



Glasgow City Council

Report by Executive Director of Education

Item 6

April 2017

Glasgow's Improvement Challenge 2015 – 2020

Raising attainment in secondary schools through providing additional supported study and mentoring, and taking a closer look at learning and teaching

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

Raising attainment in secondary schools through providing additional supported study and mentoring, and taking a closer look at learning and teaching

In June 2016, the Deputy First Minister announced that secondary schools would now be able to bid for money from the Attainment Fund. Following consultation with headteachers, it was agreed that Glasgow would seek the full amount suggested per school and then download the money direct to the schools using an agreed methodology which took into account pupil roll, deprivation and English as an additional language. There was a fixed amount in the formula in order to benefit small schools. Each school then submitted proposals for 2016/17.

Over the last few years, our schools have successfully demonstrated that they can raise attainment and more young people than ever before are achieving qualifications. However, performance remains inconsistent within and across schools. Our analysis of performance has become increasingly more sophisticated and Insight is helping us focus on groups of learners, such as those living in SIMD deciles, EAL learners and those looked after by the Council.

Many of our young people do not come from homes where there is access to the internet for studying or where there is a quiet place to study. Supported study and/or Saturday school are needed in order to enable them to achieve their potential.

Almost all of our secondary schools across Glasgow report that they are enhancing this offer by developing a range of approaches.

Saturday Study classes have been an incredible success with a much larger uptake, both in terms of teachers offering classes and pupils attending, than was originally anticipated. This has also helped to mitigate the cost of the school day by allowing pupils who wanted an appropriate place to study and access to IT a place to go.

St Roch's Secondary School

Following consideration of the evidence in the Toolkit, we introduced a Targeted Tuition programme as follows:

- *Young people have been targeted in each subject area, following their Higher Prelim performance. The targeting was based on their overall performance and their performance in identified subjects.*
- *Teachers signed up to run 6 Targeted Tuitions sessions, one hour per week.*
- *Teachers negotiated the timing of the sessions with identified young people. There are a maximum of five young people in a group.*
- *Teachers carried out Needs Analysis to provide individual focus for the sessions,*
- *All parents were lettered to secure their support for the programme.*

This approach will be evaluated both in terms of the experience of the young people and its impact on their performance in the final SQA examinations.

St Andrew's Secondary School

Across half of the schools, study sessions include a residential experience which not only provides opportunities to enhance study but to experience outdoor pursuits,

mindfulness and building resilience. These have involved effective partnership working with Blairvadach, Brilliant Weekend and weekend study involving motivational workshops from 'Live and Learn'.

Study Skills weekend to Blairvadach prior to their prelims in February for 30 senior pupils was a success. Staff volunteered to have 3 hour sessions and we were able to cover 7 subjects over the weekend. Pupils also had the opportunity to participate in outward bound activities but this was the choice of the pupils and if they didn't want to participate then study rooms were available for private study. We are going to continue this programme next year and extend to S4 and S3 pupils.

Lochend Community High School

Evaluations from pupils reflect the impact on positive attitudes and study techniques.

Notre Dame Secondary

Throughout the city, almost half of schools offer homework clubs across the Broad General Education.

A Friday night supported study with dinner for young people in SIMD 1 or 2 doing 5 or more National 5 subjects. S6 mentors within subject specialisms are attending as peer educators alongside teaching staff.

Knightswood Secondary

In supported study, there have been 693 recorded attendances with 57% of pupils attending passing their prelim exams in the A-C range and 68% A-D range. The highest attendance is recorded in Biology/Maths/Geography (Faculty Heads are identifying a correlation between attendance at Supported Study and success in prelims e.g. in Maths 78% of pupils passing at Nat 5 attended Supported Study; 63% of Higher candidates who passed prelim, attended Supported Study; 90% of the pupils who passed Higher Human Biology, attended Supported Study and 92% of those passing Nat 5 Biology, also attended Supported Study.)

Whitehill Secondary

A challenge for schools in delivering effective supported study is ensuring the continuity of young people's attendance. Almost half of the schools are pursuing this engagement by asking young people and parents to sign up to the intervention and by following up using a wide range of social media to communicate successes as well as breaks in attendance. Two schools reported difficulties in organising Saturday School and/or supported study due to the lack of staff volunteering to participate. Staff volunteer to participate and are paid £28.50 per hour for delivering outwith the school day. The schools are also supporting families with the cost of the school day by providing transport home and drinks and snacks as required. Almost half of our schools have identified a need to support young people who have English as an Additional language or are asylum seekers. Schools' reports show that they are very flexible and responsive to the needs of a variety of groups as they occur.

During November 2016, we welcomed 19 new pupils to our school, all of whom are unaccompanied Asylum Seekers and being Looked After by the local authority. The group are from S4 – S6, many of whom have no English language skills. Whilst not

part of our original bid, the additional staffing provided by Education Services has allowed us to provide a comprehensive curriculum covering all curricular areas with a clear focus on the development of skills for learning, life and work, most notably in language, literacy and numeracy’.

Notre Dame Secondary

As identified in the Interventions for Equity Toolkit ‘Community-based approaches to mentoring tend to be more successful than school-based approaches.’ More than half of our secondary schools have engaged in mentoring programmes which are delivered by a combination of school staff and third sector organisations. These include

- MCR Pathways
- Inter-generational mentoring
- Citywise mentoring.

We have linked with Citywise mentoring project to facilitate mentoring with a group of S3 young people. This is a short (increased engagement), medium (increased aspirations) and longer term (increased attainment) strategy that will be tracked throughout a 2 year period.

St. Mungo’s Academy

The Appendix includes a summary from MCR Pathways from February 2017. The MCR Pathways Board monitors performance across a range of indicators carefully.

Almost all establishments have appointed additional PT1 teaching staff. The remits for these staff members include:

- Raising attainment either at BGE or senior phase
- Promoting wider achievement
- Developing the young workforce
- Transition and enhanced transition
- Learning and teaching
- Developing literacy or numeracy
- Developing STEM
- Promoting nurture
- Tracking and monitoring
- Supporting EAL
- Family engagement.

Whitehill Secondary School have appointed a home school learning worker (HSLW) to support the needs of young people who have had their learning interrupted. She has recently worked with 10 young people and their families either at home, or in neutral locations to learn about their reason for non- attendance and or non-engagement .The young people have been identified through the Staged Intervention Meeting process. Close liaison with teaching staff is a main feature of the role, accessing strategies and materials which are appropriate to the individual.

Two of the young people have returned to school full time and one other on a phased return.

Parents have reported that they are pleased to have the support of the HSLW as they can often find it difficult to motivate or engage their son or daughter in discussion about school or indeed with school work.'

Whitehill Secondary

The majority of schools have highlighted additional activities and time allocation to support literacy both for individual pupils and to develop literacy across the curriculum. Pupils have been able to receive one to one time and have additional support within literacy departments. Others have been supported through specific programmes including Accelerated Reader. For example one school evidences that early feedback is not only showing a positive response but the data relating to this programme is demonstrating improved reading ages for the majority of the young people involved. The school has made a longer term commitment to the use of this activity.

The pupils themselves report they feel better supported as a result of these interventions and staff feel empowered to better meet the needs of the young people in their classes. '

Cleveden Secondary School.

A few schools are developing literacy across learning. St Andrew's Secondary School has a five year plan in progress with the support of Strathclyde University. This is in response to research which supports that this approach is making a substantial impact on improving young people's literacy skills and closing the attainment gap. At the school all staff and S1-S3 pupils have had an opportunity to shape and share the plan.

Initiatives to develop maths and numeracy are taking place in most Glasgow secondary schools. There is a desire to 'improve the uptake and appetite for maths' in young people and to support a growth mind set in maths teaching and learning through effective professional development for teachers. During inset day 3 all of the maths departments within South LIG 1 participated in a series of professional engagement sessions focussing on improving numeracy/maths at levels 4, 5 and 6. Almost all participants highly rated the input and subsequently this training was made available for more than 160 maths teachers across Glasgow on Inset day 4. The Headteacher organising the events from Hillpark Secondary school, has shared the impact of the day as illustrated in an evaluation report. Almost all teachers felt much more positive about the pedagogy of mathematics. Almost all attendees shared what they would take forward in their classrooms from the event.

Effective career long professional learning (CLPL) is a key theme across the highlights submitted from the majority of establishments.

PTs for learning and teaching have helped to plan effective CLPL and the sharing and development of practice. There have been twenty different sessions, each

lasting 15 minutes, at lunchtime and after school, including 'How learners learn best' a session led by S1 young people.

Smithycroft Secondary

The majority of secondary schools have initiated additional targeted interventions to support young people and raise attainment. For example, King's Park Secondary school has commissioned the skills of a Cognitive Behaviour Therapist (CBT) to work with individuals as required. She is also working with small group interventions including exam stress management, decision making and dealing with consequences. The CBT role is developing and receiving positive reports from pastoral care staff. Almost all schools have highlighted the effective use of a wide range of resources to support raising attainment.

**Glasgow's most disadvantaged young people show how to close the gap in attainment & aspirations.
A Mentee & Mentor Story**



To mark the beginning of their 10th year, MCR Pathways have announced their school leaver results and the profound impact the programme is having in Glasgow.

Where only 48.8% of care experienced young people in Glasgow went from school to employment, university or college 2 years ago, for MCR mentored young people in 10 schools, the results announced are a transformational 82%. The stats on school leaver destinations which are routinely compiled by SDS (Skills Development Scotland) rise further to 93.2% when additional Scottish Government categories of positive destinations are included. These add in training and volunteering amongst others. However purposely MCR focuses on employment, university and college as their definition of positive and sustainable destinations. The 61 mentored young people who left school in the summer achieved the 82% and have sustained their choices to now. This was also in sharp contrast to a 47.8% level achieved for care experienced in the same schools who were not mentored. The huge difference in mentoring is what is driving MCR Pathways to recruit thousands more volunteers to meet the demand and break the vicious cycle that our most disadvantaged young people experience.

As Iain MacRitchie commented,

“We are now on track to reach just over half of the city's most disadvantaged young people to help them find, grow and use their talents through our mentoring and talent taster programmes. When our young people are supported over at least a year, the results are incredible. It is a very emotional experience to see the profound impact of a mentor who can spend the time each and every week. We need many thousands more volunteers and when we do we will slam shut the attainment gap. There are so many committed people working to make this happen. When one person is mentored 2 lives are changed with the positive impact on the mentor and the organisation they work for. Everyone benefits.”

The enthusiastic endorsement from the Council's CEO and Leader to dedicate 10% of their 18,000-strong workforce is an indicator of how seriously the city is taking this. This commitment plus the additional volunteers being targeted will help ensure MCR can achieve its plan to reach every disadvantaged and care experienced young person in Glasgow's secondary schools.

At its heart MCR Pathways helps young people individually to find their own path. The Glasgow-based organisation runs its mentoring programme called Young Glasgow Talent (YGT). It's where volunteer mentors meet with a young person for one hour every week at their school. The aim is to keep young people engaged in education instead of leaving school without a plan.

