

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

Agreed Improvement Plan

1	Data and Monitoring – procurement of CEM tracking system		
2015/16 Allocation	£132,000	Planned Quarterly Spend	£132,000
2015/16 Actual Spend	£98,528	Actual Quarterly Spend	£98,528
Staff Resources: Teachers Others (please state type of resource):	Agreed in Plan: n/a	Secured this quarter:	n/a
		Secured in total:	n/a
<p>Year 1 Progress to date: Please comment on areas of progress and slippage from plans</p> <p><i>Authority wide monitoring and tracking system</i></p> <ul style="list-style-type: none"> Final consultation of an authority-wide monitoring and tracking system took place at the Heads of Establishment meeting on the 21st of January 2016. Training on the use of the dataset has taken place in a number of school clusters. The dataset was trialled in pilot schools between January-March 2016. The final version of the dataset was distributed to all schools in March 2016. This will enable schools to identify and support pupils experiencing socio-economic barriers to their learning. <p><i>Procurement of CEM tracking system</i></p> <ul style="list-style-type: none"> Procurement of CEM has been finalised. Assessments will be administered Authority-wide in May to June 2016. <p><i>New Group Reading Test</i></p> <ul style="list-style-type: none"> The NGRT was administered to all P4 and P7 pupils in March 2016. 			
<p>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?</p> <ul style="list-style-type: none"> The Authority monitoring and tracking system has enabled staff to identify children living in SIMD 1-3 and is helping them to consider children's progress in learning and attainment levels in conjunction with wider health and wellbeing indicators. 			

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.

See evidence contained within Section 2 - Literacy, Numeracy and Physical Active Health

2 Literacy, Nurture and Physical Active Health			
2015/16 Allocation	£1,844,900	Planned Quarterly Spend	£748,000
2015/16 Actual Spend	£887,329	Actual Quarterly Spend	£777,972
Staff Resources: Teachers Others (please state type of resource):	Agreed in Plan: 28 FTE Teachers 12 FTE Family Link Workers 1 Physical Active Health Lead 5 Mentors 9 Facilitators	Secured this quarter:	3.8 FTE Teachers 12 FTE Family Link Workers
		Secured in total:	9 FTE Teachers 12 FTE Family Link Workers

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

Literacy

See also logic model outlining planning for 2016-17 (appendix 1), evaluation timetable (appendix 2) and themes/plan contribution analysis (appendix 3)

Regular attainment challenge sessions for Headteachers in the literacy 'layer' have continued throughout the year. A programme of staff development opportunities (see appendix 4) was devised based on consultation with Headteachers. Literacy activities between January to March 2016 have included:

Building capacity in schools – high expectations for all

- Exploration of excellence in literacy teaching using the newly developed *Literacy – training for trainer's toolkit*. This resource contains film footage of literacy lessons from Early to Second Level in reading, writing, talking and listening. It explores issues such as literacy content, the classroom environment, pedagogy, assessment and learner pathways. Headteachers in the literacy layer have been trained to deliver this within their schools. Feedback has been extremely positive. This will be a universal offer in session 2016-17.
- Representatives from 20 primary schools have taken part in the coaching and mentoring approach *Video Enhanced Reflective Practice (VERP)*. A rigorous research design has been employed to measure impact. This has been combined with input on teaching higher order reading skills in Primary 4-7 (an area for improvement identified in 2014-15 NL literacy data). VERP training continues for Early Years staff (see appendix 5 for summary of data collection and impact).

Monitoring and tracking

- Headteachers in the literacy 'layer' played a central role in the consultation of the

CANcan monitoring and tracking database. They provided feedback during literacy layer meetings and at the CANcan Head of Establishment meeting on 21st January, 2016. This dataset was made available to all schools in March 2016.

- The PM Benchmarking tool was identified by Headteachers as being a powerful assessment which can be fully integrated into the learning and teaching process. Universal training for staff took place in February. Intelligence from school visits indicates that this is being used to identify children's current attainment (alongside teacher judgement) and is aiding planning for next steps and progress in learning. This tool will be particularly useful in measuring the impact of targeted interventions. (Funded by NLC)

Evidence based interventions

- Training in the literacy intervention *Wave Three* took place in February 2016. Twenty staff are now trainers in the *Wave Three* approach. Plans to implement the intervention in schools in addition to training new schools are underway.
- A training pack in the area of literacy difficulties has been developed (this was highlighted as a need when consulting and delivering training to SMT in September 2015). It has been designed to be delivered in schools by the Headteacher and/or link Psychologist. This will allow all staff to access this learning opportunity and provides an evidence-based framework for assessment and intervention.
- The procurement process *ABC and Beyond* has been completed and the procurement of the Rainbow Reading Programme will be finalised prior to 31 March 2016.

Use of additional staffing

- Schools now have access to some additional teacher staffing. These teachers are being used to release existing staff to take forward attainment challenge priorities identified by the school.
- The recruitment process for Speech and Language Therapists is underway.
- The use of Early Years Practitioners to support pupils in SIMD 1-3 in Primary 1-3 in 40 of our schools with the highest levels of deprivation continues (funded by NLC).

School visits

- The framework contained within the presentation to Attainment Advisor on 4.12.16 by [REDACTED] has been used for the basis of school visits (see appendix 6). Analysis of these visits reveals that schools are considering attainment data alongside wider intelligence to monitor and track children's learning. This is challenging schools to reconsider the quality of first line teaching, targeted support and the importance of the *Know the Child-Follow the Child* principle (NLC PID - Page 19, June 2015).

Our Attainment Advisor has attended all literacy layer meetings. The CANcan team has worked collaboratively with schools, the Literacy Base, the Speech and Language Therapy Service and the Psychological Service to take forward this work.

Nurture

Regular Nurture Layer meetings have taken place.

- All 22 nurture schools are currently in the process of completing the nurture self-evaluation tool with a view to identifying action priorities which will form part of the school improvement plan. The Attainment Advisor, Continuous Improvement Officers, link Psychologists and the CLD workers are supporting schools in their self-evaluation of nurture.

- 20 of the 22 schools have had initial Solihull training. The remaining 2 schools have training dates in May and August 2016.
- Training has been delivered to Headteachers at the Nurture Layer meetings on principles of attachment.
- Almost all of the schools in the nurture layer have attended two recent Nurture Conferences in NLC i.e. Nurture Group Network and NLC Nurturing Communities. CANcan work formed part of the presentations at the Nurturing Communities conference.
- The Attainment Advisor has carried out initial visits to 17 of the 22 schools. These visits have focused on learning about the particular context of each school and discussing key messages from the Attainment Challenge. Meetings have been agreed for the remaining schools to arrange follow up visits to look at data and determine appropriate interventions.
- Video Interaction Guidance (VIG) training is on-going. A new cohort of 10 primary head teachers and two home visiting teachers began their VIG training in February 2016.
- A group of our most vulnerable children are receiving the VIG intervention.
- 12 Community Learning & Development (CLD) Senior Practitioners are now in post and will be working with the identified schools in the nurture 'layer'. The 12 Senior Practitioners are currently having initial meetings with HTs, many joining the Attainment Advisor on her initial visits.
- Some of the Senior Practitioners have attended sessions where schools have been using the self-evaluation tool to help shape future interventions.
- HTs, CLD Practitioners, CIOs and EYPs are meeting regularly to develop this layer of work.

Physical Active Health

- A hierarchical model involving a project lead, 3 (FTE) mentors and 9 Physical Active Health Leaders (PAHL) has been developed. This model will allow effective provision to be delivered across 18 schools that will yield effective research protocols.
- Contact has been made with potential facilitators; the recruitment process is currently underway.
- In context evaluations indicate that young people prefer this learning approach within a physical education context.
- The metacognitive approach to learning, where young people are focussed on their own learning has allowed young people to take control of their own learning, set the pace of their own learning and consider positive challenges.
- At least 18 schools are currently implementing the Golden Mile.
- The NASA programme has been introduced to the Physical Active Health 'layer' schools.
- Individual physical education lessons are innovative, inspiring, within a physical education environment
- Mentors are currently undergoing training to deliver an appropriate skills based programme for young people within the PAH layer.
- Our mentoring approach has already shown early evidence that learners are developing better spacial awareness, social skills and problem solving which are having a positive impact on their concentration levels and classroom learning overall.

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?

Literacy

See also literacy evaluation timetable (appendix 2)

- Schools' capacity for data-based self evaluation is improving (as evidenced in school visits).
- A more systematic use of data/intelligence is being used to inform practice in classrooms and at a systems level in schools.
- Schools are able to identify all children in SIMD 1-2 and consider their attainment in relation to wider factors (e.g. attendance, ASN).
- Schools are demonstrating plans for raising attainment and closing the gap. All literacy 'layer' schools will include literacy/closing the attainment gap in their improvement plan.

Nurture

- A rigorous evaluation framework is in place for measuring the impact of VIG (see appendix 5 and VIG case study appendix 7).
- Feedback from schools who have received Solihull training in Feb 2016 has been encouraging.
- In almost all schools HTs have identified children living in contexts of socio-economic disadvantage and are beginning to use this to enhance monitoring and tracking of attainment.
- Baseline measures are being gathered from all schools that have recently been both trained in Solihull and are engaging with the new self-evaluation process.
- Consultation with Nurture Layer HTs reveals that the schools required different types and degrees of support. The CANcan team will soon plan support for this 'layer' based on individual needs.
- An audit will be conducted to determine specific development needs across the 22 nurture 'layer' schools.
- Extension of this work until March 2017 has been welcomed by HTs and close attention is being paid to sustainability with a particular focus on family engagement

Physical Active Health

To date, overall benefits of the project include:

- research and learning culture in Physical Active Health through BMT
- reflective culture within the physical activity environment
- collaborative culture among staff
- culture of high aspirations and vitality in physical active health

The provision of mentoring is beginning to produce the following:

- enhanced reflectivity and positive thinking
- improved psychological wellbeing and confidence
- better problem-solving skills (including decision-making, cue recognition and observational skills)
- gains in staff knowledge, awareness and higher level skills in planning and developing an effective physical education environment
- more widespread and effective sharing of practice

- interactive and mutual communication and relationships
- more positive attitudes towards professional and career development through post school training opportunities
- planning and self-learning skills

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.

Literacy

- A timetable of the measurements used to explore impact is found in appendix 2. A range of qualitative and quantitative data has been employed.
- Analysis of baseline data (May 2015) in literacy at a school level has been conducted to quantify the attainment gap (see appendix 8). The information has been fully explored with Headteachers in the literacy 'layer'. Post-testing in May 2016 will enable NLC to consider impact of the first 9 months of involvement for schools in the SAC.
- Qualitative data (e.g. analysis of film footage, semi-structured interviews, and self-report data) has indicated that schools are using data to assess and adjust the quality of general teaching and learning in literacy and targeted interventions. It also illustrates promising impact results for VIG and VERP. See appendix 5 and 7.

Nurture

- Baseline data has been collected in February/March 2016 to measure the impact within the Nurture 'layer'. The measurement tools are *Strengths and Difficulties*, *My Class Inventory* and a questionnaire.
- Positive results for families and children involved in VIG have been demonstrated (see appendix 5 and 7).
- Learning from the 3rd March session suggests that a differentiated approach is required to best support the embedding of Nurture. Evaluation of the 'layer' will adapt to reflect this learning.

3	Leadership – leaders of learning programme, training for trainers programmes		
2015/16 Allocation	£275,000	Planned Quarterly Spend	£66,100
2015/16 Actual Spend	£157,307	Actual Quarterly Spend	£73,373
Staff Resources: Teachers Others (please state type of resource):	Agreed in Plan: n/a	Secured this quarter:	n/a
		Secured in total:	n/a

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

- Primary school 'self-improving school families', based on school roll and SIMD, are now well established. Each group has a lead Head Teacher.
- Support materials were developed for the initial family group meetings in November (the Attainment Advisor was involved in developing these resources) and each family group used these to identify three themes to explore during the course of the session, along with related challenge questions from HGIOS4.
- Each family group has met on three occasions thus far and will meet a further two times prior to June 2016.
- A Twitter account is in place to help move around ideas freely and expedite rapid sharing of ideas and effective practice.
- Although still in its early stages, the Self-improving Schools GLOW site has been in place since November, allowing schools to share and access useful documents and resources. All documents uploaded to GLOW are 'validated' by family groups.
- Work has begun on developing the North Lanarkshire 'Leaders of Learning' programme, which will begin in June 2016. This will offer a group of experienced Head Teachers (5+ years' experience) an exciting opportunity to further develop and shape their ideas about education and contribute to decision making within the local authority.
- Some family groups have begun to facilitate opportunities for leaders at all levels to come together. For example, 'maths champions' from one family group have met to share their current practice and explore ways of further developing maths and numeracy. All family groups will be encouraged to create similar opportunities next term.
- In January, all family groups had the opportunity to contribute to the development of the CANcan monitoring and tracking system.

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?

- Very positive informal feedback continues to be received from almost all family groups. Head Teachers have spoken of the value of networking with schools of similar profile and appreciate the focus on schools being empowered to support and challenge one another and find solutions which meet their specific context. (Please refer to the following section for further details).

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.

