18170

Clothing Grants - Percentage

School Name	(All)
Intermediate Geography	(All)
Staged Intervention Level	(All)
6-Fold Urban Rural Classification (2010 Na	(All)
Sector	(All)
Student status	(Multiple Items)

	In Receipt Of Clothing Grants		
SIMD DECILE	N	Y	Grand Total
1	48.64%	51.36%	100.00%
2	55.73%	44.27%	100.00%
3	62.18%	37.82%	100.00%
4	75.30%	24.70%	100.00%
5	80.41%	19.59%	100.00%
6	84.78%	15.22%	100.00%
7	86.99%	13.01%	100.00%
8	90.85%	9.15%	100.00%
9	93.07%	6.93%	100.00%
10	95.54%	4.46%	100.00%
Grand Total	69.30%	30.70%	100.00%

Appendix 4.3.2

Free Meals - numbers

School Name	(All)
Intermediate Geography	(All)
Staged Intervention Level	(All)
6-Fold Urban Rural Classification (2010 Na	(All)
Sector	(All)
Student status	(Multiple Items)

	Free Meals		
SIMD DECILE	No	Yes	Grand Total
1	1978	1149	3127
2	2600	1193	3793
3	2211	827	3038
4	841	155	996
5	1051	133	1184
6	1161	127	1288
7	1793	151	1944
8	1321	89	1410
9	1018	36	1054
10	322	14	336
Grand Total	14296	3874	18170

Free Meals - Percentage

School Name	(All)
Intermediate Geography	(All)
Staged Intervention Level	(All)
6-Fold Urban Rural Classification (2010 Na	(All)
Sector	(All)
Year/Stage	(Multiple Items)
Student status	(Multiple Items)

	Free Meals		
SIMD DECILE	No	Yes	Grand Total
1	62.65%	37.35%	100.00%
2	68.54%	31.46%	100.00%
3	72.97%	27.03%	100.00%
4	84.92%	15.08%	100.00%
5	88.79%	11.21%	100.00%
6	89.79%	10.21%	100.00%
7	92.58%	7.42%	100.00%
8	93.13%	6.87%	100.00%
9	96.45%	3.55%	100.00%
10	95.68%	4.32%	100.00%
Grand Total	78.85%	21.15%	100.00%