Glaswegian Iain MacRitchie founded MCR Pathways 10 years ago, working in one school for the first 5 years to develop a model that was effective for individuals but could scale citywide. The vision was simply for all young people to have equal access to opportunities, support and encouragement, whatever their background or

circumstances. Ultimately closing the attainment gap and ensuring the same education outcomes, career choices and life chances.

And MCR mentoring really works. Mentors and their mentees discuss options for the future, whether that be an apprenticeship, work experience, college or university.

Mentoring keeps young people engaged with education. Comparisons held in 2015/16 between mentored and non-mentored young people, revealed a return to school rate for S5 mentored young people to be 87%, against 31% of non-mentored pupils.

The results just published for 2016 demonstrate the profound and transformational impact that MCR mentoring is having with the 82% of mentored young people going onto further or higher education and employment. The number for Glasgow in this measure of 48.8% compares to a national average of 51%. Glasgow and MCR young people are now smashing the long-term trend and overcoming disadvantages they suffer through no fault of their own.

While he's delighted with the progress being made, Iain MacRitchie has ambitious plans.

"The programme now runs in 15 Glasgow secondary schools and will be rolled out throughout all the city's 30 secondary schools. There are currently almost 400 volunteer mentors, who come from all walks of life. The plan is to increase that number to 1,000 and then press on for many more.

Glasgow City Council's commitment of 10% of the workforce to become MCR volunteer mentors is a major precedent. We are confident that it will be the first of many commitments from some of Glasgow's most prestigious institutions and businesses. Whilst the stats on the impact will drive policy, it is the stories and experiences of the young people that really matter and drive everything we do. It's not about university or any one aspect, it's about the young person's talent and giving it the opportunity."

Here we speak to MCR Mentor Mairi Damer, 52, from Glasgow and her mentee Simone, 18, about their relationship.

Former broadcast journalist Mairi runs her own company, Word Up Communications. She mentored Simone at Springburn Academy, supporting her through the crucial period of exams and planning her future. Simone had disengaged from school and had no confidence. Very little sparked her interest and her attendance was at best sporadic. It looked like she would leave school with no plan for her future. Simone's personal life was also unsettled. As one of the middle of eight children, Simone often helped out around the house with her younger siblings.

Having a mentor gave Simone time for herself, and a focus. Their weekly hour long sessions focused on improving Simone's school attendance, and Mairi also noticed Simone's passion and talent for art.

Their journey was bumpy at times, but with Mairi's support and encouragement, Simone managed to get through school and was accepted on a Fine Art course at City of Glasgow College.

Mairi said, "As a teenager I didn't really have a solid adult role model. I wanted to have someone special for me. Someone to give me the guidance I didn't always get from my family. I wanted to use my own experience to give someone else some support."

Mairi and Simone met nearly two years ago, when Simone was 16. Although they were both nervous, they bonded over a love for David Bowie. On Mairi's office wall there is a painting, which is Simone's version of their idol.

Simone said, "School was never a good place but I've always liked art and I would draw anywhere I could. I never thought about doing anything else. Mairi mentioned art therapy, which I'd never heard off. It interested me and she helped me research it as a possible career."

Mairi often spoke to Simone about taking things a step at a time.

Mairi said, "I explained to Simone if there is something you like, there's a pathway you can follow, but you can take it a step at a time. Eventually you might take another path away from your original path but you've got to start with that first step."

At school, Simone struggled with confidence and didn't have that many friends, but college is a different experience.

She said. "College is great because I didn't think I would get in. I didn't think I would get this far. I've met new friends. I thought college would be like school, where people don't talk much, but the whole class is friendly. We're close and when it was my 18th birthday, even people I didn't know very well gave me a present."

Mairi said, "Although Simone was very nervous about meeting new people, I knew if she came to college to study art she would find like-minded people, because that's what happened for me."

During their mentoring sessions, it wasn't all plain sailing, as Mairi would sometimes be frustrated by Simone's poor attendance record. She would play good cop/bad cop, by giving Simone a verbal prod when she needed it, but always followed by a hug.

Mairi said, "Simone didn't love school but I'd tell her that if she wanted do something she was interested in, she had to turn up. No boss will put up with you being absent or late.."

Simone said, "My main problem was attendance and Mairi would always give me a prod. She kept me on track. She reminded me if I didn't turn up I wouldn't get into college, and now after the new year, I was first person in my class."

As well as offering emotional support, Mairi helped Simone with the practicalities of researching courses and completing application forms.

Mairi said, "Simone needed more support and teachers often don't have the time to spend with individuals. You also need good relationships. We can all remember an inspiring teacher we had at school, but Simone struggled to make those connections and school wasn't working for her."

In addition to disengaging with school, at home Simone sometimes found life stressful and valued the calmness of her mentoring sessions.

Mairi said, "When I first met Simone things weren't calm and it can be difficult to think about the future. We discussed making choices. Even if things aren't calm around you, if you want something different, what do you need to do to make a different kind of life?"

"Simone was young to be facing these questions but I thought it was important to talk to Simone about the pathway into adulthood and to question - where do I want to go with my life and what do I want to get out of it?"

Home life is now calmer and Simone is the first in her family to go to college. Her mum and dad notice a difference in her.

Simone said, "My mum thinks it's been beneficial, and when I told my dad, he was so chuffed. I never expected that reaction. My mum can see a change in me, because I open up more."

With Simone now on her pathway to further education, their mentoring relationship will come to an end.

Mairi said, "This is the end of our formal relationship but I'm sure we'll keep in touch with each other. This is where I step away, take a break and maybe start mentoring another young person, but for Simone it's onwards and upwards. I see a big change in her. She used to be quite shut down and now she'll consider everything. She's more confident, not so worried, and willing to try things."

Simone said, "This is where my wings spread. My future is opening up in layers, like an onion."

As MCR Pathways looks for more mentors, Simone is a good example of the difference mentoring can make.

She said, "There's people out there who really need it. They could be following their dream if they have a bit of help. I really needed it but I didn't have the confidence to say it. It's not hard, it's just a prod and a hug when it's needed, and that's so important."

Notes

MCR Mentoring Explained

The first and most important requirement is simply a desire to help and build a positive relationship with a young person. It boils down to listening, encouraging, being non-judgmental and simply turning up consistently for no other reason than you care. The purest form of mentoring has no authority and just equality. It listens and just occasionally speaks. It bridges talent with opportunity through consistency, care, compassion and a positive relationship at its heart. It's about realising the full potential of the young person and empowering them with the confidence and self belief to make it happen.

When one person mentors two lives are changed. MCR mentoring is based in school and focused on helping the young person to find, grow and use their talent. We purposely don't share the young person's challenges or circumstances as it's all about their future on a positive pathway through education. When the relationship is formed, a brilliant mentor will be relentlessly positive and share the core MCR values of motivation, commitment and resilience.

Call to Action Response box

Become a mentor, make the difference, help young talent overcome disadvantage

Can you help a young person realise their full potential and be defined by their talent not their circumstances or postcode? The Herald and Evening Times are supporting the Young Glasgow Talent campaign by MCR Pathways to recruit mentors and organisations for its schools based mentoring and talent taster programme. The charity supports disadvantaged young people and especially those in or on the edges of the care system to realise their full potential through education. Founded in 2007 and developed in one school over five years, the programme now supports over 500 young people aged between 12 to 18 in fifteen Glasgow schools, with a citywide expansion plan and national ambition.

More disadvantaged young Glaswegians are signing up for mentors to help them overcome barriers and inequality to be all they can be. One hour a week and a willingness to put a young person first are all you need. You'll make and experience a life-changing difference in helping a young person to find, grow and use their talents. MCR Pathways will provide all the training and support you need. For more information or to register, please go to www.youngglasgowtalent.org, email info@mcrpathways.org or call us on 0141 221 6642. We can't wait to hear from you.

MCR Pathways is a pioneering partnership of the MCR Foundation and Glasgow City Council and actively supported by an increasing number of Glasgow's key organisations including Wheatley Group, Glasgow Life, The Herald, Glasgow Kelvin

College, SECC, University of Strathclyde, Santander and Glasgow Chamber of Commerce. All are committed to closing the attainment gap and a radical improvement in the outcomes for the young people. The MCR Pathways' vision is that disadvantaged young people will have the same educational outcomes, career opportunities and life chances as any other young person.

Due by end of February 2017

Reporting Period	October 2016 to March 2017
Local Authority	Glasgow City Council
Secondary School	Knightswood Secondary School
Headteacher	Kay A Dingwall

Summary of proposed interventions:

- Appointment of 6 temp/internal promoted posts at PT1 level, including PT Literacy Improvement, PT Numeracy Improvement, PT Health and Wellbeing, 2 x PT Raising Attainment (1 BGE/1Senior Phase), PT Wider Achievement
- Enhance and promote Supported Study programme after school and on Saturdays/school holidays.
- Further development of staff leadership
- Enhance provision/resources in Support Base
- Establish Teacher Learning Communities

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 (e.g. Key activities this session, progress, recruitment):

Raising Attainment

PT1 Raising Attainment Senior Phase and PT1 Raising Attainment BGE Phase posts created, advertised and appointed.

Activities agreed in remit for PT Level 1 Raising Attainment Senior Phase:

- Analysis of attainment data from departmental tracking and whole school reporting to identify underperformance of YP in S4 in relation their SIMD decile and/or our most vulnerable learners – **Achieved - Database created**

The database is being used to track unit assessment passes for pupils. It has the capability of allowing us to easily identify pupils who are at risk of not achieving 5 National 3 qualifications.

- BGE and Senior Phase pupils identified as at risk – **Achieved; all pupils who are at risk have been identified through the database**

Mentoring programme in place for pupils identified. Established a core group of teachers who will deliver this service which will focus on achieving 5 or 6 Nat 3 qualifications.

- Develop a supported study programme and Easter school specifically targeted at the S4 cohort identified as underachieving – **Achieved**

Extended Supported Study Timetable established.

Supported Study signs issued and displayed in departments for targeted advertising.

Friday night Supported Study with dinner established, pupils doing 5+ Nat 5 subjects and in SIMD 1 or 2 were specifically invited. S6 Mentors with subject specialisms were in attendance to help as peer educators.

Proposed plan for weekly Supported Study which involves pre-registering pupils and texting home if they do not attend has been embedded - Reporting data has been used to send letters home for any SIMD 1 or 2 pupils who are underperforming but who have not signed up for supported study.

Easter Study Programme extended - running alongside the Easter Study programme there will be three full intensive days for N5 pupils where they spend two hours in a subject and then carousel to the next one.

Study materials, packs and books have been purchased to enhance study sessions.

Data base established to track pupil attendance at supported study.

- Develop a programme of mentoring with a focus on S4 pupils who would benefit from such support based on their SIMD decile and progress in S4 - **Achieved**

Framework of 6 subjects established. Appropriate resources identified for these subjects and now centrally stored. Mentors have been identified and are timetabled to meet the young people.

An Outward Bound trip has been organised and specifically targeted at pupils doing between 1 and 4 Nat 5 qualifications who are in SIMD 1 and 2.

Live-N-Learn will do a communication and social skills course with the pupils identified by the careers service as likely to leave at the end of S4.