- All family groups will have the opportunity to share their learning and progress at the first Self-improving Schools Forum in June 2016. There will also be the opportunity for all primary Head Teachers to evaluate their experience, offer feedback and make suggestions for improvements for the 2016/17 session. In the interim, the following statements from two Head Teachers, one experienced and one newly-appointed, provide a snapshot of impact to date:

Recently appointed Head Teacher:

'I have really enjoyed the opportunity to learn from the expertise of more experienced Head

Teachers. At an important time of change, it has enabled me to work collaboratively to identify similar challenges and create workable solutions across our establishments.'

Experienced Head Teacher:

'As an experienced Head Teacher, I have benefitted from working with my associated cluster primary schools over a number of years. However, my school family group has provided me with a professional learning community which has a dedicated and sharper focus on school improvement. I have thoroughly enjoyed the opportunity to visit other schools with a similar demographic to my own and these learning walks have prompted me to adjust my school's current practice in a number of areas. For example, after visiting one school, we reviewed the way in which we gather, record and use reading data.'

4	Project Team – Data person, researcher, educational psychologist, improvement leader		
2015/16 Allocation	£181,900	Planned Quarterly Spend	£66,400
2015/16 Actual Spend	£181,900	Actual Quarterly Spend	£66,400
Staff Resources: Teachers Others (please state type of resource):	Agreed in Plan:	Secured this quarter:	
		Secured in total:	
Year 1 Progress to date: Please comment on areas of progress and slippage from plans.			
<p>The Project Team meets monthly to discuss progress and next steps. A smaller core team (Project Lead and Theme Leads) meet for regular planning sessions with the SRO. The Project Lead meets with the Attainment Advisor weekly to discuss strategic approaches and operational business. The theme or 'layer' leads meet regularly with Headteachers to deliver training, provide a forum for information sharing and discussion in relation to closing the attainment gap. The Project Lead and Attainment Advisor have worked in partnership with parent, teacher and HT groups to articulate the project aims and progress including the development and participation in the NIF and SAC Innovation Fund. Every Heads of Establishment meeting in NL has had a CANcan focus delivered by various members of the project team and SRO.</p>			
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?			
<p>A high profile Heads of Establishment Conference launched the SAC in NL around the CANcan 'brand' in September 2015. The 'layer meetings are fully attended and represented by HTs from our Keys to Success Schools. The plans for each theme are being taken forward through the layers and families of schools groups. (See Section 2 and 3 for reflections on impact)</p>			

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.

Project staff been successful in maintaining a high level of interest, engagement and participation of schools in CANcan. The project staff have been instrumental in the operational delivery of the Project aims. (Please see Appendices 4 and 6 for examples of this). We are beginning to set the foundations to build systems change in years 2, 3 and 4 of the Scottish Attainment Challenge in North Lanarkshire.

Overall Reflections on Year One (2015/16)

5	Reflections on Year 1
<p>What progress towards impact has your overall strategy had across your schools in Year 1? What is working well?</p> <p>Information from the contribution analysis suggests that planning is more focused on outcomes for learners, particularly for children with socio-economic barriers to their learning. There is a better understanding of the need to 'know the child, follow the child'. All layers are working to an integrated approach acknowledging and applying the principles from North Lanarkshire's five key CANcan features i.e. literacy, numeracy, GIRFEC (physical active health, nurture) culture and school improvement. The universal data system supports this integrated approach. Schools are increasingly using data more effectively to identify improvement priorities.</p>	
<p>What overall improvements do you feel have been made as a result of your involvement in the Scottish Attainment Challenge in the following areas:</p> <p>1) Leadership</p> <p>Self-improving school 'families' have been established which brings together schools professionals with similar school SIMD profiles. Meetings are structured with a focus on aspects of equity and quality for learners, particularly those pupils with socio-economic barriers to their learning. Early meetings under this new structure have focused on Monitoring and Tracking pupils progress whilst taking account of SIMD profiles and other, relevant data.</p>	

2) Learning and Teaching

The evidence presented in the report suggests that:

- Schools are making more effective use of data to inform effective teaching and learning
- Evidence-based approaches are being selected and monitored
- Staff development opportunities are allowing teachers to consider pedagogy and the impact of their interactions on attainment

All schools now have a monitoring and tracking system covering key teaching and learning and health and well-being factors. This enables schools to consider children's attainment within a wider context. Crucially it allows schools to identify and track the progress of children living within SIMD 1-3. Evidence from school visits in the literacy layer and from the family groups reveal that schools are re-visiting their own monitoring and tracking systems at a school and class level to ensure they are fit for purpose. A number of examples of good practice exist and those Headteachers are being given opportunities to share their systems with their peers. Within the Literacy 'layer', Headteachers have received a range of development opportunities to support monitoring and tracking of literacy within their school (see appendix 4). Feedback from school visits reveals that staff groups are auditing the quality of teaching and learning in literacy within classes and in targeted interventions (see appendix 3 and 6). This is leading to changes in approach which schools believe will lead to improvements in attainment.

3) Families and Communities

Structural changes have been made to ensure CLD Practitioners work closely with schools, communities and other professional to specifically focusing on nurture and attainment. Their role is to assist capacity building within the school allowing them to engage more effectively with families and communities. There is evidence at an individual level that VIG (see appendix 5 and 7) is having a positive impact on our most vulnerable children and families.

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?

As a service we believe that raising attainment - whilst narrowing the poverty related attainment gap - will be achieved by building the capacity of our greatest resource: our people. There is an undisputed link between teacher professionalism, skill and competences and the quality of learning experiences and positive outcomes for children. (see Durlak & Weissberg, 2007; Miller 2003 / School Effectiveness and School Improvement, Taylor & Francis)

Therefore our CANcan approach of equality/equity emphasises the importance of identifying and developing "change radicals". However both local and national difficulties in securing the services of additional teachers undoubtedly delayed aspects of our plan. However we are a creative and professional service which always reacts appropriately. We amended the scheduling of our original plan and brought forward recruitment of other professionals including family link workers and speech and language specialists.

The result of this has indeed led to richer experiences and positive impact on teachers and children alike.

6

Sustainability

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

The early improvements that have been made are sustainable due to a number of factors:

- They are underpinned by evidential principles, processes and practices
- The implementation of change has been guided by implementation science
- The building of staff capacity has moved away from traditional CPD, favouring coaching and mentoring approaches where possible
- Many improvements in literacy, physical active health, nurture and leadership have focused on change, including change at a systems level

Reporting Period	April – September 2016
Local Authority	North Lanarkshire
Key Contact at Authority	[REDACTED]
Attainment Advisor	[REDACTED]

Agreed Improvement Plan

1	Data and Monitoring			
2016/17 Allocation	£ 20 000	Planned Quarterly Spend	£ 0	
2016/17 Actual Spend	£ 20 000	Actual Quarterly Spend	£ 20 000	
Expenditure breakdown				
Staffing:	This quarter		Total this financial year	
	FTE	Costs	FTE	Costs
Teachers	0.0	0.0	0.0	0.0
Education/development officers	0.0	0.0	0.0	0.0
Educational psychologists	0.0	0.0	0.0	0.0
Data analysis officers	0.0	0.0	0.0	0.0
Family/home link worker	0.0	0.0	0.0	0.0
Speech and language therapists	0.0	0.0	0.0	0.0
Early years professionals	0.0	0.0	0.0	0.0
Other staff, namely:.....	0.0	0.0	0.0	0.0
Non-staffing <i>please specify type:</i>	Costs this quarter		Costs this quarter	
CEM Testing	£ 20 000		£20 000	
	£		£	
Activities: <i>Please comment on progress in implementing your planned activities in the first six months of 2016/17</i>				
<p>In order to support schools to identify and address the attainment gap a range of activities have taken place in the last six months i.e.:</p> <ul style="list-style-type: none"> Continued assessment of P1 pupils using CEM PIPS+ baseline literacy and numeracy digital on-line assessments. As part of the universal offer all schools have had access to the PIPS+ assessment and are already using the results from the assessments for more effective curriculum planning based on individual needs identified through the assessment data. All P3, 5, 7 pupils were tested in May/June 2016 using INCAS+ as part of the 				

universal offer. The results are now available to schools to assist with their improvement planning.

- NLC Monitoring and Tracking databases are available to all primary schools and have now been updated to include the new P1 intake, 2016 SIMD deciles and attainment data from 2015/16 – CEM PIPS+, INCAS+ and NGRT. All of this information is helping schools to identify gaps in attainment and to plan effective strategies for reducing the attainment gap.
- CEM INCAS+ for P3, P5, P7 and S2 pupils is currently out for procurement, with the intention to assess pupils in spring 2017. The information we gather next year will allow us to build reliable data to be used to effectively identify where children in the authority are encountering difficulties in their numeracy and literacy learning and to continue to develop effective strategies for closing the attainment gap in those areas.

Training on the use of feedback reports from INCAS+ and Secondary+ has been delivered by CEM for all primary and secondary schools. There is also further training being delivered through family groups and videos on the use of data in schools. The performance analyst has also delivered INSET training for headteachers on how to effectively use the data we are gathering for effective planning.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the first six months of 2016/17*

1	Data and Monitoring: evidence on short and medium-term outcomes	
Short –term outcomes	What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i>	By when? (estimate)
	1. Increased motivation and skills amongst teachers in P1, 3, 5, 7 and S2 in all schools for administering the CEM and the NLC tracking and monitoring database. Teachers more confident in identifying gaps in attainment and in planning strategies to address gaps in attainment.	1: April 2017
	2. Increased motivation and skills amongst teachers in P1, 3, 5, 7 and S2 in all schools when using CEM and NLC results to monitor the attainment of pupils in SIMD 1-3 in conjunction with wider health and wellbeing indicators.	2. Jan 2017
3. Increased motivation and skills amongst teachers in P1, 3, 5, 7 and S2 in all schools to respond to data analysis with appropriate evidence-based interventions.	3. April 2017	

	<p>4. Sharing of effective strategies in data extraction and use amongst colleagues and schools from YEAR 1 of data and monitoring programme</p>	
	<p>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')</p>	
	<p>See Appendix 1 for an overview and analysis of the data. See Appendices 2 & 3 which outline the overall evaluation framework.</p> <p>1. Verbal feedback from headteachers gathered during 'layer' meetings, school visits and from family group leads.</p> <p>2. Feedback forms from headteachers in in all schools involved in the data and monitoring programme.</p> <p>3. Feedback from teachers and headteachers at layer meetings and at training events.</p> <p>We will support effective use of data gathered from the data and monitoring programme. We will track and share good practice on how schools are effectively using the NLC Monitoring and Tracking databases to obtain success for targeted pupils.</p>	
	<p>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'. <u>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.</u></p>	
	<p>1. Baseline information has been collated and analysed and this will be used to monitor progress in attainment in all schools, with principal focus being upon the closing the poverty related attainment gap for targeted pupils.</p>	
<p>Medium –term outcomes</p>	<p>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?)</p>	<p>By when? (estimate)</p>
	<p>1. All teachers in P1, 3, 5, 7 and S2 in all schools administered the CEM and successfully using the NLC tracking and monitoring database to close the poverty related attainment gap for targeted pupils.</p>	<p>1 Oct 2017</p>
	<p>2. All teachers in P1, 3, 5, 7 and S2 in all schools are using CEM and NLC results to monitor the attainment of pupils in SIMD 1-3 in conjunction with wider health and wellbeing indicators.</p>	<p>1 Oct 2017</p>
	<p>3. All teachers in P1, 3, 5, 7 and S2 in all schools are responding to</p>	<p>1 Oct 2017</p>

	<p>data analysis with appropriate evidence-based interventions, with principal focus being on supporting children in SIMD 1-3.</p>	
<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>		
<p>1. Verbal feedback from headteachers gathered during 'layer' meetings, school visits and from family group leads and monitoring use and analysis of data in NLC monitoring and tracking databases.</p> <p>2. Verbal feedback from headteachers gathered during 'layer' meetings, school visits and from family group leads and monitoring use and analysis of data in NLC monitoring and tracking databases.</p> <p>3. Evidence gathered during school visits</p>		
<p>What did this evidence show? <i>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'. <u>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.</u></i></p>		
<p>1. N/A</p> <p>2. N/A</p> <p>3. N/A</p>		
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>Schools have welcomed the additional attainment data and the dataset which will assist them in monitoring and tracking. Completion rate of CEM was very high (98% of schools) and schools have requested that it is administered again in session 2017. Input from the Performance Analyst was provided in September 2016 which was welcomed by schools. Development needs have been identified and further training will be provided to support schools to interpret and use the data to close the attainment gap. The Research Team provided an analysis of the results which was particularly helpful for some schools and allows them to make better use of the data provided by the programme</p> <p>Can you share any learning on what has worked less well or could be improved?</p> <p>Due to delays caused by the procurement process this first testing window was fairly tight. This may have negatively affected some of the test results in that the output data may not be as robust as it would have been had the assessment period been longer allowing schools to plan and prepare pupils more effectively. This year schools will have more time to effectively prepare and we will be able to make very useful comparisons from the data provided by both</p>		

cohorts.

Schools have welcomed the data as a very useful additional tool to allow them to track progress in literacy, numeracy, health and wellbeing, to identify gaps in pupil attainment and to plan effective interventions to reduce the attainment gap.