Live-N-Learn will do a workshop with S5 pupils doing 3 Highers - almost all, bar about one, of these pupils are in SIMD 1 or 2.

A number of our LAC pupils who are working towards a variety of National 5 qualifications are receiving 1:1 tuition from subject specialists.

- Implement consistent communication with parents and carers to improve parental and pupil engagement in additional supports – **Partially Achieved**

Letters and text messages have been used to fully inform parents of their child's progress and attendance at supported study classes.

Raising Attainment Senior Phase Outcomes

- There will be a system in place to track and identify underperformance of young people in S4 - **Achieved**
- There will be an increased uptake in accessing Supported Study – **Achieved**
- Every S4 leaver will have achieved at least 5 SCQF Level 3 - **On track to achieve**

Activities agreed in remit for PT Level 1 Raising Attainment Junior Phase:

- To work closely with PT Literacy and Numeracy, and English and Maths Departments, to increase the proportion of young people achieving Literacy and Numeracy at SCQF Level 3 – **Achieved**

Material and resources available for mentors to use with identified pupils.

- To investigate and support departments to ensure that all learners will have reached 5 SCQF at level 3 – **Achieved**

Database established to track unit assessments – Assists in early identification of pupils at risk of not achieving 5 SCQF at level 3. Alternative curriculum programme established with resources. Mentors identified to work with highlighted pupils in partnership with departments.

- **To create a tracking system to identify all LAC young people to help support and maximise their achievements in Literacy and Numeracy - **Achieved****

Database commissioned and in use.
Tutoring in place for LAC pupils.
Partnership with MCR pathways established.

Raising Attainment BGE Outcomes:

- System will be set up to identify potential disengagement or alternative pathways for young people at the end of S3 - **Achieved**
- Departmental systems will be in place for supporting learners achieve Level 3 by the end of S3 across as many subjects as possible- **Achieved**
- Targeted group of young people will have achieved 5 SCQF at Level 3. **On track to achieve**

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

Challenge 1: Staffing availability for a home link worker to reach non- attenders - requested a member of staff with availability to meet the pupils during the day. This was not achieved due to the lack of available supply staff in Glasgow.

Overcome: Bank of staff identified to mentor pupils after the school day and paid through supported study

Challenge 2: The limitation of time to gather all information. Setting up the database, waiting for information from departments about resources and pupils.

Overcome: The frameworks have now been established with systems which will aid the collation of information for next session.

Challenge 3: Staff willingness/ability to engage more fully in a centralised prelim analysis which is not simply about recording numerical data. The proforma is a supportive tool to encourage individual staff to reflect and draw conclusions from the data about their own class.

Overcome: Advice issued to departments following feedback allowing PT's to embed areas of the prelim analysis which is beneficial to the specific department.

Challenge 4: Getting appropriate materials to teach pupils out with the school setting.

Overcome: Books identified and purchased. Staff identified to commission materials that are appropriate.

Highlights (e.g. Key activities this session, progress, recruitment):

Literacy and Numeracy

Literacy:

- Identified target group of S1 pupils
- Developed a literacy intervention programme based on research, experience and practice (we are continuing to monitor, evaluate and refine this)
- On-going development of Literacy resources and structured lesson plans
- Developed a profile for pupils using Literacy Benchmarks with a particular focus on Early, First and Second Level Experiences and Outcomes to set individualised, specific targets
- Developing a tracking database to measure impact in Literacy support classes and eventually across the school
- Developed various evaluation tools to measure soft and hard indicators of success as well as assessment strategies and tools

Numeracy:

- Identified target group of S1 pupils
- Researched and developing numeracy intervention programme for target group as well as Paired Numeracy at Tutor Time
- Developing a tracking database for progress
- Developing various evaluation tools to measure soft and hard indicators of success as well as assessment strategies and tools

Health and Wellbeing:

- Identified target group of S1 pupils
- Pupils HWB assessed using GMWP
- Pupils engaged in Lifelinks programme weekly
- Continued development of relevant, engaging resources for Support Base for S1/2, in particular materials to allow pupils to continue with curricular work when in Support base to ensure they do not fall behind class work.

- On-going research into resources that could be used for group work with the target group to improve Social Skills, Inclusion and Achievement.

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

- Staff rationale for projects and understanding of remit and responsibilities
- Co-ordination of meetings
- Researching and theorising what will be successful can at times hinder action
- Finding suitable times to meet with LifeLink and review progress
- Current materials in the Support Base have been reviewed – support assistants have been helping to make this more efficient
- Incomplete subject Portfolio: some departments slow to respond; aim to target these departments in next phase. Looking for staff willing to help with subject specific materials.
- Require further materials to support development of HWB, e.g. group work tasks. Researching examples of good practice elsewhere in country and now analysing potential resources.

Highlights (e.g. Key activities this session, progress, recruitment):

Wider Achievement

- PT Level 1, remit created, advertised and appointed.
- Wider Achievement Vision developed
- Timeline of activities agreed

Activities agreed:

- Develop a system to map existing wider achievement opportunities across the school, focusing on BGE phase. – **Achieved**
Several ideas and models researched. 'my.pro-file' identified as the most appropriate tool.
Working closely with EDICT to develop a tailor made Web Based system. Specific skills focusing on the 4 Capacities identified for inclusion in KSS version of my 'pro-file' and forwarded to EDICT.
Tracking format and follow up questions identified and forwarded to EDICT.
- Identify any young people missing out on important wider achievement opportunities and skills development with particular emphasis on those in SIMD 1 and 2. Address gender balance of participation – **On-going**
Pilot underway.
Linking pilot with S2 Profiling week and activities during Feb/March 2017
SIMD1 and 2 pupils identified and will be included in the pilot group.
- Develop a system to track progress of young peoples' engagement and achievement throughout their BGE phase. – **Planned for next 2 sessions**
- Provide appropriate training, through partners and voluntary sector, to engage

staff/departments, ensuring long-term sustainability. - Planned for next 2 sessions

- Develop opportunities for parental engagement and parent support programmes - Planned for next 2 sessions

Wider Achievement Outcomes

- Audit of existing wider achievements carried out – Achieved and on-going
 - Information gathered and collated from across the school
 - Information will be updated at regular intervals.
- Develop a tracking system to map wider achievement both in and out of school – **Planned for next 2 sessions**
- Raised levels of participation for targeted groups of young people - Planned for next 2 sessions

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

Challenge 1: How to enable all pupils to have ICT access and have support them when completing their my.pro-file’?

Overcome: bid for additional ICT resources – Tablets, Charging station, portable Wi-Fi Hub

Challenge 2: Pupil access to system will require a log in, who keeps a copy of these?

Overcome: Feedback from pilot to inform next steps.

Challenge 3: How to timetable this activity regularly and support pupil engagement.

Overcome: Feedback from pilot to inform next steps.

Challenge 4: Consider whether or not this system should be linked to GLOW?

Overcome: Further exploration to be undertaken.

Highlights (e.g. Key activities this session, progress, recruitment):

Leadership

Agreed activities:

- Continue and further develop our work with Eagle’s Wings – On-going
The following activities already delivered or in the diary in March:
 - 2 x MBTI Step 1 Workshops with subject departments
 - 2 x Leadership Motivation Workshops with subject PTs
 - 4 x Leadership Motivation Workshops with Pupil Support PTs
 - 3 x 1:1 individual mentoring sessions
- Development of MBTI personality testing and follow up work with departments/faculties
Feedback from subject departments has been very strong.
We have met with Eagle’s Wings regarding further roll out with other departments in the summer term and follow up work with those departments who have completed

initial training.

- Use of meta-planning and action learning exercises with Leadership Team (PT and SLT) and other leadership groups - On-going
Sessions with PTs have been evaluated very highly and have offered initial evidence of PTs volunteering to lead areas of the priorities they discussed. PTs are also arranging their own voluntary development and planning meetings.
- 1:1 mentoring in leadership development – On-going
Voluntary 1:1 session has been delivered with SLT. Evaluations of these are good.
- Pupil leadership development – On-going
Pupil leadership groups are in place and have been working on projects but input from Eagle's Wings is being planned for after Easter holidays. They will take a role in our S5/6 induction day programme.

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

Challenge 1

Measurement of impact in context: Planning underway to use staff, parent and pupils survey's to investigate and evidence key leadership areas such as school culture, trust, staff wellbeing, etc. We are looking at options such as Investors in People, Leadership Matters membership, work with university researchers.

Challenge 2

Embedding best practices in everyday actions: See above. We have also given them pre-reading materials prior to the most recent sessions with PTs in order that they can link their tasks to our school context. The most recent PTs meetings were purposefully arranged without SLT present; these went very well but it means that it is harder to support and help them lead some aspects of the developments. We hope to overcome this by using surveys and other external providers (Investors in People; university researchers) to give feedback which will help us focus Eagle's Wings input so that they have maximum impact without requiring as many visits to the school.

Challenge 3

Availability of external providers: Eagle's Wings are increasingly in demand by other organisations.

Challenge 4

Time to follow up with staff at all levels: Lack of cover teachers an issue.

Challenge 5

Misunderstanding/misuse of MBTI categories: Some staff have made comments that suggest they are using MBTI as a way of avoiding line management conversations.

Challenge 5

Reluctance of some staff to be part of the training: The enthusiasm of those who have been part of it will be used to encourage those who either don't know about or don't yet engage with this type of self-reflection.

Highlights (e.g. Key activities this session, progress, recruitment):

Teacher Learning Communities

We have formed a Teacher Learning Community (TLC) based on the specific signature pedagogies of Dylan Wiliam's TLC resources purchased from SSAT. Initial evaluation of our TLC has been very positive including staff engagement and feedback; quality of reflective comments during meetings; number of new strategies implemented and reviewed; and numbers of peer visits undertaken.

Create cover pool to allow staff to be part of TLCs: It has been nearly impossible to source additional cover staff in any meaningful way. We have been able to maintain TLC meetings with only minor slippage however this has not been supported by attainment challenge funding. Scaling up TLCs will require that they are part of the Working Time Agreement.

Intensive training for TLC leaders in formative assessment/co-op learning: Our TLC has been led a DHT so far. Training of TLC leaders will take place if and when agreement has been met with WTA committee. Training will incorporate best practice in implementation of formative assessment as described by Dylan Wiliam.

Resources for focused development of formative assessment: TLC materials purchased and in use including recently published resources and books.

Resources for more deeply embedding co-operative learning in the culture of the school: Resources purchased and distributed to departments. Review of current practice planned for this session. Almost all staff have been trained by Chris Ward in co-operative learning. Planning underway about using the TLC format for further embedding our use of co-operative learning.

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

Challenge 1: Lack of cover and staffing to create necessary time for developing practice has limited the pace of development slightly. Extensive international evidence highlights that creating time for staff is the single most important criteria for impact.

Challenge 2: Challenge of developing quality discussions at scale.

Challenge 3: The research picture on best practice in Learning and Teaching remains complex and inconsistent. The Education Endowment Foundation and other toolkits are helpful but the best strategies in the EEF toolkit (feedback) has a wide range of results.