2	Literacy			
2016/17 Allocation	£1, 972, 008	Planned Quarterly Spend	£335, 611	
2016/17 Actual Spend	£253, 270	Actual Quarterly Spend	£140, 465	
Expenditure breakdown				
Staffing:	This quarter		Total this financial year	
	FTE	Costs	FTE	Costs
Teachers	25.66	£76, 131	25.66	£130, 112
Education/development officers	2.2	£35, 382	2.2	£76, 889
Educational psychologists	0.2	£12, 140	0.2	£18, 589
Data analysis officers	1.0	£8, 451	1.0	£13, 679
Family/home link worker	0.0	£0	0.0	£0
Speech and language therapists	0.0	£0	0.0	£0
Early years professionals	0.0	£0	0.0	£0
Other staff, namely:.....	0.0	£0	0.0	£0
Non-staffing <i>please specify type:</i>	Costs this quarter		Total costs this fin. year	
	£8, 361		£14, 001	
	£		£	
	£		£	
Activities: <i>Please comment on progress in implementing your planned activities in the first six months of 2016/17</i>				
Regular attainment challenge sessions for Headteachers in the literacy 'layer' has continued in session 2016-17.				
Progress in implementing planned activities has included:				
<i>Building capacity in schools</i>				
<ul style="list-style-type: none"> Fourteen literacy training courses (i.e. phonics, spelling, reading, writing, literacy difficulties) have been delivered to 523 NLC teaching staff. This has an impact on approximately 10, 575 NLC pupils. These courses have been designed to build professional understanding by incorporating current advice from the National Improvement Framework and HMIE/Education Scotland as well as ensuring that every practitioner has a clear understanding of the role which they play within the Scottish Attainment Challenge. The newly developed NLC 'Literacy – Training for Trainer's Toolkit' has been offered to all schools in session 2016-17 as part of our Universal Offer. This resource contains film footage of literacy lessons from Early to Second Level in reading, 				

writing, talking and listening. It explores issues such as literacy content, the classroom environment, pedagogy, assessment and learner pathways. Headteachers in the Literacy Layer have been trained to deliver this as professional learning within their schools. Feedback has been extremely positive.

- Video Enhanced Reflective Practice (VERP) with Literacy input has continued between August and October 2016. A rigorous research design model has been employed to measure impact (see Appendix 4). See leadership section for more detail.

Monitoring and tracking

- The NLC Performance Analyst is providing on-going support to literacy layer schools to employ a more systematic use of data/intelligence, including online video tutorials demonstrating how to focus on specific information (e.g. SIMD info). This is allowing for more reactive monitoring at a systems level, whereby the data produced is informing literacy practice in classrooms and at a whole school level.
- All 'literacy layer' schools have literacy levels cross-referenced with SIMD data and have included detailed proposals in their improvement plans on the administration and evaluation of the interventions currently being employed to close the attainment gap.
- A detailed diagnostic literacy assessment has been successfully implemented within the literacy 'layer'. This has enabled class teachers to chart children's progress and use the information to plan appropriate evidence based literacy interventions.

Evidence based interventions (available to primary and specialists provisions)

- Four Literacy Layer schools have already implemented 'Wave Three' as a one-to-one literacy intervention for between one and nine learners per school. Currently progress is being monitored by comparison to baseline reading levels initially obtained from detailed diagnostic assessments (ie PM Benchmark kit). Further training is in development to be on offer from December Universally via twilight sessions run by Literacy Base staff.
- Professional learning materials in the area of Literacy Difficulties have been developed. All link Educational Psychologists have been trained in the content and are available to use with schools. Since April 2016, Educational Psychologists have delivered training on Supporting Children with Literacy Difficulties to five schools, including one literacy layer school, totalling fifty-three teachers. All participants completed training evaluations which have been included in Appendix 5.
- Rainbow Reading has been provided universally and training from the creator of the intervention was offered to all schools. Further support is available through an online PowerPoint presentation and 1 school has had a twilight session.
- ABC and Beyond books were distributed to all Literacy Layer schools to support Headteachers with CLPL in the area of language development in Early Years.

Use of additional staffing

- The additional teaching staff will be used to release existing staff in Literacy Layer schools to take forward attainment challenge priorities identified by the Literacy Layer Lead and the schools. Schools have identified improvement work with a specific

focus on children in SIMD 1-2. Progress towards outcomes are being monitored by the project lead through reporting process, school visits and through professional dialogue at layer meetings and other training sessions.

- Speech and Language Therapists have been in post since September 2016 and are currently in the process of meeting with Headteachers and school staff in the literacy layer schools to develop a package of support, specific to each school. This will include a range of indirect and collaborative approaches such as staff training, workshops and teacher/parent drop in sessions.
- One retired Literacy Development Officer has been working part-time (0.2) with existing staff on the development of P1 Refresh of Phonics Approach (draft). A support session has been delivered to 13 trialling schools and a pilot is underway.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the first six months of 2016/17*

Original Wave 3 training, as provided by external trainers, was deemed to need extensive adjustments to suit Scottish setting (ie Classroom Assistant involvement vs Teaching Assistant). This will be adapted for new training in December.

It was proposed in the earlier plan that transition work between Early Years and Primary would focus on developing evidence based child centred approaches across the Early Level with a particular focus on language, communication, literacy and numeracy. This was to build on learning from work within the Early Years Collaborative. Unfortunately recruitment has been unsuccessful. We will continue with this work but on a smaller scale.

2	Literacy: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	Present
	<ol style="list-style-type: none"> 1. Children in SIMD 1 – 3 will be identified more accurately in Literacy Layer schools through updated information on recent post code reappraisals. 2. Pupils in SIMD levels 1 – 3 who are struggling in the area of literacy will be supported by prompt intervention pathways informed by up to date literacy attainment data from various sources (e.g. CEM assessment data, PM Benchmarking, teacher judgements). 3. Headteachers in Literacy Layer schools will display an increased confidence in effective monitoring of learning and teaching and accurate tracking of pupil progress. 4. Staff confidence will be increased in the pedagogy underpinning literacy instruction at their specific stage through participation in Active Literacy training. 	All present

	<ol style="list-style-type: none"> 5. Staff (n=329) across Early, First and Second Level will improve their class, group and one-to-one interactions to be more attuned, promoting positive learning experiences/environments for learners through VERP input. 6. The newly appointed Speech, Language & Communication team will be deployed to work in Literacy Layer schools to build capacity with class teachers in the areas of speech, language and communication. 7. Educational Psychologists will work in conjunction with Literacy Layer schools to upskill practitioners in assessing and supporting pupils with literacy difficulties. 8. Literacy Champions will receive additional training and begin to take forward identified literacy priorities. 	
<p>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')</p>		
<ol style="list-style-type: none"> 1. School Improvements Plans 2. Intervention data from individual schools on SIMD levels of pupils, details of the specific intervention and why it has been chosen and evaluation of pupil progress. 3. Feedback from Literacy Layer Headteachers on the impact training/support has had on learning and teaching (as observed through learning visits, jotter monitoring etc.) 4. Staff evaluation of Active Literacy training (impact on staff confidence, increased knowledge and understanding of stage specific teaching requirements and ability to identify learning needs). 5. VERP (course evaluations, evidence from film footage, log books) – see leadership section 6. N/A 7. Literacy difficulties <ol style="list-style-type: none"> a. All participating schools completed initial training evaluations. Evaluations show a positive increase in teacher confidence in supporting young people with literacy difficulties (mean pre rating 5/10, mean post rating 8/10). See Appendix 5 for medium term outcomes. 8. Pro-formas identifying Literacy Champion and outlining agreed responsibilities/priorities to be returned to Literacy Base and collated. 		

	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>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'. <u>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.</u></i></p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Medium –term outcomes</p>	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate)</p>
	<ol style="list-style-type: none"> 1. Headteachers in the Literacy Layer will use the newly developed NLC monitoring and tracking system, along with intelligence at a class level to (1) identify current literacy attainment levels for each pupil including those living within SIMD 1-3 and (2) plan for next steps. 2. Headteachers in the Literacy Layer will be confident in identifying on-going staff training requirements (in conjunction with the Literacy Champion) in order to improve attainment of children in SIMD 1-3. 3. Clear evidence from the schools' monitoring and tracking systems (e.g. teacher judgement, PM Benchmarking, curriculum based assessment, information gathered from jotter/workbook/folio monitoring, curriculum for excellence levels, moderation of learning) will be used to make sure that all children receive appropriate levels of support and challenge in literacy. 4. Evidence based literacy interventions will be implemented and tracked for those children living within SIMD 1-3 who are not making age appropriate progress (in the literacy layer schools). For example Rainbow Reading, Wave 3, Supporting Pupils with Literacy Difficulties 5. Representatives from each school will have access to professional learning opportunities related to speech, language and communication. This will include: <ul style="list-style-type: none"> Identifying speech, language and communication difficulties and understanding how to support them within the classroom. I. Targeted speech, language and communication interventions. 6. Literacy Champions will be equipped to identify and share good practice which is successfully narrowing the attainment gap. They will receive additional training in literacy and in supporting pupils with literacy difficulties. 	<p>October 2017</p> <p>June 2017</p> <p>Through out session 2016/17</p> <p>Through out session 2016/17</p> <p>November 2016 – onwards</p>

	<p>7. Pupils who are taught by VERP trained teachers will demonstrate increased confidence and participation in group discussions, sharing of ideas and all interactions</p>	
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	<p>A timetable of the measurements used to explore impact is found in Appendix 2.</p>	
	<ol style="list-style-type: none"> 1. Literacy Layer schools will utilise the data in the monitoring and tracking system to evaluate pupils' literacy progress (e.g. CEM, Active Literacy testing etc). School visits will be carried out to ensure that schools are implementing monitoring and tracking effectively. A second contribution analysis will be produced to measure targets identified in the logic model. 2. Professional dialogue/PRD meetings with SMT. 3. The choice of literacy interventions will be justified. These will be tracked and evaluated for impact using quantitative and qualitative assessment data (e.g. PM Benchmarking, teacher judgement). 4. See 3 above 5. N/A at present. 6. N/A at present 7. See leadership section. 	
	<p>What does this evidence show? <i>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'. <u>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.</u></i></p>	
<p>Evaluation capturing longer term outcomes for children and teachers are showing positive trends in improvement in reading comprehension attainment and literacy teaching behaviours. This was the focus of the Literacy/VERP staff development programme. Attainment results can be found in Appendix 6.</p>		
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>School visits to every Literacy Layer school has supported Headteachers to focus on the actions required to narrow the poverty related attainment gap.</p> <p>Additional training for Literacy Layer Headteachers has improved their capacity to monitor literacy learning to a high standard. This includes knowledge of an appropriate range of evidence based literacy interventions and how to evaluate their effectiveness.</p> <p>The Training for Trainers Toolkit has demonstrated to teaching staff at all levels what</p>		

effective literacy instruction should look like, thus equipping them with the highest quality exemplification of learning and teaching and assisting them with self-evaluation.

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

Roll out of Wave 3 literacy intervention needs to be revisited as we encountered issues around the work load and skill level required of classroom assistants.

Literacy Champions could have been identified earlier in the process. This would have enabled Headteachers and the Literacy Champions to attend Literacy Layer meetings and additional training together.

3	Numeracy			
2016/17 Allocation	£891, 348	Planned Quarterly Spend	£140, 428	
2016/17 Actual Spend	£59, 481	Actual Quarterly Spend	£54, 253	
Expenditure breakdown				
Staffing:	This quarter		Total this financial year	
	FTE	Costs	FTE	Costs
Teachers	11.85	£34, 296	11.85	£34, 296
Education/development officers	1.5	£11, 506	1.5	£11, 506
Educational psychologists	0.0	£0	0.0	£0
Data analysis officers	1.0	£8, 451	1.0	£13, 679
Family/home link worker	0.0	£0	0.0	£0
Speech and language therapists	0.0	£0	0.0	£0
Early years professionals	0.0	£0	0.0	£0
Other staff, namely:.....		£		£
Non-staffing <i>please specify type:</i>	Costs this quarter		Total costs this fin. year	
	£		£	
	£		£	
	£		£	
Activities: <i>Please comment on progress in implementing your planned activities in the first six months of 2016/17</i>				
<p>This work will inform part of the National Action Enquiry led by [REDACTED] (Education Scotland) – see Appendix 7.</p> <p><i>Needs Analysis</i></p> <p>The Numeracy strand began in session 2016/17. Planning for Numeracy began with an needs analysis which included:</p>				

- Completion of numeracy literature review focusing on evidence based interventions and methodologies (see Appendix 8).
- Matching of child development stages and curriculum for excellence numeracy experiences and outcomes (see Appendix 9).
- Review of North Lanarkshire CEM Numeracy data, teacher judgements and SSLN data with a focus on attainment for children in SIMD 1-3.
- Consultation with stakeholders and advisors e.g. headteachers, educational psychologist, Education Officer (with responsibility for the Continuous Improvement Service and Primary), Education Scotland, the Attainment Advisor.

Mental agility has been identified through the data as an area requiring attention. 'Number Talks' has been selected as an appropriate evidence based approach. The Procurement of Number Talks is underway.