We therefore need a clear focus on a very complex area and it is challenging to scale this across a wide number of staff. In addition, a great deal of other educational research is completed by meta-analysis and educational statisticians believe that they therefore lack validity.

Challenge 4: Measuring the extent to which we are developing consistency and improving practice across a large school creates an obvious challenge. We are currently discussing the right balance between formative assessment and co-operative learning (in which almost all staff are trained).

Challenge 5: The research evidence for formative assessment and appropriately run TLCs is considerable. The challenge is refining other systems such as the WTA, our quality assurance and classroom monitoring processes so they support best practice.

Challenge 6: The presentation on TLCs by the Tapestry Partnership did not engage or enthuse staff at Glasgow's recent Learning and Teaching conference. This echoes a lack of available high quality training formative assessment.



Glasgow City Council

Report by Executive Director of Education

Item 1

April 2016

Glasgow's Improvement Challenge 2015 – 2020

Setting the context

Purpose of Report:

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

Education Services Priorities

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

Our context:

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

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

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

For 2016/17, our priorities remain as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Improving and Empowering in Glasgow

However, improvements are not yet consistent across the city.

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

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

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

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

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

Financial Implications

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

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

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

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

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

13th October 2016



Glasgow City Council

Children and Young People Policy Development Committee

Report by Executive Director of Education Services

Contact: [REDACTED] Ext: 74551

ANALYSIS OF ATTAINMENT INFORMATION USING INSIGHT

Purpose of Report:

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

Recommendations:

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

Ward No(s):

Citywide: ✓

Local member(s) advised: Yes No

consulted: Yes No

1. Background

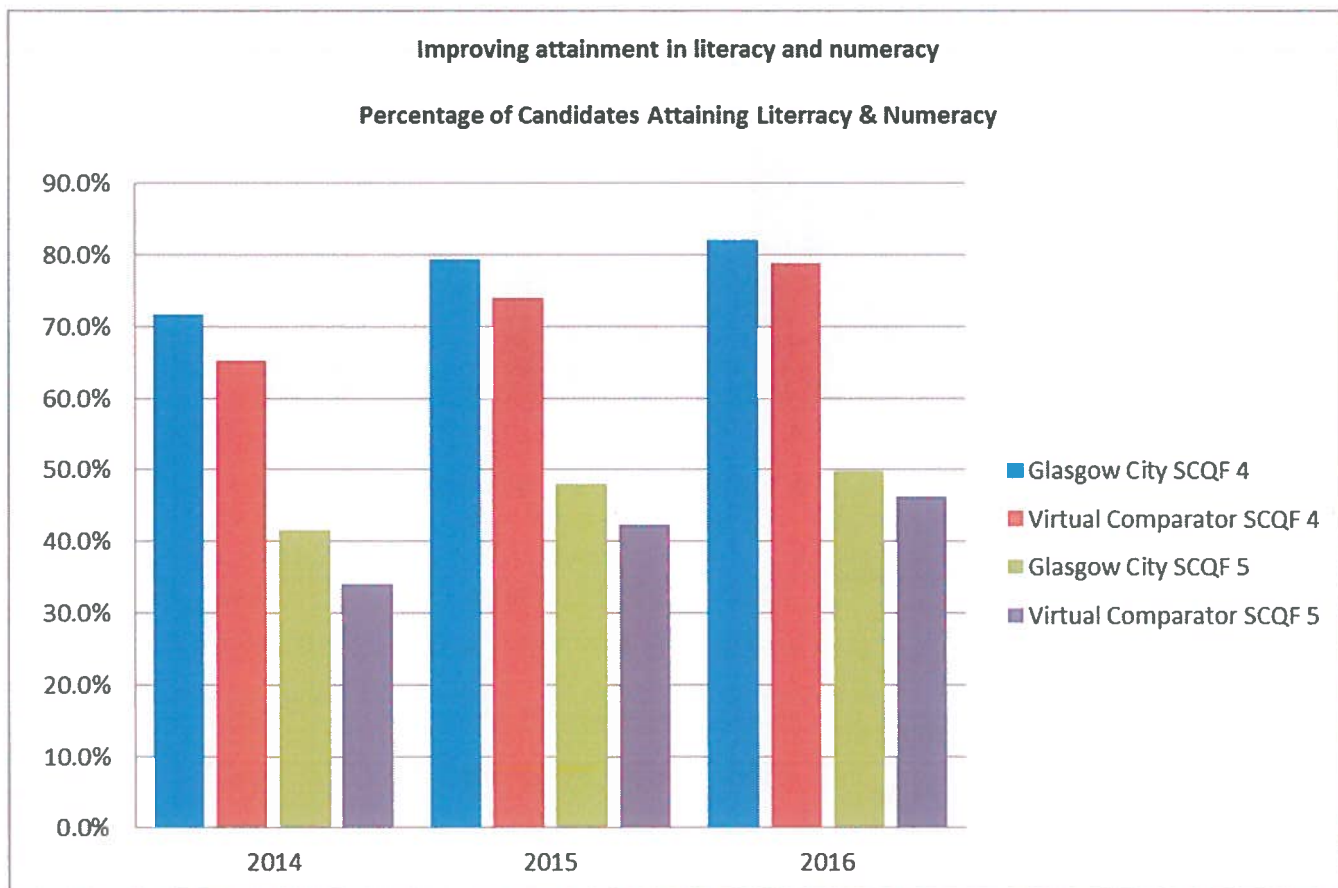
- 1.1 Insight is the analytical tool available for all schools across Scotland. A number of new indicators have been included which allows attainment data at school level and at city level to be viewed in different ways.
- 1.2 Most of the data presented on Insight is single year data. Further work on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

2. Literacy and Numeracy

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

¹ Scottish Index of Multiple Deprivation

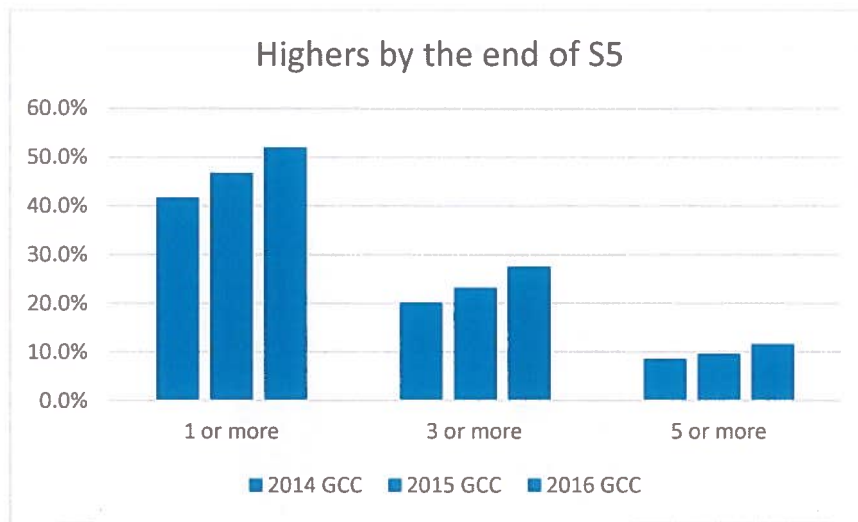
² Scottish Credit and Qualifications Framework



Breadth and Depth Indicator

3. By the end of S5

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

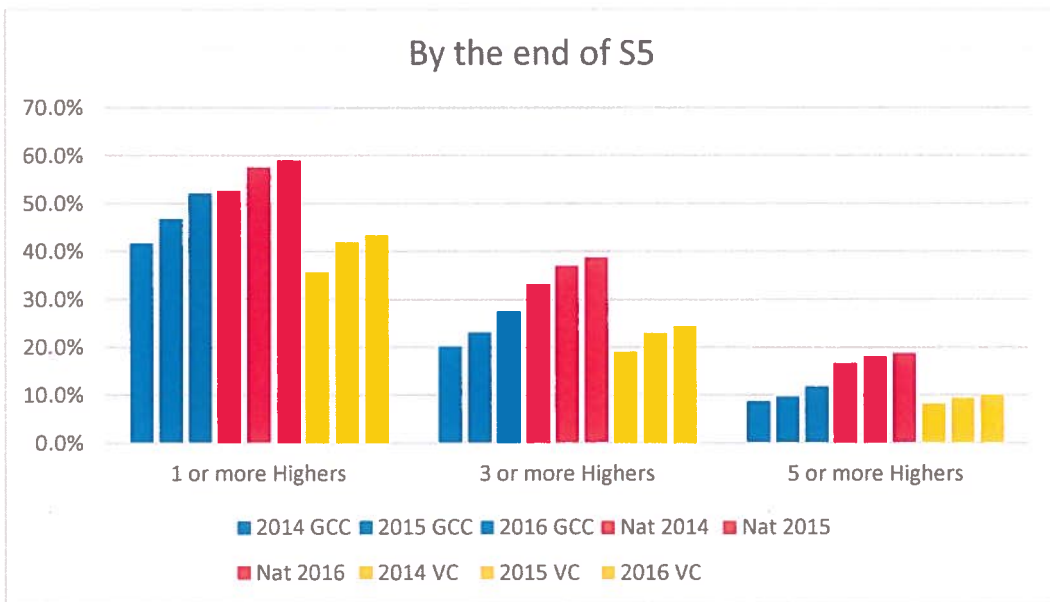


Highers by the end of S5	2014	2015	2016		2006
1 or more	41.7%	46.8%	52.1%		26%
3 or more	20.1%	23.1%	27.6%		12%
5 or more	8.6%	9.6%	11.7%		5%

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

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

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

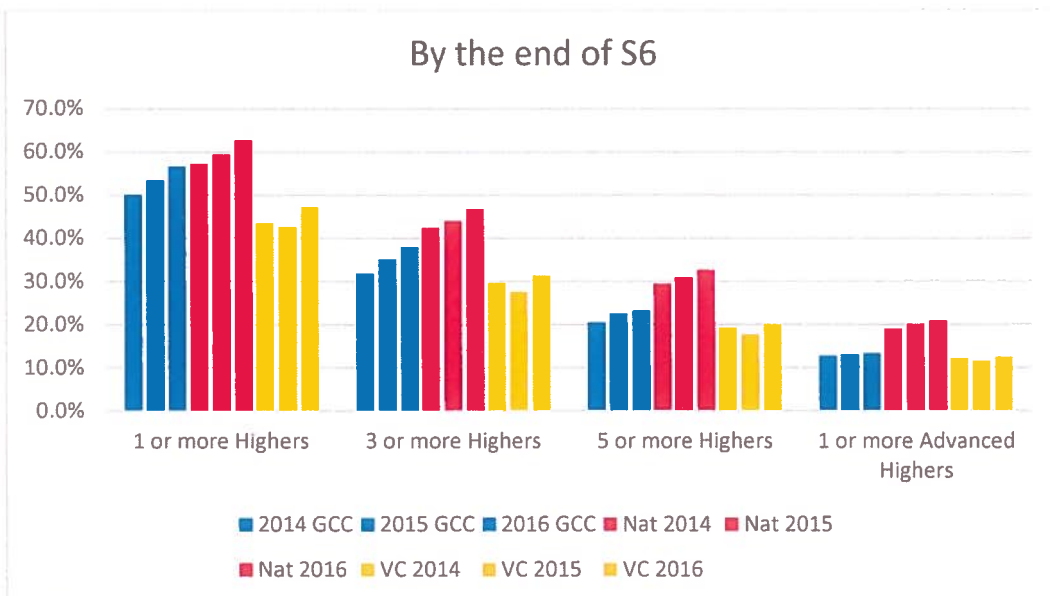


3.5 It can be seen from the above graph that Glasgow performs better than its virtual comparator for all three of the chosen measures.