School and staff structures

- A Continuous Improvement Officer was allocated to the post of Numeracy lead in June 2016. One FTE equivalent (2 posts) Numeracy Support Officers were appointed in August 2016.
- A researcher has been allocated to this work.
- 52.6% of children within this layer live within SIMD 1-3 (see Appendix 1)
- Head teachers have identified a numeracy lead in each school. These individuals will be trained in mental agility and numeracy interventions. They will take a lead role in school to deliver training and support numeracy CPD for staff. They will work with the Headteacher to monitor impact and progress of interventions.

Building capacity in schools

Numeracy layer schools – initial session

An initial meeting with 18 numeracy schools headteachers took place on 19th September. During this meeting attainment challenge staff:

- Explored National and local trends in Numeracy attainment.
- Provided training on the use of NLC dataset to track attainment in Numeracy alongside health and wellbeing and literacy indicators.
- Undertook a consultation process with Headteachers focusing on (1) What is going well in the area of Numeracy (2) How the additional teacher is being deployed (2) The HTs next steps in numeracy (3) The support required by headteachers via the numeracy layer. The result of this consultation has been shared with HTs.
- Delivered literacy input on literacy DVD resources to be used for in-school staff development (Universal Offer)

Implementation of *evidence based interventions* numeracy approaches – (to Numeracy layer schools)

- Initial trialling of Number Talks intervention is taking place in two primary schools by Numeracy Development Officers [REDACTED]

- A staff development session focusing on mental agility was delivered to Headteachers in the Numeracy Layer. A visiting witness shared their experience of implementing mental agility at whole school level and discussed the impact on teacher behaviour and on children's numeracy skills.
- A range of numeracy/maths interventions (e.g. Number Talks, Cognitive Guided Instruction, Number Box) will be introduced in numeracy layer schools. Appropriate training will be offered to schools.
- As part of the universal offer, all schools will be given the opportunity to have a lead person trained in Number Talks in January 2017.

Universal offers

- Video Enhanced Reflective Practice (VERP) has been introduced to improve teacher interactions with a particular focus on numeracy teacher. This has been accompanied by sessions on numeracy development and the implementation for teaching (see leadership session).
- As part of the universal offer, all schools will be given the opportunity to have a lead person trained in Number Talks in January 2017.

Monitoring and tracking

- Schools are being supported to employ a more systematic use of data/intelligence to inform practice in classrooms and at a systems level in schools in numeracy (see section one – data and monitoring).
- Dates will be set for development officers to work with individual Headteachers to analyse:
 - How schools are closing the poverty related attainment gap in numeracy
 - How standards are being raised for all children in numeracy
 - What plans are in place for improving numeracy
 - What plans are in place for family learning and engagement
- Schools will demonstrate plans for raising attainment and narrowing the gap.
- The Core team will work collaboratively with the Continuous Improvement Service and the Psychological Service to support schools at an individual level.
- An evaluation plan for the layer has been established (see Appendix 10)

Use of additional staffing

- Additional numeracy layer schools have an additional member of staff. These teachers are being used to release existing staff to take forward attainment challenge priorities identified by the school.

School visits

- The numeracy team will have regular school visits to work with Head Teachers and lead teachers to monitor progress

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the first six months of 2016/17*

Within the plan submitted in March 2017 it was proposed that:

- Transition work between Early Years and Primary will focus on developing evidence-based, child-centred approaches across the Early Level with a particular focus on numeracy. This will build on learning from current work within the Early Years Collaborative.

We had hoped to recruit a member of staff with an Early Years background. Recruitment was not successful. We plan to develop work in this area but not to the same extent.

3	Numeracy: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate)</p>
	<p>1. All schools will be able to identify children in SIMD 1-3.</p>	<p>Sept 2016</p>
	<p>2. Attainment data e.g. CEM, teacher judgement and other Health and Wellbeing measures will be used to consider progress in numeracy attainment for children in SIMD 1-3</p>	<p>Sept 2016</p>
	<p>3. All headteachers within the Numeracy Layer will have established a clear plan for implementation of Number Talks and awareness of effective tracking and monitoring procedures to ensure progression</p>	<p>End November 2016</p>
	<p>4. All teachers within the numeracy layer who are implementing Number talks will display an increased confidence and skill in the teaching of mental agility.</p>	<p>Nov/Dec 2016</p>
	<p>5. Increased motivation, confidence and skill in mental agility of the children in classes where Number Talks is being implemented, with a particular emphasis on children in SIMD 1-3.</p>	<p>Nov/Dec 2016</p>
<p>6. Piloting of the targeted numeracy intervention ‘Number Box’ will show increased enthusiasm, confidence and skill among classroom assistants in supporting numerical development.</p>	<p>Nov/Dec 2016</p>	

	7. Increased motivation, confidence and skill in numerical knowledge of the children who are working with 'number Box', with a particular emphasis on children in SIMD 1-3.	Dec 2016
	8. VIG short term outcomes (see leadership section)	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')	
	<ol style="list-style-type: none"> 1. Notes taken during dialogue with individual Headteachers and identified in School improvement Plan. 2. Direct observation of teachers implementing Number Talks. 3. Discussions with children during observed lessons. 4. Discussions with classroom assistants at end of trial period. 5. Progress made in numeracy progression checklist. 6. Attitudes questionnaire with children. 	
<p>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'. <u>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.</u></p>		
Medium –term outcomes	<p>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?)</p>	By when? (estimate)
	<p>Numeracy</p> <ul style="list-style-type: none"> • All schools will use the newly developed NLC monitoring and tracking system, along with intelligence at a class level to (1) identify current numeracy attainment levels for each pupil including those living within SIM 1-3 and (2) plan for next steps. • Clear evidence from the schools' monitoring and tracking system (e.g. teacher judgement, curriculum based assessment, 	Jan 2017

	<p>information gathered from jotter/workbook/folio monitoring, curriculum for excellence levels, moderation of learning) will be used to make sure that all children will be receiving appropriate levels of support and challenge in numeracy (in 'Numeracy Layer Schools).</p> <ul style="list-style-type: none"> • Evidence based numeracy interventions will be implemented and tracked for those children living within SIMD 1-3 in mainstream who are not making age/developmental appropriate progress (in 'Numeracy Layer Schools). 	<p>Feb 2017</p> <p>April 2017</p>
<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>		
<p>An evaluation framework has been developed which will also be reported within the National Action Enquiry. A range of qualitative and quantitative methods will be used:</p> <ul style="list-style-type: none"> • Numeracy attainment over a one year period will be used by examining CEM results and teacher judgement. • A contribution analysis will be used to measure progress against short and medium term aims. <p>The impact of specific numeracy intervention on attainment, pupil engagement and teacher confidence will be measured by:</p> <ul style="list-style-type: none"> ➤ Standardised assessment of six children in each Number Talks class completed by end of October. Post-test assessment date set for April/May 2017 ➤ Children's attitudes in numeracy questionnaire (currently under construction). This will be completed by children at time of standardised assessment October 2016 and May 2017. ➤ Teacher Attitudes in numeracy questionnaire (devised by NLC). This was completed at the day on 10th October. ➤ Teacher judgement questionnaire to be completed by teachers before standardised assessment in October 2016 and May 2017. ➤ Focus groups scheduled around time of post-testing <p>As outlined in the 'data and monitoring section' CEM will be used again to assess numeracy in May/June 2017.</p>		
<p>What does this evidence show? <i>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'. <u>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.</u></i></p>		

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

This piece of work is at the early stages. Headteachers and teachers are committed to improvement work in this area particularly given national and local attainment data in the area of numeracy.

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

4	Nurture and health and wellbeing			
2016/17 Allocation	£1, 406, 839	Planned Quarterly Spend	£287, 162	
2016/17 Actual Spend	£387, 201	Actual Quarterly Spend	£240, 863	
Expenditure breakdown				
Staffing:	This quarter		Total this financial year	
	FTE	Costs	FTE	Costs
Teachers	13.2	£42, 944	13.2	£42, 944
Education/development officers	0.0	£0	0.0	£0
Educational psychologists	1.2	£20, 308	1.2	£42,211
Data analysis officers	1.0	£8, 451	1.0	£13, 679
Family/home link worker	12.0	£154, 517	12.0	£271, 271
Speech and language therapists	0.0	£0	0.0	£0
Early years professionals	0.0	£0	0.0	£0
Other staff, namely:.....		£		£
Non-staffing <i>please specify type:</i>	Costs this quarter		Total costs this fin. year	
	£14, 644		£17, 097	
	£		£	
	£		£	
Activities: <i>Please comment on progress in implementing your planned activities in the first six months of 2016/17</i>				
<i>Nurture Self-Evaluation Framework</i>				
<ul style="list-style-type: none"> All 22 Nurture Layer schools have completed the nurture self-evaluation tool. From this each school has identified a Nurture action priority which has informed part of their school improvement plan (see Appendix 11). The Attainment Advisor, Continuous Improvement Officers, link Educational Psychologists and the Community Learning and Development Officers have continued to support the schools in their ongoing self-evaluation of nurture and the impact of this activity. Professional learning opportunities are being offered to Head Teachers in the Nurture Layer following an audit of need. Training is being offered following visits from the Nurture Lead and Attainment Advisor to each school and will depend on the identified nurture priority of the school, thus supporting the delivery of a bespoke training package for each school. 				

- The Attainment Advisor has taken a proportional approach to supporting schools this session based on year 1 visits, school improvement plans and discussion with Local Authority staff. These visits are providing more regular opportunities for support and challenge through professional discussion with HTs.

CANcan Community Learning & Development Work

- Twelve CLD Senior Practitioners are working with the Nurture Layer schools to devise and implement bespoke plans to enhance family learning and engagement.
- In recent months the practitioners have been involved in engagement activity with school staff, parents, pupils and the wider community building positive relationships.
- They have worked to effectively support schools and contribute to their Nurture self-evaluation process. In some instances they have provided whole school training around the Nurture principles whilst others have provided one-to-one guidance and support to staff around Nurture in the learning environment.
- A focus of their work has been on building capacity. This has involved providing nurture focussed training to parents, families and wider communities. Other activities have included development of school nurture policies, support to school nurture sub-groups/working groups and support in setting up nurture areas.
- Practitioners have provided schools with significant support and delivery on family engagement, family learning and transition. This has involved a wide range of activities during term time with some work occurring over the summer holiday period. Examples of these activities include Nurture transition workshops, Nurture Trees, Hug Bears, Emotional Check-in, Nurture assemblies and Health & Wellbeing groups.
- All schools within the layer have now established a CLD work plan which has been created in partnership with the school.

Evidence based interventions

Solihull

- Solihull training has been delivered to all the schools within the nurture layer.
- From November 2016 this training will be extended to a number of schools out with the Nurture Layer.
- Follow-up sessions are being facilitated to help schools embed the Solihull principles.

Video Interaction Guidance (see leadership section)

Emotional & Mental Health

Resilience Toolkit (This work will form part of the National Action Enquiry - see Appendix 12 for research design)

- Professional learning opportunities in the newly developed NLC Resilience Toolkit have been provided to five schools within the Nurture Layer. This training/resource package promotes an integrated and holistic approach to the mental health needs of children and young people through effective planning and implementation of

appropriate resources and support strategies.

- Developing staff capacity in the area of resilience via ongoing training.
- Supporting staff to identify barriers to emotional and mental health and employ evidence based approaches at a school and child level.
- Assessing, planning and supporting children living in adversity and who are experiencing compromised mental health.
- Evaluation of training and its impact ongoing (see Appendices 13 & 14).

Seasons for Growth

- Targeted professional learning opportunities in core areas (e.g. bereavement and the impact of developmental trauma on child development) have been provided.
- Children's Companion training was delivered in May 2016 (16 attended) with a reconstructor session offered as a follow up (9 attended). The training and reconstructors aim to build capacity among staff to support children and young people with loss and grief (Evaluations available on request).
- Circular sent in August outlining programme for 2016/17 session. Training offered in November 2016 and May 2017 for the Children's programme are already at full capacity.

Additional Staffing

- Additional staffing to allow for the creation of an Emotional & Mental Health/Nurture 'Champion'.
- These additional staff members are being utilised in different ways across schools and there are plans to fully evidence the impact of these additionality, building upon the information gathered from the Layer Lead & Attainment Advisor through their school visits.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the first six months of 2016/17*

- We are in the process of negotiating a Service Level Agreement with the NHS for counselling work.
- Professional development opportunities in parental engagement will be offered across the Authority. This will have a particular focus on Nurture Layer schools and the associated Secondary schools. This will be coordinated through the secondary programme.
- The resignation of a Senior CLD practitioner has meant the CLD nurture input for two primary schools in the [REDACTED] rea has been delayed. Time and space constraints have also delayed the development of some pieces of work.

4

Nurture and health and wellbeing: evidence on short and medium-term outcomes

	What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i>	By when? (estimate)
Short-term outcomes	<p><i>Nurture Self-Evaluation Framework</i></p> <ul style="list-style-type: none"> Nurture layer school have utilised the Nurture self-evaluation framework to identify a nurture priority which is incorporated within the school improvement plan. Greater awareness of nurturing approaches and principles amongst school staff, with a common understanding of these being established across the layer. Identification of next steps for each school following introduction to this framework. 	<p>June 2016</p> <p>Ongoing</p> <p>Ongoing</p>
	<p><i>CANcan Community Learning and Development Work</i></p> <ul style="list-style-type: none"> The CANcan CL&D team are working in partnership with staff, pupils, parents and the wider community of nurture layer schools The work being carried out addresses the bespoke needs of the school in terms of nurture, in accordance with their identified nurture priority within the school improvement plan School staff are benefitting from the CL&D input, leading to an enhanced knowledge of family engagement, nurturing principles and available nurture themed interventions (e.g. Nurture transition workshops, Nurture Tree's, Hug Bear, Emotional Check-In and so on) 	<p>Ongoing</p> <p>Ongoing</p> <p>Present</p>
	<p><i>Solihull</i></p> <ul style="list-style-type: none"> Building staff capacity and awareness of nurturing approaches particularly through the key principles of Containment, Reciprocity and Behaviour for Learning. 	<p>Ongoing</p>
	<p><i>Resilience Toolkit</i></p> <ul style="list-style-type: none"> Teachers have enhanced knowledge of resilience and how to develop resilience within children so adverse outcomes for children are mitigated. Teachers are aware of effective ways of planning for children with additional health & wellbeing needs in SIMD 1-3 and how best to implement these plans in practice using appropriate supports/interventions. 	<p>September 2016</p> <p>September 2016</p>
	<p><i>Seasons for Growth</i></p> <ul style="list-style-type: none"> CLD staff and teachers trained as Child & Adult Companions and are therefore able to run groups and seminars for individuals from 6 years old onwards experiencing loss, change, divorce/separation or bereavement. 	<p>Ongoing</p>

	<ul style="list-style-type: none"> • Staff have enhanced understanding and awareness of individual's emotional needs and support strategies which can be employed 	Ongoing
<p>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')</p>		
<p><i>Solihull</i></p> <ul style="list-style-type: none"> • Teacher questionnaire to explore changes in an understanding of attachment, brain development and children's behaviour. <p><i>Resilience Toolkit</i></p> <ul style="list-style-type: none"> • Teacher questionnaires exploring confidence in assessing children's difficulties in the areas of Health & Wellbeing and Learning, confidence in implementing interventions and support strategies in Health & Wellbeing and Learning, and a measure of knowledge and understanding of resilience gathered. • Teacher self-report on their confidence in using the Resilience Toolkit gathered prior to the first twilight training session and upon completion of this aspect of training. <p><i>Seasons for Growth</i></p> <ul style="list-style-type: none"> • Attendees complete evaluations of the training. <p><i>CANcan Community Learning and Development Work</i></p> <ul style="list-style-type: none"> • CL&D team submit monthly progress reports to Layer lead on progress, updates and any impact they are observing. • Staff maintain visual evidence of work with schools, i.e. photographs of groups, nurture-themed interventions, video recordings of children engaging in nurturing activities. • Gather feedback from parents involved with work and collate end of programme evaluations. <p><i>Nurture Self-Evaluation Framework</i></p> <ul style="list-style-type: none"> • Collation of themes from school improvement plans (see Appendix 11). • Individual feedback from Head Teachers. • Layer lead meeting with individual nurture schools to establish individual needs and work towards creating a bespoke package of nurturing approaches relevant to the needs of the school. • Baseline data collected from 15 Nurture Layer schools in March 2016 (see Appendix 15). Measures included the <i>Strengths & Difficulties Questionnaire</i> and the <i>My Class Inventory</i> completed by both pupils and their class teachers. This gathered information about the learning environment from 		

	<p>the perspective of both pupils and teachers alike with a particular focus on nurture elements.</p>				
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>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'. <u>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.</u></i></p> <p><i>Solihull</i></p> <ul style="list-style-type: none"> • Training evaluations are very positive and reflect that practitioners have enhanced understanding of the importance of nurture and the impact of this on wellbeing and ultimately attainment <p><i>Resilience Toolkit</i></p> <ul style="list-style-type: none"> • Initial teacher questionnaires show that most teachers rate themselves as having a moderate understanding of resilience and its impact on attainment. • Teachers indicate that they feel more confident implementing support strategies and identifying pupils with difficulties in the area of Learning as opposed to Health & Wellbeing demonstrating the need for the introduction of a training programme such as this. (see Appendix 13 for full details) <p><i>Seasons for Growth</i></p> <ul style="list-style-type: none"> • Training evaluations demonstrate increased knowledge and awareness of the Seasons for Growth approach and programme. • Staff are suitably equipped to run their own Seasons groups knowing they have the support of the Seasons for Growth trainers. • Recognition of high quality training provision. <p><i>Nurture Self-Evaluation Framework</i></p> <ul style="list-style-type: none"> • Collation of school improvement plans evidences that nurture is a priority across the layer and there is an enhanced understanding and focus on the importance of the implementation of these principles. • Baseline data from teachers and pupils identified variation across schools in terms of the perceived nurturing environment. This highlighted why a bespoke approach to nurture for each school is necessary. 				
<p>Medium –term outcomes</p>	<table border="1"> <tr> <td data-bbox="276 1621 1236 1792"> <p>What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p> </td> <td data-bbox="1236 1621 1415 1792"> <p>By when? (estimate)</p> </td> </tr> <tr> <td data-bbox="276 1792 1236 2004"> <p><i>Solihull</i></p> <ul style="list-style-type: none"> • Improved teacher- pupil interactions • Children’s health and wellbeing needs are identified and addressed within the school environment in accordance with the nurturing principles. </td> <td data-bbox="1236 1792 1415 2004"> <p>Ongoing</p> </td> </tr> </table>	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate)</p>	<p><i>Solihull</i></p> <ul style="list-style-type: none"> • Improved teacher- pupil interactions • Children’s health and wellbeing needs are identified and addressed within the school environment in accordance with the nurturing principles. 	<p>Ongoing</p>
<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate)</p>				
<p><i>Solihull</i></p> <ul style="list-style-type: none"> • Improved teacher- pupil interactions • Children’s health and wellbeing needs are identified and addressed within the school environment in accordance with the nurturing principles. 	<p>Ongoing</p>				

	<p><i>Resilience Toolkit</i></p> <ul style="list-style-type: none"> • The training will result in enhanced and effective planning for children within SIMD 1-3 with Health & Wellbeing needs. • More supports for children being utilised following an effective planning process. • Teachers will continually monitor the impact of these supports on children to ensure the appropriate outcomes are being evidenced, <p><i>Seasons for Growth</i></p> <ul style="list-style-type: none"> • Staff running groups independently and engaging in self-reflection meaning they can reach accreditation level. • Staff attending at minimum termly re-connectors to ensure they have the most up to date knowledge and resources in order to effectively deliver the programme. • Established network of support with other companions which allows for the effective delivery and sustainability of the programme. • Children attending Seasons groups have improved emotional resilience, evidenced via ongoing evaluations. <p><i>CANcan Community Learning and Development Work</i></p> <ul style="list-style-type: none"> • Increased parental engagement with the school and their child's learning. • Improved family relationships. • Staff sustaining nurture related activities and family learning opportunities. <p><i>Nurture Self-Evaluation Framework</i></p> <ul style="list-style-type: none"> • Ongoing self-evaluation using the framework to ensure a continued and renewed focus on the importance of the nurturing school. • Implementation of approaches which demonstrate an increased understanding amongst staff e.g. engagement of CL&D to encourage Family Engagement or putting more emphasis on the transition process and the school's role in supporting this. • Improved Health & Wellbeing outcomes for children alongside enhanced pupil satisfaction with their learning environment. • Impact on academic outcomes for children as a result of an improvement in the nurturing environment in which they learn. • Head teachers working in smaller learning groups (locality based) to embed nurturing principles. 	<p>March 2017</p> <p>Present</p> <p>March 2017</p> <p>March 2017</p>
<p>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')</p>		

Solihull

- Feedback is collected at follow-up sessions, which seeks to capture application of training to practice and the impact this is having on children

Resilience Toolkit

- Paperwork is being gathered from staff for identified children pre and post training in order to compare the quality of planning taking place. This will in turn be compared to paperwork collected from staff currently not being trained in the use of the Resilience Toolkit (control-experimental design).
- Outcomes for children will be measured using the Multidimensional Life Satisfaction Scale which has been administered to children identified prior to the training starting (October 2016) and will be administered again in February/March 2017. These will again be compared to children from control schools to demonstrate the impact of staff's professional learning on outcomes for children
- Academic outcomes for children assessed using CEM testing for P1, P2, P4 & P6 children.

Seasons for Growth

- Reconnectors allow trainers to gather information on the impact of Seasons groups for children and adults outcomes.
- Reconnectors illustrate peer support networks are in place and working effectively.
- Children attending the group complete ongoing evaluative measures which capture the impact of the sessions on the child's wellbeing and positive outcomes.
- Ongoing longitudinal data collected every three years to document the long-term impact of the programme on children and adults (next evaluation due to take place in the 2017/2018 session).

CANcan Community Learning and Development Work

- Collation of monthly progress reports to illustrate breadth and depth of impact across the layer schools.
- Case studies collated demonstrating examples of good practice
- Further evaluative structures to be confirmed in collaboration with CL&D colleagues

Nurture Self-Evaluation Framework

- Post data will be collected in February/March 2017 to establish impact of the various professional learning opportunities, CLD team and continued self-evaluation on Health & Wellbeing outcomes for children with a specific focus on children from SIMD 1-3.
- Standardised assessments and information contained within the newly developed NLC Monitoring & Tracking dataset will be examined to determine the extent to which the work in the area of Nurture and Emotional & Mental

	Health has translated to improvement attainment for children in SIMD 1-3.
	What does this evidence show? <i>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'. <u>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.</u></i>
	<p><i>Solihull</i></p> <ul style="list-style-type: none"> Practitioners are embedding the Solihull approach within their practice, which is having a positive impact on children's health and wellbeing. <p><i>Seasons for Growth</i></p> <ul style="list-style-type: none"> Trained companions are independently running Seasons groups. The companions benefit from the reconnectors as they can share examples of best practice and establish a peer support network with others trained. Children attending the groups are demonstrating improved emotional wellbeing and management of adverse life events.
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>Bespoke, multi-faceted approaches will be key to the success of this initiative as evidenced by the ongoing evaluation and discussion with Head Teachers, feedback from Senior Practitioners, Educational Psychology staff and the Attainment Advisor</p> <p>Can you share any learning on what has worked less well or could be improved?</p>	

5	Physical Active Health			
2016/17 Allocation	£412,346	Planned Quarterly Spend	£97,713	
2016/17 Actual Spend	£90,039	Actual Quarterly Spend	£63,712	
Expenditure breakdown				
Staffing:	This quarter		Total this financial year	
	FTE	Costs	FTE	Costs
Teachers	2.5	£43,957	2.5	£62,234
Education/development officers	0.5	£12,424	0.5	£18,982
Educational psychologists	0.0	£0	0.0	£0
Data analysis officers	1.0	£3,909	1.0	£5,375
Family/home link worker	0.0	£0	0.0	£0
Speech and language therapists	0.0	£0	0.0	£0
Early years professionals	0.0	£0	0.0	£0
Other staff, namely:.....	0.0	£0	0.0	£0

Non-staffing <i>please specify type:</i>	Costs this quarter	Total costs this fin. year
PAH Training	£3,422	£3,448
	£	£
	£	£

Activities: *Please comment on progress in implementing your planned activities in the first six months of 2016/17*

PAH activities between April and October 2016 have included:

Finalising initial planning of programme e.g.

- PAHL and mentor group programme
- Programme menu and staffing arrangements
- Evaluation plan
- Follow up research with candidates currently delivering
- Advocacy planning for National Qualification event 4
- Developing robust and valid competencies for approach prepared in conjunction with BMT resource development group.
- Headteacher meetings (e.g. meeting with PAH Layer HTs on 12th October to outline the programme implementation this session).

A robust training programme for mentors and PAHLs has taken place.

Pilot of approach

While recruitment of the team was being secured (between April and August 2016) the approach was piloted by the mentors in two primary schools i.e. [REDACTED]

[REDACTED] his took the form of:

- Regular visits, training & mentoring to support the process of pedagogical change through BMT.
- Directly work with children.
- Support to schools to employ a more systematic use of data/intelligence to inform practice in classrooms and at a systems level in schools in PAH.
- Data gathering to monitor progress of pilot.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the first six months*

There was a delay in appointing the first tranche of PAHLS due to a number of factors. The full programme is now up and running (17th October 2016).