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

4. By the end of S6

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



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

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

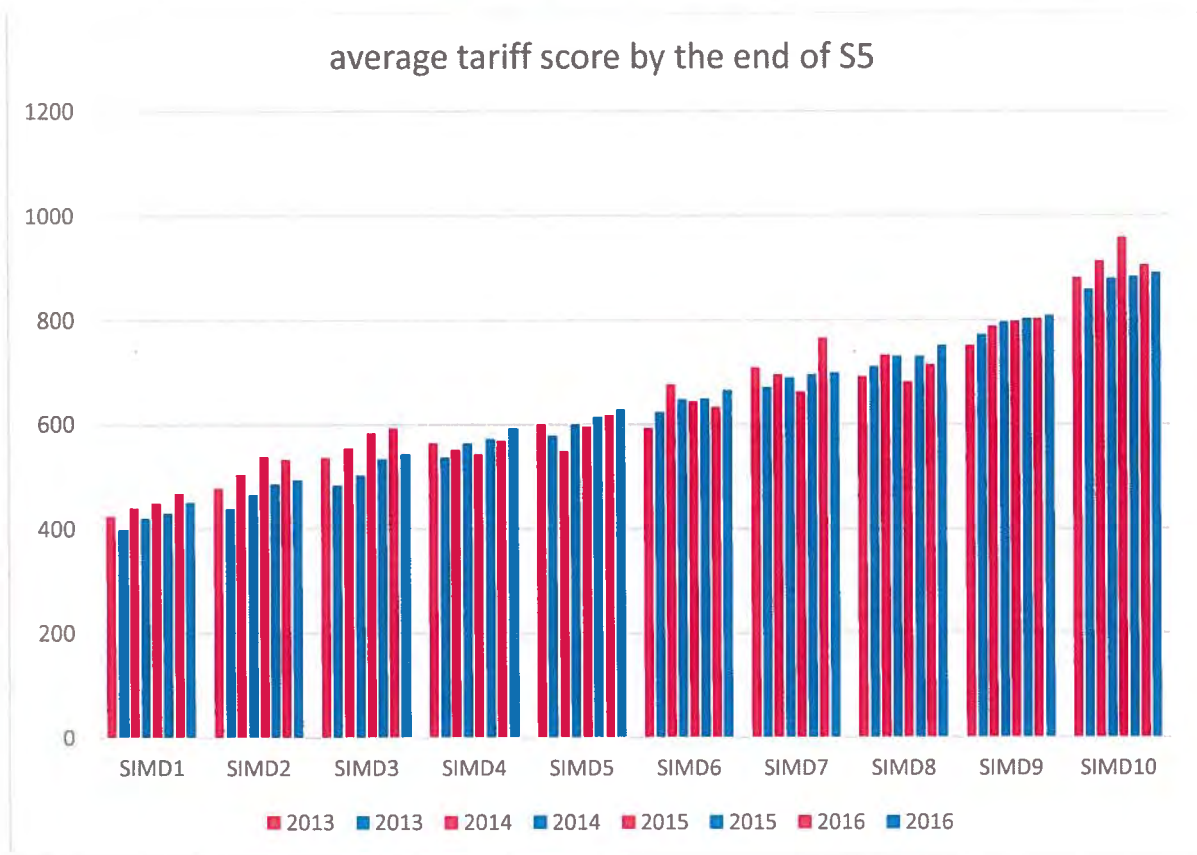
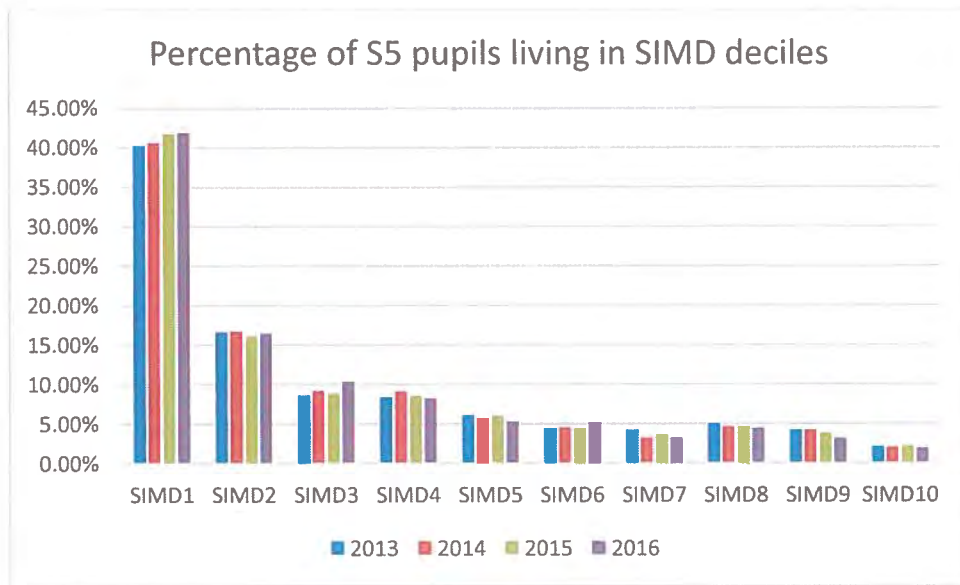
By the end of S6	2014 GCC	2015 GCC	2016 GCC
1 or more Highers	50.1%	53.2%	56.7%
3 or more Highers	31.7%	35.0%	37.8%
5 or more Highers	20.4%	22.3%	23.0%
1 or more Advanced Highers	12.74%	12.82%	13.25%

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

Attainment versus deprivation

5. By the end of S5

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

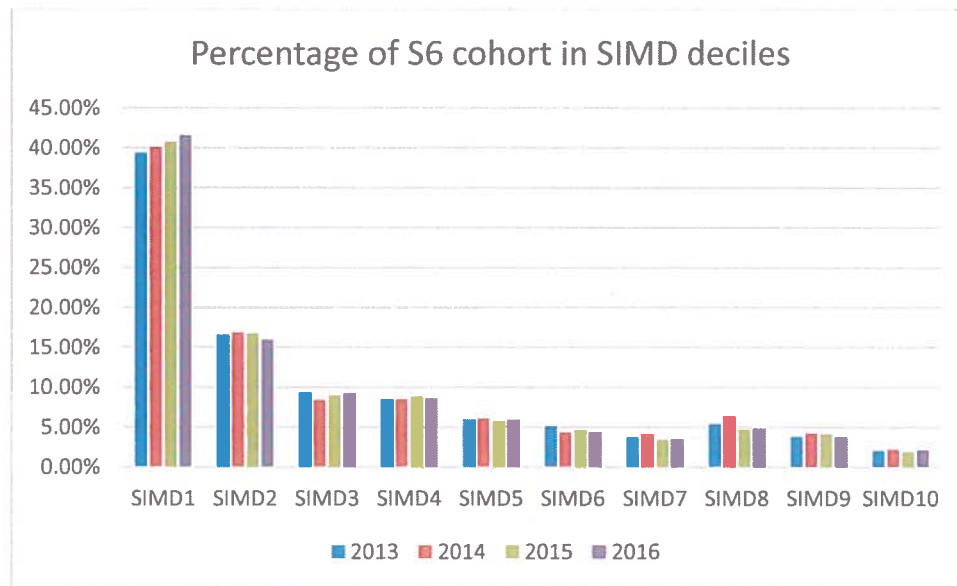


5.2 The graph above shows that attainment remains linked to deprivation. Improvement is evident, particularly for SIMD1, SIMD2 and SIMD3. This is particularly commendable as this represents nearly 69% of S5 pupils in Glasgow.

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

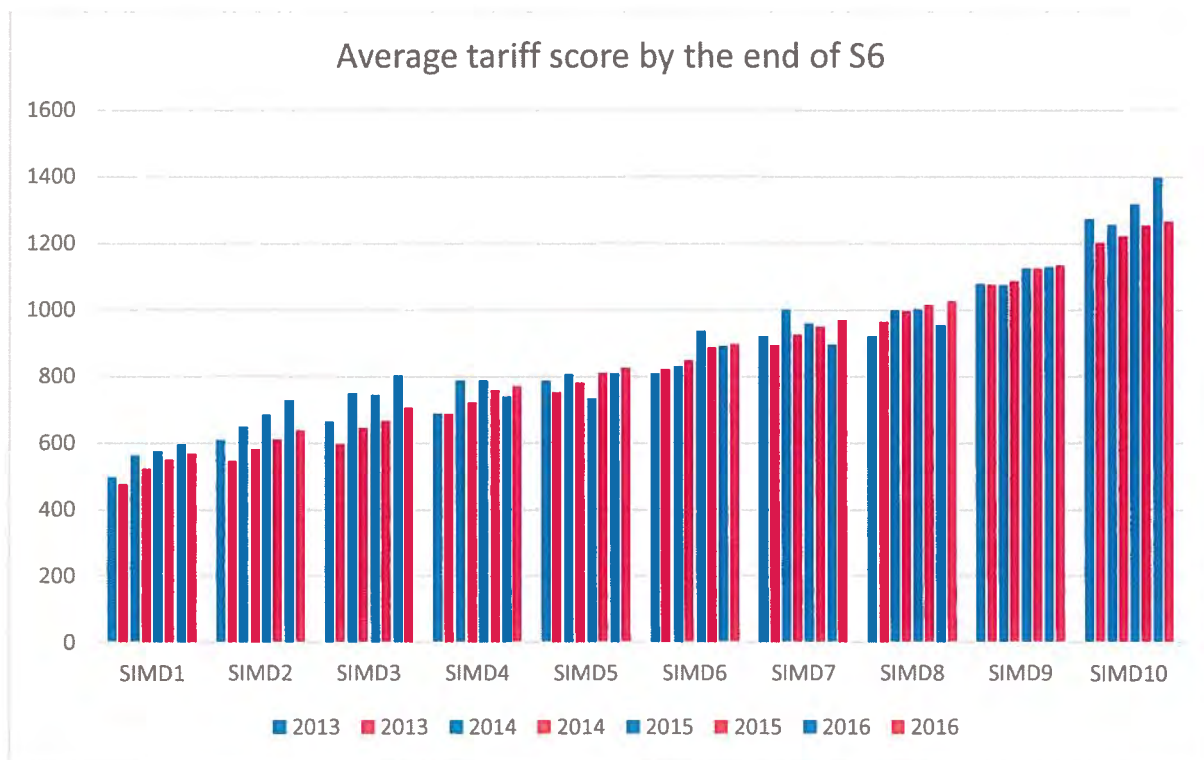
6. By the end of S6

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



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

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



7 Policy and Resource Implications

Resource Implications:

Financial: Not applicable

Legal: In line with Standards in Schools Act 2000

Personnel: Within existing resources

Procurement: Not applicable

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

Equality Impacts:

EQIA carried out: no

Outcome: Not applicable to the paper

Sustainability Impacts:

Environmental: Not applicable

Social: Not applicable

Economic:

Not applicable

8 Recommendations

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



Glasgow City Council

Children & Young People PD Committee

Report by Executive Director of Education

Contact: [REDACTED] Ext:

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

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

Recommendations:

The Committee is asked to consider the data.