5	Physical Active Health: evidence on short and medium-term outcomes	
term outcomes	What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i>	By when? (estimate)

	<ol style="list-style-type: none"> 1. The mentors' interventions will have a positive impact on our current strategies for planning and evaluation for Physical and Active Health. 2. All PAHLs are trained and delivering a consistently high quality level of support to school pupils and the staff. 3. Increased school staff focus, motivation and understanding of the importance of physical and active health for learners. 4. School staff are confidently delivering the BMT programme within their schools. 5. An improved quality of delivery from all staff in PAH/Numeracy Layer through the intervention activity led by the mentors and supported by the Pahls. 6. Children are beginning to illustrate a renewed motivation to learn through physical and active health. 7. PAH staff engage in self-reflection of their personal skills to effectively plan for improvement. 	<p>June 2016</p> <p>December 2016</p> <p>November 2016</p> <p>October 2016 onwards</p> <p>October 2016 onwards</p> <p>October 2016 onwards</p>
<p>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')</p>		
	<ol style="list-style-type: none"> 1. N/A 2. N/A 3. This information was gathered from the schools in which the programme was piloted, through semi-structured interviews with the staff trained which captured their experience and opinions of the programme. Post event questionnaires have also been used to gather participants' opinions and views on activity that they have completed, with the intention of measuring the quality of BMT courses. This methodology embodies the engager's insights and opinions of the programme and will also inform on future actions influenced by what they have recently experienced 4. Feedback from PAHLs on confidence of staff in their delivery of the programme 5. Feedback from PAHLs on quality of delivery from staff in their delivery of the programme 6. This information was gathered from the schools in which the programme was piloted, through semi-structured interviews with the children which captured 	

	<p>their experience and opinions of the programme</p> <p>7. N/A</p> <p><i>Other:</i></p> <ul style="list-style-type: none"> • We have logged the number and range of courses that have been delivered across the authority in selected establishments with appropriate personnel. • We are developing grounded analysis of current data • Follow up interviews with identified participants to measure influence • A series of interviews captured on video, focused on gathering qualitative feedback from teachers, learners and third party agents, including parents. 				
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>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'. <u>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.</u></i></p> <p>1. N/A</p> <p>2. N/A</p> <p>3. N/A</p> <p>4. N/A</p> <p>5. The feedback has been very positive from children and their parents with regards to the programme. Children are enjoying engaging in the activities and this is enhancing their appreciation of physical and active health</p> <p>6. N/A</p>				
<p>Medium –term outcomes</p>	<table border="1"> <tr> <td data-bbox="276 1608 1236 1792"> <p>What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p> </td> <td data-bbox="1236 1608 1415 1792"> <p>By when? (estimate) 2017</p> </td> </tr> <tr> <td data-bbox="276 1792 1236 2009"> <p>1. Staff are embedding the main skills taught/emphasised within the programme to their classroom</p> <p>2. All staff will be involved in the process of changing pedagogy as a result of their experience with BMT</p> </td> <td data-bbox="1236 1792 1415 2009"> <p>Ongoing</p> </td> </tr> </table>	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate) 2017</p>	<p>1. Staff are embedding the main skills taught/emphasised within the programme to their classroom</p> <p>2. All staff will be involved in the process of changing pedagogy as a result of their experience with BMT</p>	<p>Ongoing</p>
<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate) 2017</p>				
<p>1. Staff are embedding the main skills taught/emphasised within the programme to their classroom</p> <p>2. All staff will be involved in the process of changing pedagogy as a result of their experience with BMT</p>	<p>Ongoing</p>				

	<ol style="list-style-type: none"> 3. Learners are empowered, which creates an emphasis on engagement as opposed to participation 4. Learners will evidence improvements across the curriculum, as a result of the high level skill transferability leading to improved academic outcomes for pupils 5. All teachers in P1, 3, 5, 7 and S2 in all schools are responding to data analysis with appropriate evidence-based interventions 	
<p>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')</p>		
<ol style="list-style-type: none"> 1. N/A 2. N/A 3. Qualitative feedback will capture pupil's experiences and how this has impacted their overall learning environment 4. BMT Evaluation will be conducted from October/November 2016 (Pre Test) with follow up occurring in April/May 2017 (Follow-Up) to demonstrate the impact of the programme on children's executive functions and academic attainment 5. Clear evidence from the schools' monitoring and tracking system will be used to measure if the new approach is having an impact on positive outcomes for young people in literacy, numeracy and wider health and wellbeing indicators. Moreover, evidence based interventions will be implemented and tracked for those children living within SIMD 1-3 who are not making age appropriate progress. 		
<p>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'. <u>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.</u></p>		
<p>N/A</p>		
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>Staff were:</p>		

- Taking ownership of BMT development in their immediate area
- Devising and developing progressions linked to BMT
- Empowered to recognise and apply key skills of BMT within the physical education/activity/sport context (such as quality in physical action)
- Creating a culture of enhanced awareness and confidence in the BMT environment

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

- Procurement and the complexities/delays in the appointment process caused restrictions in implementation and the training programme for PAHLs and has delayed work in the PAH Layer schools.

6	Leadership Including Video Enhanced Reflective Practice and Video Interaction Guidance			
2016/17 Allocation	£325, 808	Planned Quarterly Spend	£77, 702	
2016/17 Actual Spend	£120, 130	Actual Quarterly Spend	£75, 475	
Expenditure breakdown				
Staffing:	This quarter		Total this financial year	
	FTE	Costs	FTE	Costs
Teachers	0.0	£0	0.0	£0
Education/development officers	0.4	£10, 770	0.4	£13, 711
Educational psychologists	2.5	£45, 511	2.5	£85, 435
Data analysis officers	1.0	£15, 899	1.0	£17, 365
Family/home link worker	0.0	£0		£0
Speech and language therapists	0.0	£0		£0
Early years professionals	0.0	£0		£0
Other staff, namely:.....		£0		£0
Non-staffing <i>please specify type:</i>	Costs this quarter		Total costs this fin. year	
	£3, 295		£3, 619	
	£		£	
	£		£	
Activities: <i>Please comment on progress in implementing your planned activities in the first six months of 2016/17</i>				
Video Enhanced Reflective Practice (see evaluation for longer term impact on teach behaviour – Appendix 4)				
<i>Progress in implementing planned activities:</i>				
<i>Initial training</i>				
<ul style="list-style-type: none"> • Fifty four delegates attended five initial training days held at the end of August and beginning of September. During these sessions staff were introduced to the behaviours which support attuned and responsive adult child interactions, referred to 				

as Principles of Attuned Interactions. Staff were also helped to link this practical knowledge to prior knowledge of attachment and nurture and North Lanarkshire Council's wider strategy in order to support individual children, families and staff.

Coaching and mentoring sessions

- Since then each of the four groups have attended 2 half day workshop sessions at which they have presented and reflected upon video footage of themselves in their day to day work. Twenty six of these delegates are from the early years sector. These delegates attended a literacy training session introducing the '3 Read' approach on 28th September (see Appendix 3). In the primary sector the combination of VERP and P4-7 Literacy (reading comprehension) is a universal offer. Schools in the numeracy layer are being given the opportunity to combine VERP and P1-3 numeracy and a number of schools in the nurture layer are taking part in a programme combining VERP and resilience planning. Of the 26 primary teachers currently involved in the training, 14 are focusing on literacy, 6 on numeracy and 6 on resilience planning. All delegates will then video themselves using the respective approaches in preparation for their next VERP workshops later this month. The aim is to improve teaching, learning and attainment.

This brings the total number of practitioners across NLC trained to 334. (69% are Early Learning Practitioners and 15% are Primary Teachers, the remaining representing a range of support services)

Video Interaction Guidance

Progress through training programme

- Sixty four vulnerable families have received therapeutic support through Video Interaction Guidance. See Appendix 16 for VIG Case Study.
- Nine of the ten VIG Trainee Guiders continue to be involved in the project. (One Head Teacher is no longer able to be involved in the project as she has taken up a new post, leaving 6 Head Teachers, 1 Principal Teacher and 2 Pre 5 Support for Learning Teachers. One of our Pre 5 Teachers was able to effectively build on previous VERP training and has recently completed stage 1, moving on to stage 2. The other Pre 5 Teacher is progressing well through stage 1. Following a busy start to the term Head Teachers are identifying families with whom they could work. (Should we say something about the "families" – why would we choose a particular family?)

Self Improving Schools

- Self-Improving Schools family groups continued to meet regularly for the remainder of the 2015/16 session, providing an opportunity for schools to share ideas on raising attainment and closing the gap and support improvement across establishments.
- Support materials have been produced for family groups, with a particular focus on analysing, interrogating and responding to data to close the poverty related attainment gap. Groups have been provided with a suggested focus/structure for meetings during the 2016/17 session and the document, 'Mind the Gap', provides schools with a set of challenge questions to ask around the data they have on pupils.
- A briefing meeting was held on Tuesday 20th September with Family Group Lead Head Teachers. The support materials were shared and discussed and it was agreed that, given the poor results in numeracy both locally and nationally, this will be the main focus for all family groups across the authority this session.

<ul style="list-style-type: none"> • A <i>Survey Monkey</i> link was sent to all Head Teachers seeking feedback on their experience of family groups so far. This is currently being collated. • The Self-Improving Schools Twitter site has been discontinued as this has not proved to be a helpful/popular method of sharing ideas between schools and family groups. • The new support materials have been added to the Self-Improving Schools GLOW site; Lead Head Teachers have been re-sent the link to this and encouraged to submit useful materials and resources during the course of the session. • There was a presentation on the NLC Self-Improving Schools system at the recent <i>Scottish Learning Festival</i>. This was very well received and also resulted in some potentially useful contacts in other local authorities.
<p>Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the first six months of 2016/17</i></p>
<p>Video Enhanced Reflective Practice Delegates from the early years sector continue to engage consistently and reliably The number of delegates engaging with the project from the primary sector is a little less than anticipated. Anecdotal evidence indicates that staffing levels within schools are precluding some staff from being released to attend training.</p> <p>VIG Some Head Teachers are finding it more difficult than anticipated to engage with families using VIG, reporting that parental perceptions of the role of a Head Teacher are getting in the way.</p> <p>The Leaders of Learning programme is yet to begin</p> <p>Although the Self-improving School Forum did not take place, materials 'validated' by school family groups were added to GLOW site.</p>

6	Leadership: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? (<i>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?</i>)</p>	By when? (estimate)
	<p>Video Enhanced Reflective Practice Over the course of the training sessions participants will:</p> <ul style="list-style-type: none"> • Use technology effectively to capture and analyse video footage. • Demonstrate increased understanding of the Principles of Attuned interactions and their role within effective communication. • Reflect on the impact of effective communication and nurturing relationships on learning outcomes. • Exhibit increased knowledge of evidence based best practice in supporting literacy or numeracy. • Set practice development goals to support pupil learning and 	During the training period (many cycles run a session)

	<p>wellbeing.</p> <p><i>Video Interaction Guidance</i></p> <p>On completion of the initial 2 day training course participants will:</p> <ul style="list-style-type: none"> • Demonstrate increased understanding of the Attunement Principles. • Be able to micro analyse film footage. • Use the tool, under supervision, to enhance attuned adult child relationships either with families or within a professional context. <p><i>Self improving schools</i></p> <ul style="list-style-type: none"> • Primary Head Teachers (and other practitioners) across the local authority will continue to develop positive, professional relationships with leaders and practitioners in comparative schools. • An increasing number of Head Teachers and schools will become convinced of the value and potential of a self-improving school system. • Head Teachers and schools will become more open and confident in sharing data with comparative schools. • Head Teachers and schools will be able to ask a number of key questions around data and will begin to develop their confidence and ability to analyse, interrogate and respond to a range of data on their pupils. • Head Teachers and schools will use data to help identify evidence-based interventions to raise attainment, particularly in the area of numeracy. • Head Teachers and schools will have easy access to a range of helpful materials and resources via the self-improving school GLOW site; family groups will begin to contribute to this bank of resources on a regular basis. • Initial connections will be made with schools in neighbouring local authorities to help support professional learning and school improvement. 	<p>On completion of two day training</p> <p>Ongoing</p> <p>Ongoing</p> <p>Dec 2016</p> <p>Feb 2016</p> <p>Feb 2016</p> <p>Ongoing</p> <p>Nov 2016</p>
<p>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')</p>		
	<p><i>Video Enhanced Reflective Practice</i></p> <ul style="list-style-type: none"> • VERP facilitators monitor individual trainee's progress at each workshop and offer support as required. • Log books are completed by participants, and are collated and analysed to demonstrate practitioners' reflections on their learning and their use and awareness of the Principles of Attuned Interactions throughout the training programme. • Training evaluations are collated and analysed upon completion of the training programme to evidence change in practice and impact on practitioners and the children with whom they work. 	

	<p><i>Video Interaction Guidance</i></p> <ul style="list-style-type: none"> • Skills progression is monitored through group activities over the two day training course and support is provided as required. • Participants will be asked to reflect on the training via questionnaire. <p><i>Self-improving schools</i></p> <ul style="list-style-type: none"> • A questionnaire on Head Teachers' experience of family groups to date was recently sent to all establishments. • Regular oral feedback will be sought at Lead Head Teacher meetings, particularly around the confidence of schools in accessing, analysing, interrogating and responding to data. • The submission of resources for the self-improving schools GLOW site will be monitored. • Records of communication and partnership working between local authorities will be kept. 	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>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'. <u>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.</u></i></p>	
	<p>See Appendix 2 for evaluation of outcomes for VERP.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Medium –term outcomes</p>	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	<p>By when? (estimate)</p>
	<p>Video Enhanced Reflective Practice</p> <p>Teachers who have engaged in the VERP/literacy, VERP/numeracy or VERP/resilience training will demonstrate:</p> <ul style="list-style-type: none"> • Increased awareness of personal strengths and areas for development in relation to attuned interactions and effective literacy or numeracy teaching or resilience planning. • Increased motivation to maintain best practice in relation to attunement and literacy development. <p>Teachers will also be:</p> <ul style="list-style-type: none"> • Responding more to pupil initiatives. This will allow for greater scaffolding of learning and for more learner-led dialogue. This supports children to exhibit greater independence in their learning. • Receiving more pupil initiatives therefore ensuring all children feel their contributions are valued. 	<p>By the end of a cycle of training</p>

	<ul style="list-style-type: none"> • Spending less time regulating behaviour and more time facilitating learning. <p>Children</p> <ul style="list-style-type: none"> • Children will become more motivated and confident to contribute and so will become more engaged in their learning <p><i>Video Interaction Guidance</i></p> <ul style="list-style-type: none"> • In supervision sessions trainees will demonstrate the ability to micro analyse footage of adult child interaction according to the principles of attuned interaction, select short clips and share these with clients in a way that supports client development. • Clients will be supported to set their own goals in relation to communication with a view to bringing about positive change in their relationship with the child. Through viewing the clips, with the support of a VIG guider the client will become aware of their own strengths and areas for development. This will result in a change in client behaviour and feelings of confidence resulting in positive outcomes for children. <p><i>Self Improving schools</i></p> <ul style="list-style-type: none"> • There will be a positive mindset regarding family groups across the local authority, with all Head Teachers and schools being convinced of the value and potential of a self-improving school system. • The self-improving school system will become more robust in terms of the quality and consistency of support and challenge comparative schools provide to one another. This will ultimately result in improved practice at classroom level and a narrowing of the poverty-related attainment gap. • All Head Teachers and schools will be more confident and proficient in accessing and understanding a range of data and in analysing, interrogating and responding to this in partnership with their comparative schools. This will result in improved practice and a narrowing of the poverty-related attainment gap. • Head Teachers and schools will be able to ask a range of key questions around data. This will result in schools having a clearer knowledge and understanding of the attainment and progress of their pupils and ensure the timely implementation of evidence-based interventions to narrow the poverty-related attainment gap. • Head Teachers and schools will be confident in comparing data with their comparative schools and in pinpointing what is making 	<p>During and after the intervention</p> <p>April 2016</p> <p>April 2016</p> <p>April 2016</p> <p>April 2016</p> <p>April 2016</p>
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	<p>the difference in schools which are bucking the trend, particularly in the area of numeracy. This will lead to greater consistency of practice across schools, ensuring all pupils experience the highest quality of learning and teaching.</p> <ul style="list-style-type: none"> • Head Teachers and schools will make regular use of the materials and resources on the self-improving school GLOW site and play an active part in the ongoing development of the site. This will lead to greater consistency of practice across schools, ensuring all pupils experience the highest quality of learning and teaching. • Beneficial connections with schools in other local authorities will be actively pursued to facilitate professional learning and additional support and challenge. 	<p>April 2016</p> <p>April 2016</p>
<p>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')</p>		
<p>Video Enhanced Reflective Practice</p> <ul style="list-style-type: none"> • Consistency of VERP facilitator allows ongoing progress to be monitored. • Completion of Log Book including supported self assessment in relation to skills acquired over course of training. • Self reflection via questionnaire at the end of the training collated and analysed for all cohorts in order to identify practitioner's view of the training and areas of impact of the training on practice. • Film footage of interactions between teacher and pupils pre and post intervention has been coded and analysed to explore whether there has been an increase in attunement as well as literacy teaching. behaviours as a result of the VERP plus literacy training (please see section 'what does this evidence show' below and Appendix 2). Similar evaluations will be conducted with respect to numeracy and resilience planning strands of the project. • Case studies will be drawn up exploring changes in practice and the impact of this on outcomes for children. <p>Video Interaction Guidance</p> <ul style="list-style-type: none"> • Trainee guiders progress is monitored by their supervisor on an individual basis. • In preparation for supervision, trainees micro analyse video footage of their own practice with reference to the Attunement Principles and their ability to facilitate of client's learning. Through this process they are regularly undertaking a rigorous process of self evaluation and development. • The number of supervisions each trainee guider attends and the number of cycles of VIG delivered with each client are monitored. 		

- For the purposes of quality assurance, formal external assessment of trainee guiders' skills takes place at the end of each stage of training.
- Trainee progress through stages is monitored.
- The number of clients who have received VIG and the number of VIG cycles carried out with each client will be collated.
- Clients are encouraged to reflect on their experience of VIG with their guider through evaluation forms and contributing to the development of traject plans.
- Film footage of interactions between clients and children will be coded to explore whether there has been an increase in attachment, attunement and individual positive outcomes for children.
- Independent blind video analysis of changes in the relationship over the period of the intervention. Video footage will be both macro and micro analysed, evidencing both qualitative and quantitative changes in adult and child interactions.
- Case studies will be drawn up exploring changes in the quality of interaction and the associated outcomes for children.

Self improving schools

- A further Survey Monkey questionnaire will be sent out to Head Teachers in March 2017. This will specifically focus on the confidence and capacity of schools to access, analyse, interrogate and respond to data.
- A sample of family groups will be used to measure the impact of the 2016/17 support resources, including the success of schools in using data to help identify evidence –based interventions which are helping certain schools to buck the trend.

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.*

VERP and VIG

As noted above a formal evaluation focusing on changes in teacher behaviour following the implementation of VERP combined with literacy for primaries 4-7 has been carried out. The positive impact of VERP in conjunction with literacy training has been evidenced in previous work carried out in the early years sector and this evaluation aimed to replicate those findings in a primary school setting.

Improvements were found in interaction behaviours from pre-test to post-test for teachers involved in the VERP training. Teachers on the VERP programme significantly improved in encouraging pupil participation in lessons as a result of the training. Improvements were also evident in teacher's questioning type; there was an increase in questions that asked children to use strategies to solve comprehension failures and also to make inferences. There were also improvements in levels of

attunement between teachers and their pupils as a result of the training. Teachers who had participated in the VERP Programme demonstrated more guiding, deepening discussion, and developing attuned interaction behaviours.

The findings of this evaluation evidence the positive support of a VERP plus Literacy training programme in upskilling Primary school teachers in North Lanarkshire. Improvements were observed upon completion of training in interaction behaviours, open questioning and also in sophisticated attunement behaviours.

Further detail can be found in Appendix 4.

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

Self improving schools

- Lead Head Teachers continue to be very positive about school family groups. Initial comments on the new support materials indicate that schools are likely to find them useful.
- It is very encouraging that the decision to focus on maths data this year came directly from Lead Head Teachers. This shows a genuine desire for Head Teachers to face issues head-on.
- Positive discussions have taken place between G. Young and A. Carse, the Attainment Challenge systems analyst, to ensure a close correlation between training on the monitoring and tracking system and the support resource, 'Mind the Gap'.
- The GLOW site now provides all North Lanarkshire schools with instant access to the new support materials and other useful resources. The site has the potential of developing into a valuable resource for schools.
- There was extremely positive feedback from delegates at the recent Scottish Learning Festival. Colleagues from Dundee City, South Lanarkshire and a PhD student from Holland made contact with [REDACTED] after the event.

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

Self improving schools

The results from the Survey Monkey questionnaire are being collated. However, given that there are around twenty family groups, it is quite possible that some inconsistencies in how family groups function across the local authority will come to light. Although this is not necessarily a problem and, indeed, in many ways should be encouraged in a self-improving school system, the system would benefit from more face-to-face contact with Lead Head Teachers rather than relying on a briefing meeting at the beginning of the year followed by communication by email. To this end, Lead Head Teachers have agreed to meet as a group several times during the course of the year. These meetings, facilitated by the Leadership Lead and a Education Officer, will provide an opportunity for family groups to feed back to the centre and for key messages and support to be disseminated to all family groups in a

consistent way.

7	Project Team			
2016/17 Allocation	£224, 311	Planned Quarterly Spend	£56, 078	
2016/17 Actual Spend	£95, 034	Actual Quarterly Spend	£48, 148	
Expenditure breakdown				
Staffing:	This quarter		Total this financial year	
	FTE	Costs	FTE	Costs
Teachers	0.0	£0	0.0	£0
Education/development officers	1.0	£18, 332	1.0	£38, 251
Educational psychologists	0.8	£12, 294	0.8	£23, 443
Data analysis officers	1.0	£14, 389	1.0	£23, 606
Family/home link worker	0.0	£0	0.0	£0
Speech and language therapists	0.0	£0	0.0	£0
Early years professionals	0.0	£0	0.0	£0
Other staff, namely:.....		£3,133	0.0	£9, 275
Non-staffing <i>please specify type:</i>	Costs this quarter		Total costs this fin. year	
	£		£460	
	£		£	
	£		£	
Activities: <i>Please comment on progress in implementing your planned activities in the first six months of 2016/17</i>				
<ol style="list-style-type: none"> 1. The Project Team have continued to be involved in leading the work of the overall programme and various layers to progress the specific short and medium term outcomes outlined in the related sections of this report. This has been done in conjunction with the Attainment Advisor. 2. The Project Team and Attainment Advisor have continued to meet together on a monthly basis to provide updates on progress and contribute to discussion around next steps. A new monthly progress summary has been introduced this session to help Leads focus on the actual impact and outcomes of activities and interventions. 3. Members of the Project Team have presented on the work of CANcan at various events including the Scottish Attainment Challenge National Conference (facilitated by the Attainment Advisor), the Scottish Learning Festival and the Annual Conference of Educational Psychologists. These events have resulted in several positive connections being made with other local authorities. 4. The Attainment Advisor has worked closely with the project team, schools within the Nurture layer and with officers within Headquarters. 5. We have shared learning of our work National events e.g. the Scottish Learning Festival, the Annual Conference for Educational Psychologist's in Scotland (see Appendix 17 for VERP presentation) and the National Attainment Challenge 				

Conference.
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the first six months of 2016/17</i>

7	Project Team: evidence on short and medium-term outcomes	
Short –term outcomes	What short-term outcome(s) does this initiative aim to achieve? <i>(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?)</i>	By when? (estimate)
	1. Leads from the Project Team and Attainment Advisor will continue to meet regularly with Head Teachers and other practitioners from their respective layers to progress the specific short and medium term outcomes for literacy, numeracy, physical active health, nurture and leadership.	Ongoing
	2. The Project Team and Attainment Advisor will continue to meet regularly, with a focus on maintaining a coherent, joined-up approach to the various areas of the project.	Monthly
	3. Various members of the Project Team will pursue positive links with key individuals in other local authorities to facilitate the sharing of effective practice and shared professional learning.	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')	
Please refer to the evidence outlined in sections 1-7.		
What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>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'. <u>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.</u></i>		

	N/A	
Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(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?)</i></p>	By when? (estimate)
	<p>1. Leads from the Project Team will continue to meet regularly with Head Teachers and other practitioners from their respective layers to progress the specific short and medium term outcomes for literacy, numeracy, physical active health, nurture and leadership with a particular focus on embedding equity in the system.</p>	Ongoing
	<p>2. The Project Team will continue to meet regularly, embedding a coherent, joined-up approach to the various areas of the project.</p>	March 2017
	<p>3. Various members of the Project Team will establish a variety of positive links with key individuals in other local authorities to facilitate the sharing of effective practice and shared professional learning.</p>	March 2017
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	<p>Please refer to the evidence outlined in sections 1-7.</p>	
<p>What does this evidence show? <i>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'. <u>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.</u></i></p>		
N/A		
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <ul style="list-style-type: none"> • There is now greater consistency across the various layers in terms of the pace and rigour of work. • The Project Team are developing a coherent, joined-up approach to the project, recognising that the various aspects are inter-connected and dependent on one another in closing the attainment gap. • The work of CANcan is now being more successfully integrated into the wider work of the local authority. For example, Continuous Improvement Officers receive regular updates and are encouraged to include professional dialogue around narrowing the attainment gap during school visits. The Attainment Advisor has also worked with Continuous Improvement Officers. 		

- The format of the new monthly progress summary has been successful in keeping a clear focus on the impact of activities/interventions and on how this is being evidenced and measured.

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

OVERALL PROGRESS AND REFLECTIONS

8	Overall progress towards long-term outcomes and reflections
Long –term outcomes	<p><i>The long-term outcomes of the Attainment Scotland Fund are to:</i></p> <ul style="list-style-type: none"> <i>a. Improve literacy and numeracy attainment</i> <i>b. Improve health and wellbeing</i> <i>c. Close the attainment gap between pupils from the most and least deprived areas.</i> <p>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')</p>
	<p>Longer term outcomes have been captured via the evaluation framework. These are particularly evident in the area of literacy and the related staff development programme Video Enhanced Reflective Practice:</p> <p><i>Outcomes for children</i></p> <ul style="list-style-type: none"> • Improvement in comprehension scores for children in SIMD 1-2 in Primary 3 and Primary 7(as measured by YARC). • Improvement in comprehension scores for all cohorts in 2016 (as measured by YARC). <p><i>Outcomes for teachers</i></p> <p>Teachers on the VERP/literacy programme displayed improvements in:</p> <ul style="list-style-type: none"> • Encouraging pupil participation in lessons • Questioning type (there was an increase in questions that asked children to use strategies to solve comprehension failures and also to make inferences). • Levels of attunement between teachers and their pupils as a result of the training. • Levels of guiding, deepening discussion, and developing attuned interaction behaviours. <p><i>Embedding a culture of monitoring and tracking and self-evaluation at school level</i></p> <ul style="list-style-type: none"> • The electronic monitoring and tracking system developed last session is now being used in all North Lanarkshire primary schools and, over time, will provide a range of data and evidence on the attainment and progress of pupils. Schools will receive ongoing training and support in using the system and the support materials provided to self-improving school family groups this session, particularly

'Mind the Gap', will build the capacity of schools to ask a range of appropriate questions around the data they have on pupils. An evaluation framework has been established (see Appendix 2) which will measure long term outcomes. Appendix 4 and 6 outlines long term outcomes in the area of literacy and literacy teaching behaviours (VERP).