Ward No(s):

Citywide: x

Local member(s) advised:

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

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

1 Curriculum for Excellence Level

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

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

2 Assessing progress

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

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

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

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

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

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

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

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

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

2.8 Curriculum for Excellence levels

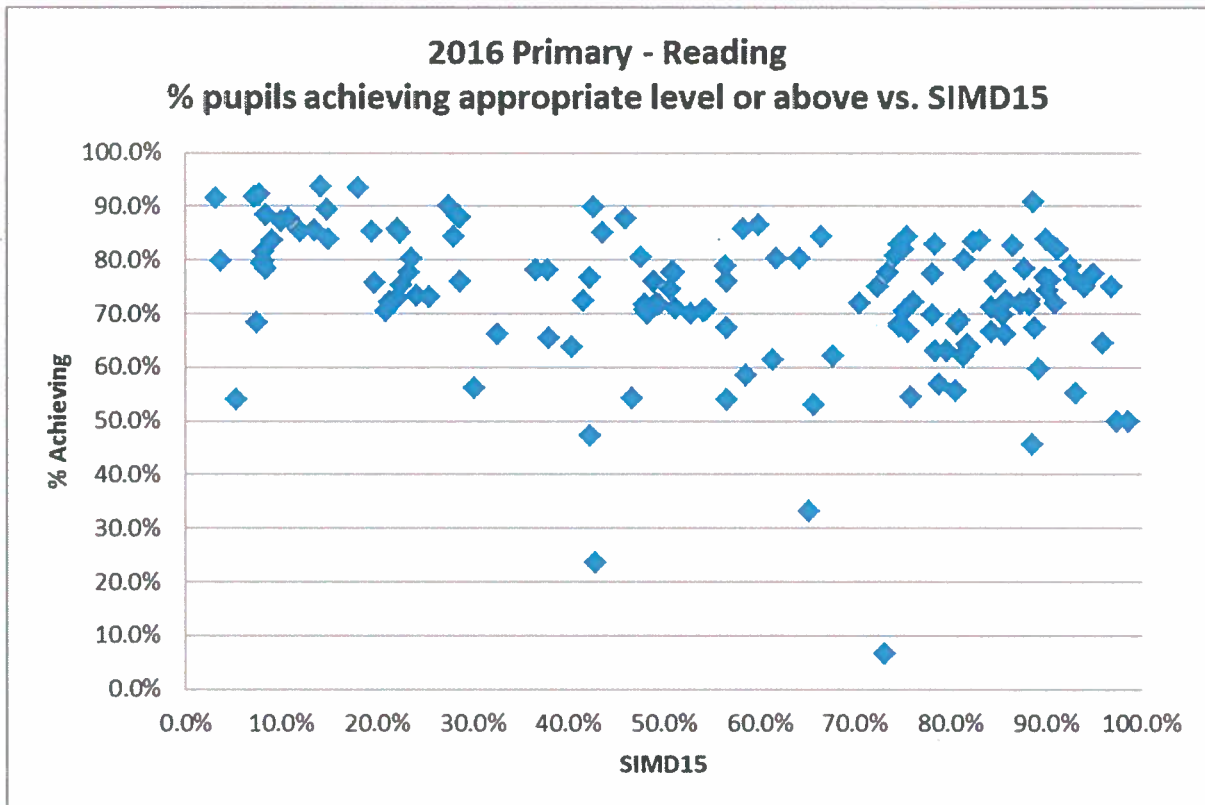
During 2015/16, moderation and assessment activities took place and in May and June which allowed headteachers to share standards in preparation for the submission of pupil level data before the end of June.

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

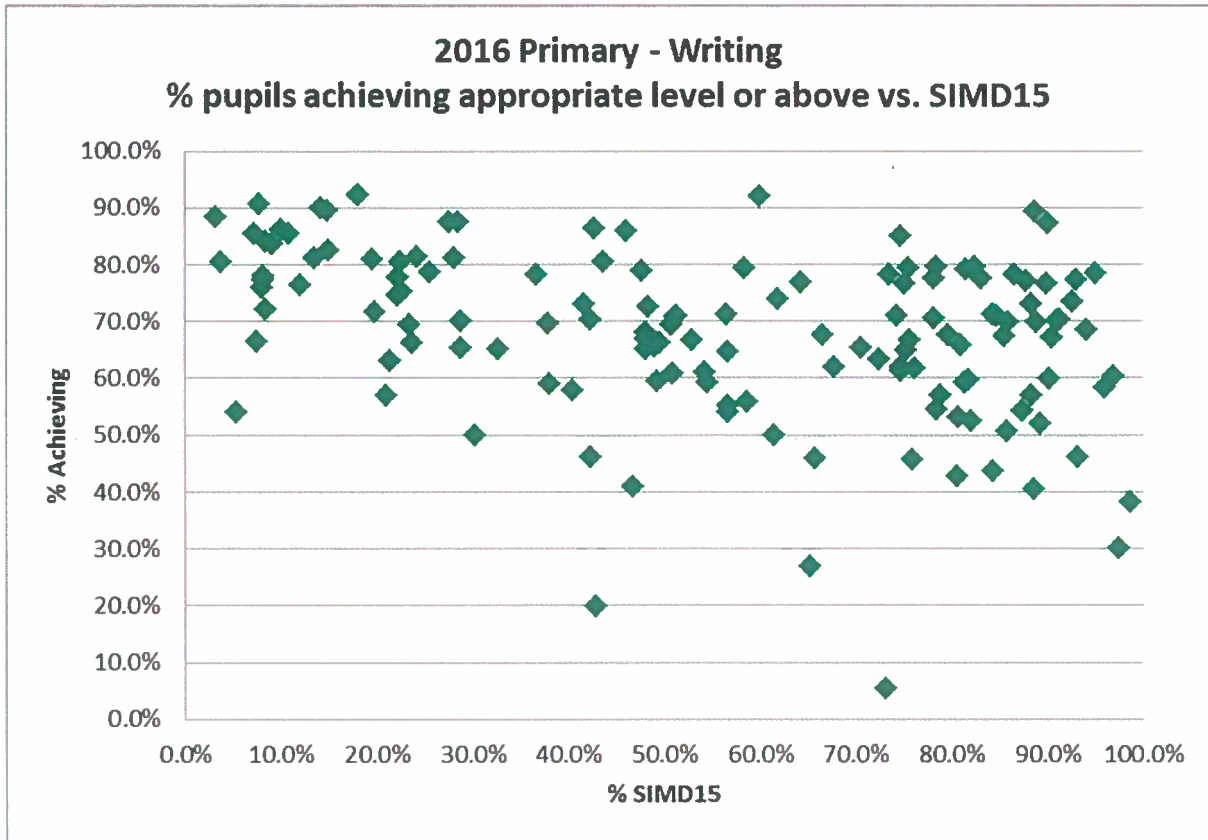
The table below shows the percentage of pupils achieving appropriate national levels in Glasgow schools.

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

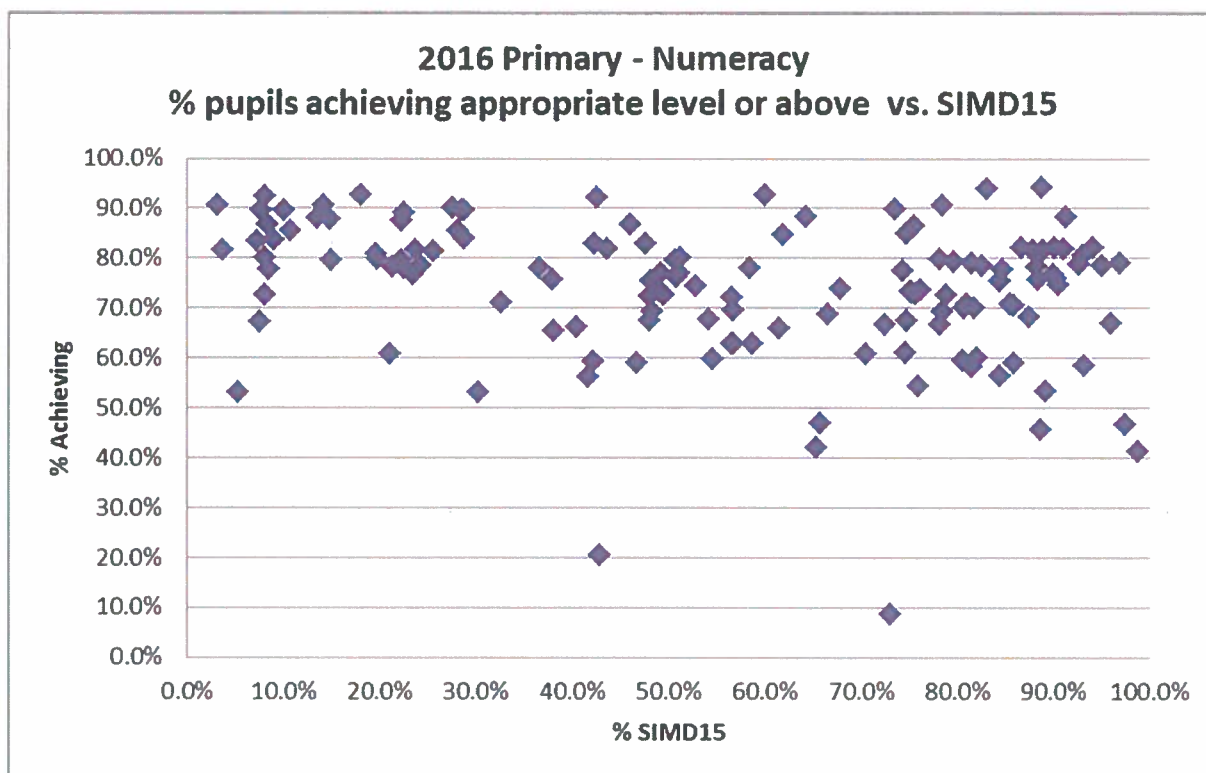
2.9 Around 20% of the pupils in our schools have English as an additional language (EAL). A number of them are at the early stages of acquisition, therefore, where a school has a notable number of pupils with EAL then we would expect their levels to be lower, particularly at the early stages.



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



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



3. National statistics

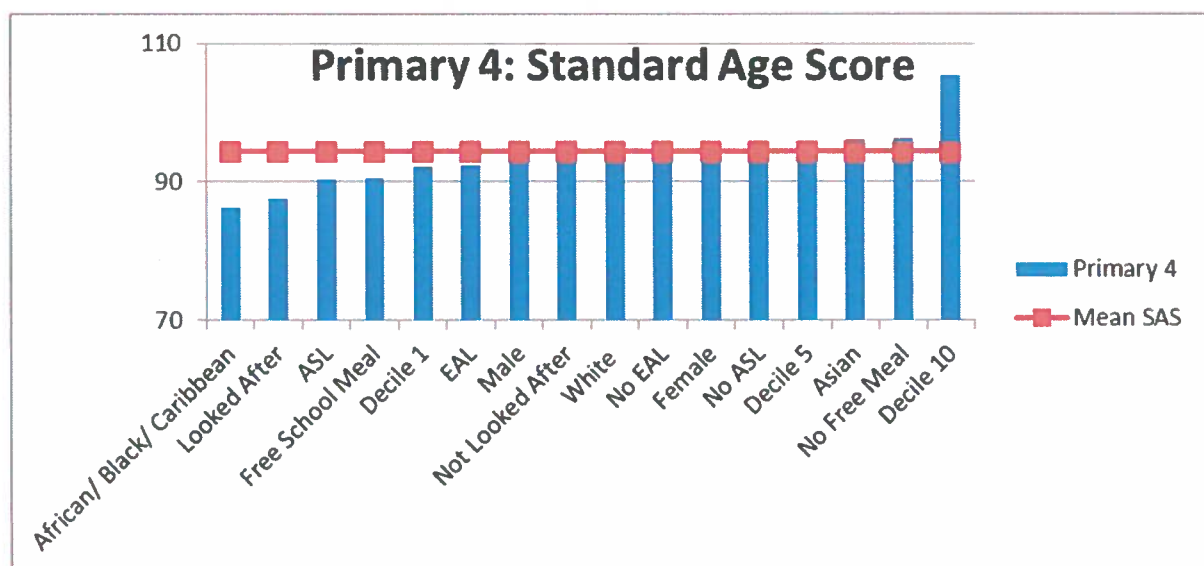
- 3.1 On 13th December 2016, the Scottish Government published *Achievement of Curriculum for Excellence Levels 2015/16 – Experimental Statistics – Data under development*. This was the first year of publication of the statistics and the full results are available on www.gov.scot/stats/bulletings/01253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

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

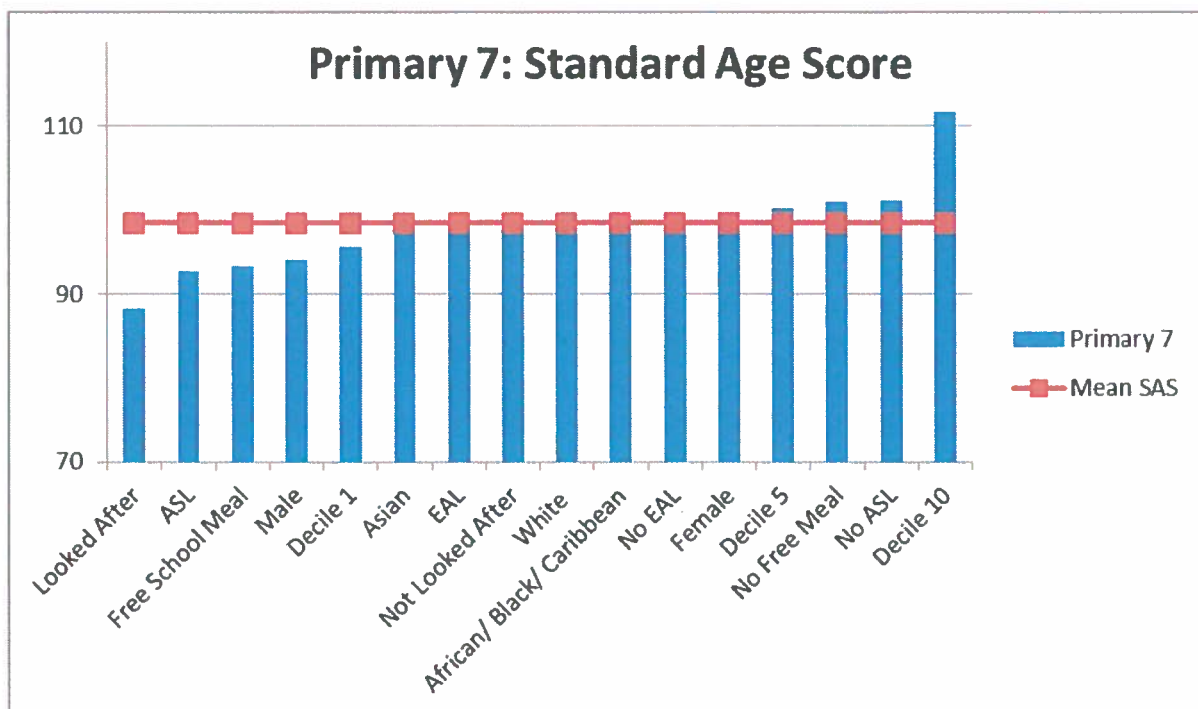
- 3.3 As these figures remain experimental no additional analysis has been provided comparing Glasgow's performance to the national performance or to other local authorities.
- 3.4 The national report and the scatterplots have been shared with all schools in Glasgow for them to use as part of their ongoing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

3 New Group Reading Test

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



A similar graph is shown below for P7.

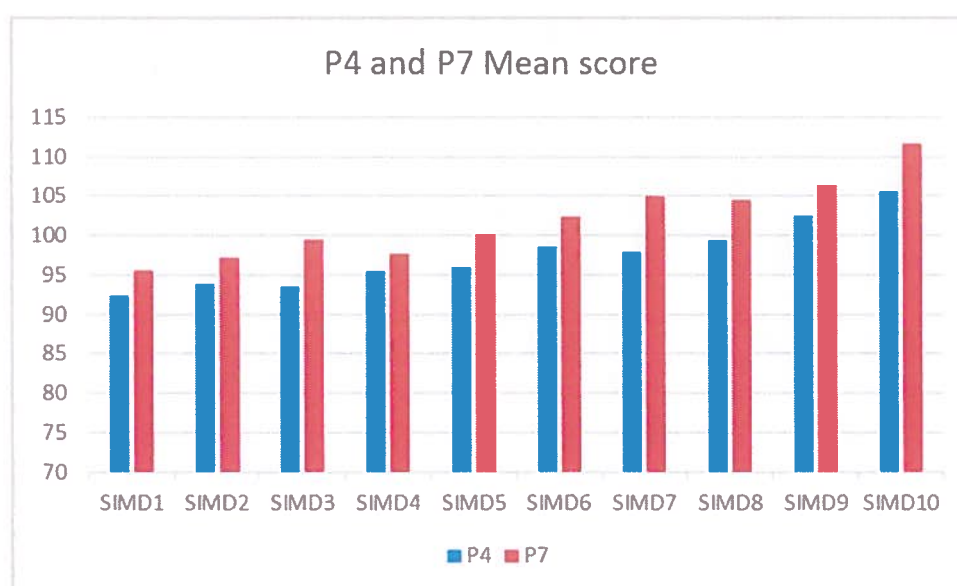


3.7 The graph below shows performance in NGRT taking into account postcodes – SIMD1 represents to the 10% most deprived postcodes and SIMD10 the 10% least deprived postcodes.

3.8 The graph shows that

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

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



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

4. Policy and Resource Implications

Resource Implications:

Financial: NGRT was paid for by Scottish Government.

Legal: In line with appropriate legislation

Personnel: n/a

Procurement: n/a

Council Strategic Plan: Learning City

Equality Impacts:

EQIA carried out: n/a

Outcome:

Sustainability Impacts:

Environmental: n/a

Social: n/a

Economic: n/a

5 Recommendations

5.1 The Committee is asked to consider the data.

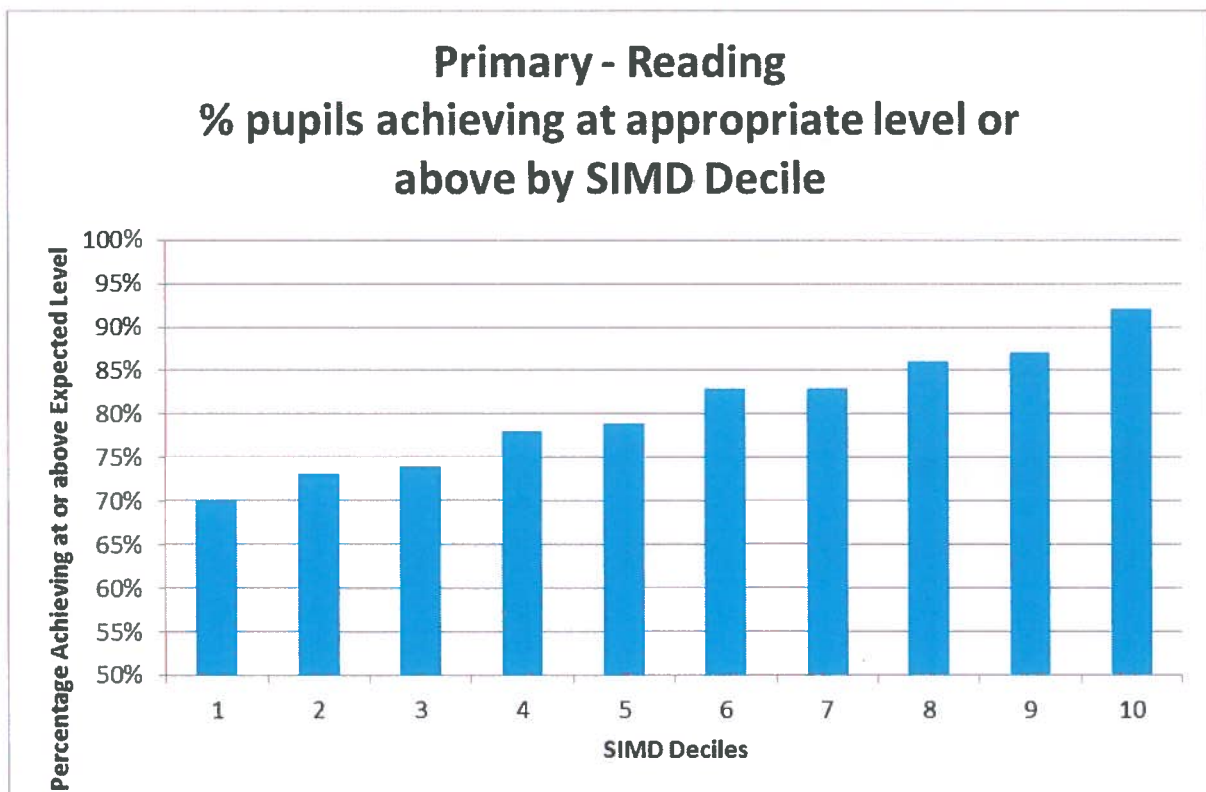
Additional evidence developed April 2017 and not yet taken to Committee

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

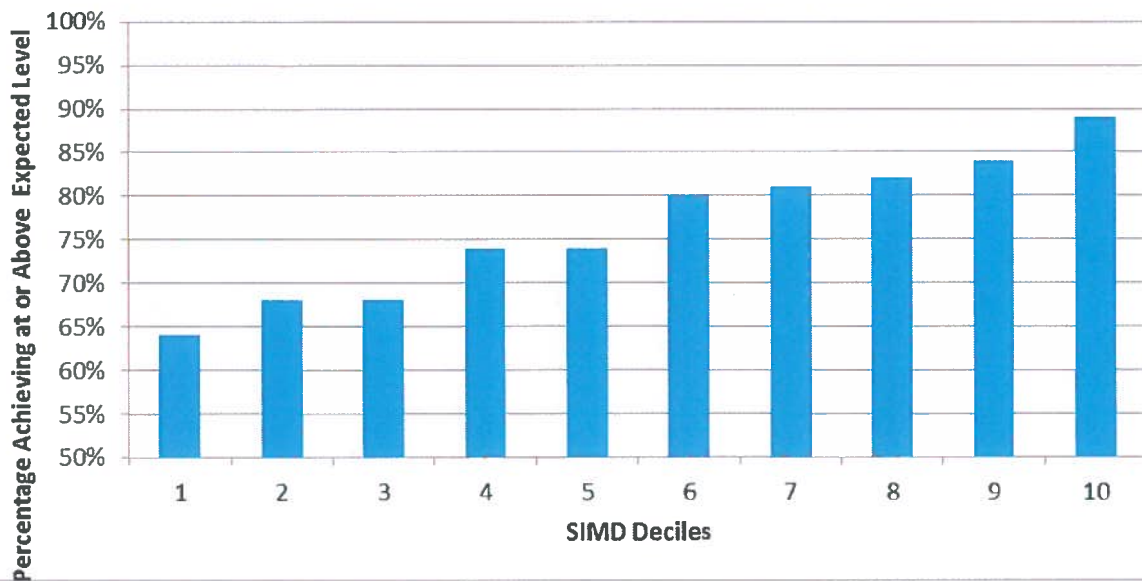
The graphs show that for primary schools attainment continues to be linked to deprivation with those children living in the most deprived postcodes performing less well than those in the least deprived postcodes. The secondary school charts also show a correlation with deprivation but is more variable.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

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

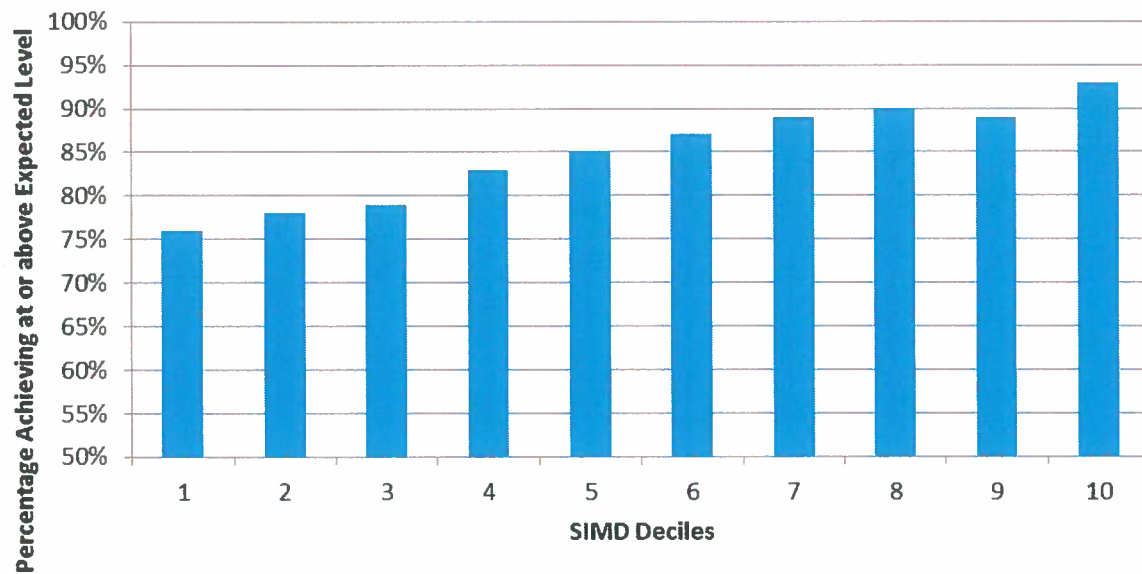
It is worth noting that overall around 42% of pupils live in the 10% most deprived postcodes with 2% living in the least deprived postcodes. This data represents the achievements of around 66,000 school-aged children in the city.



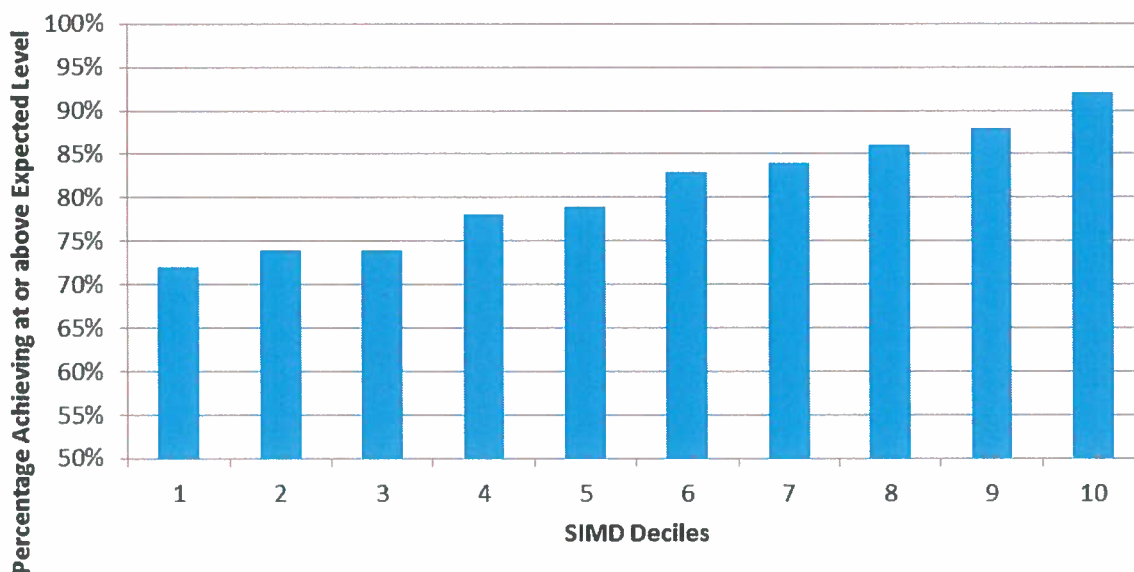
Primary - Writing % pupils achieving at appropriate level or above by SIMD Decile



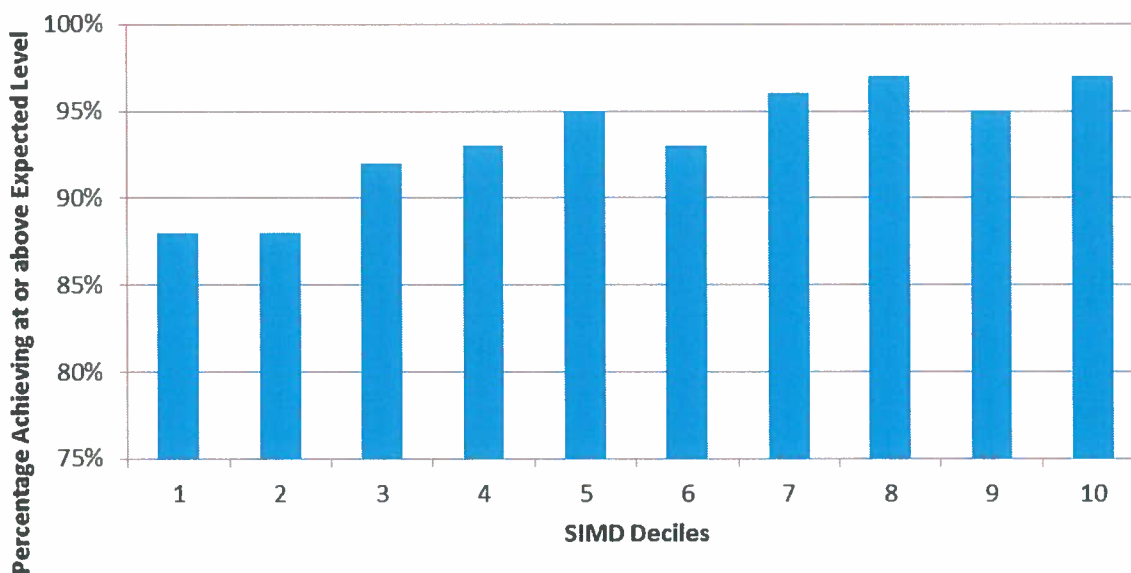
Primary - Listening and Talking % of pupils achieving at appropriate level or above by SIMD Decile



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



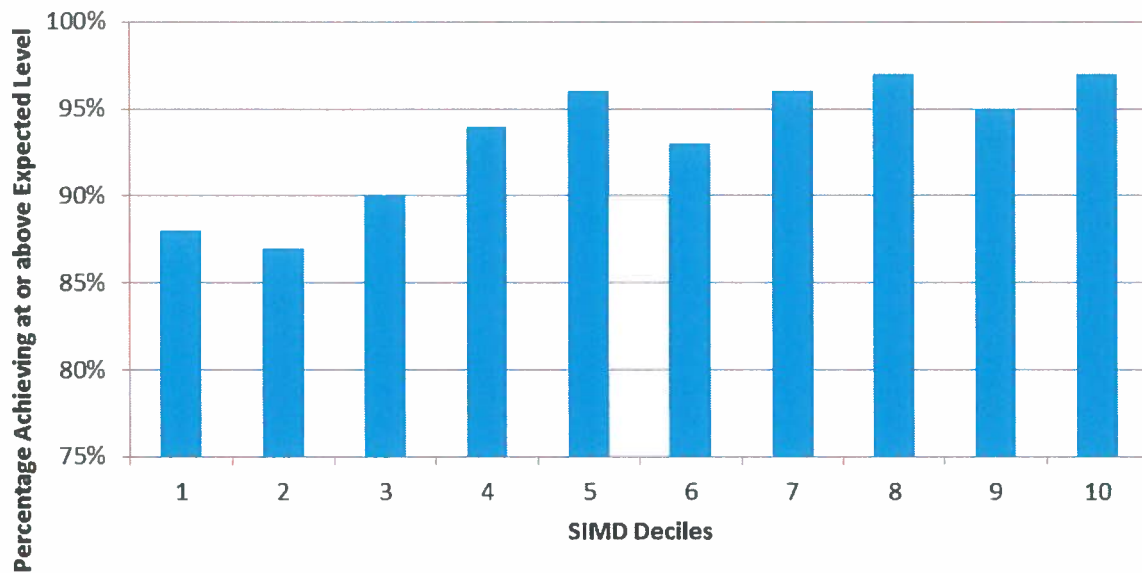
Secondary - Reading % pupils achieving at appropriate level or above by SIMD Decile



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



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



Secondary - Numeracy

% pupils achieving at appropriate level or above by SIMD Decile