Embedding a culture of nurture

- The self-evaluation process and professional learning opportunities are supporting schools to embed a culture of nurture within their establishment. Measures previously detailed are being employed to capture evidence of long term outcomes.

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.*

Can you share any learning on what has worked well in your overall strategy to achieve impact?

From the outset, North Lanarkshire's approach to the Scottish Attainment Challenge has been ambitious. All 121 primary schools are included through universal offers and, with an ambitious 67 'challenge schools' receiving additional keys to success through the various layers, we are ensuring that all of our most deprived communities are benefitting from targeted interventions aimed at closing the attainment gap. Likewise, in terms of areas of focus, we have not only included literacy, numeracy and health and wellbeing, but have ensured that the intelligent use of data, building capacity in leadership at all levels and a change in culture are threads which underpin and run through all aspects of the project. This is helping build capacity across all schools, ensuring sustained, long-term improvement rather than short-term success through unsustainable interventions.

In many respects, this ambitious approach brought challenges to getting the project off the ground. However, we are now beginning to see the real potential of having a comprehensive, all-encompassing and coherent approach to tackling the attainment gap. All elements – literacy, numeracy, physical health, nurture, emotional wellbeing, engaging families, leadership – are interconnected and interdependent. We were encouraged to see a similar approach in the National Improvement Framework with the six Drivers of Improvement.

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

- In the current climate, plans cannot be overly reliant on additional staffing. Teachers are simply not available in the quantities we would desire.
- The recruitment of staff outwith education is more complex than we had initially anticipated.

- Layer leads have successfully engaged with Head Teachers. The challenge now is to ensure that this input has a direct impact on classroom practice in all schools and that capacity is built at all levels within schools.

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

Recruiting additional teaching staff has been far more positive this year. The majority of the 67 'challenge schools' have an additional member of staff however we are still currently with a shortfall of 12.6 FTE.

North Lanarkshire

Year 1 Q3 Progress Report



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Monitoring Agreemen

Year 1 EOY



North Lanarkshire -
Combined Final Quart

Year 2 Mid Year



North Lanarkshire -
Mid Year Progress Re



North Lanarkshire
- Appendix 5



Appendix 3 -
Research Summary



Appendix 2 - Gantt
Chart of Research Pla



North Lanarkshire
- Appendix 6



North Lanarkshire
- Final Appe...



North Lanarkshire
- Appendix 1



North Lanarkshire
- Appendix 2



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- Appendix 3



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- Appendix 4



North Lanarkshire
- Appendix 7



North Lanarkshire
- Appendix 8



North Lanarkshire
- Appendix 9



North Lanarkshire
- Appendix 10



North Lanarkshire
- Appendix 11



North Lanarkshire
- Appendix 12



North Lanarkshire
- Appendix 13

Year 2 Q3 Highlights and Challenges Primary & Secondary



North Lanarkshire -
Primary Highlights and



North Lanarkshire -
Secondary Highlights

Year 2 EOY Primary & Secondary



North Lanarkshire
- High Level...



Appendix 1 SAC
Evaluation Framework



North Lanarkshire -
End Year Report - Prii



North Lanarkshire -
End Year Report - Ser

Appendix 1. Data & Monitoring 6 Month Update
Scottish Attainment Challenge Year End Progress Review
North Lanarkshire Council
Data & Monitoring 6 Month Progress

Summary

In North Lanarkshire, 2015-16 was the first year data has been collated across all primary schools to provide a baseline to which we can measure the progress of staged interventions in the CANcan project. We are now monitoring performance and attainment using a number of factors individually and in combination with literacy and numeracy standardised assessments. This data includes SIMD, attendance, additional support needs, language, ethnicity, pupils receiving clothing grant and/or free school meals, specific interventions received, wider achievements and professional teacher judgements. Standardised assessments were completed by pupils in P1, P3, P5, P7 and S2 using the Centre for Evaluation and Monitoring (CEM) digital online adaptive assessments. Each school has these results from 2015-16 and have had a training session explaining how to analyse and understand the output. The data is held on their own unique monitoring and tracking database, which also provides a summary of the results. A summary of North Lanarkshire's data is shown on the following two pages. We are also triangulating the CEM assessment data with teacher judgements – submitted to the Scottish Government in August, and NGRT assessments – completed in March 2016. A brief summary of this analysis by stage is shown in pages 4 and 5. All primary schools will also have a copy of their results and a summary for North Lanarkshire. The next phase of analysis is to look in more detail at the relationships for pupils using regression analysis.

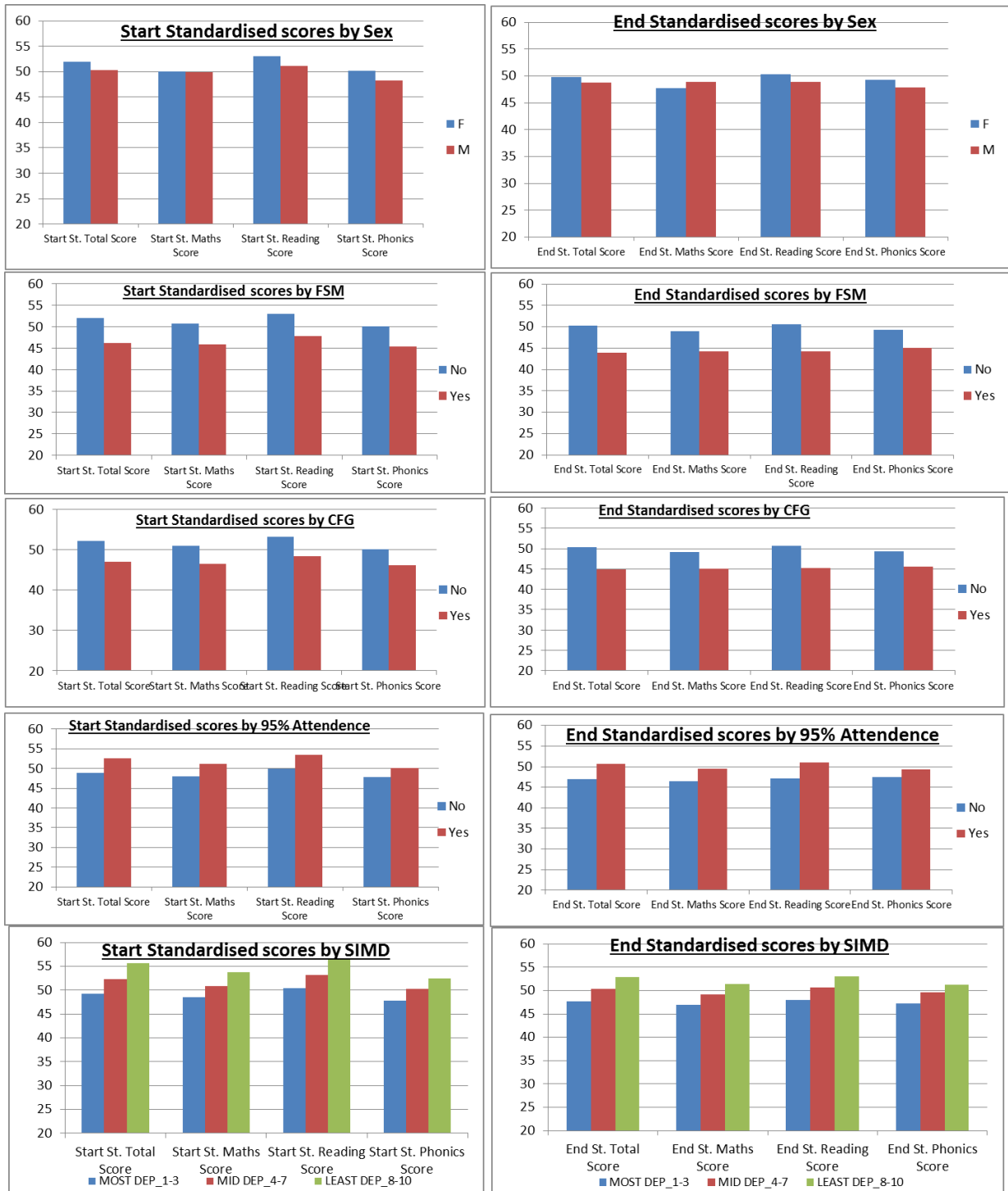
Socio-economic profile of pupils in primary education

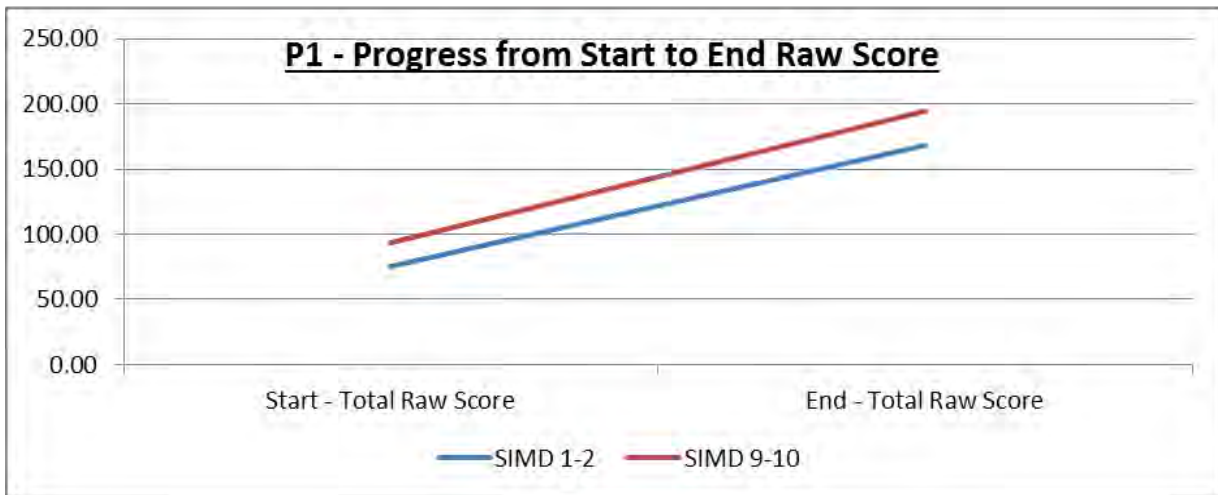
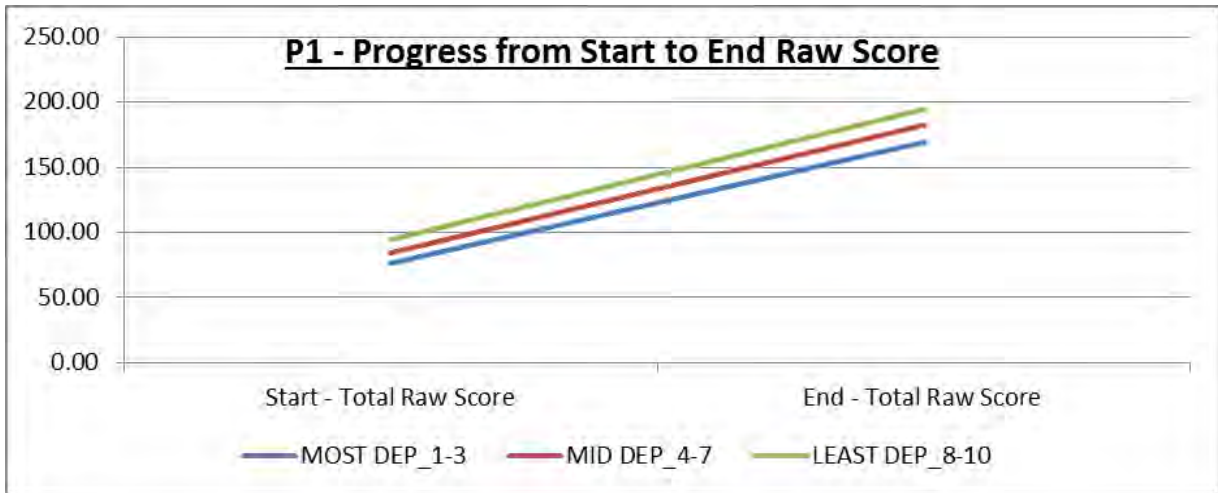
The table below provides context of the socio-economic profile of pupils in primary education in North Lanarkshire.

	SIMD Deciles (2016)								Total Pupils	Ave. SIMD (2012)	Ave. SIMD (2016)
	1-2		1-3		4-7		8-10				
	N	%	N	%	N	%	N	%			
NLC	8801	32.0%	13235	48.1%	10030	36.5%	4219	15.4%	27489	3.987	4.280
LITERACY LAYER	3004	46.2%	4285	65.9%	1838	28.3%	384	5.9%	6507	3.101	3.296
NURTURE LAYER	2217	46.4%	2961	62.0%	1418	29.7%	397	8.3%	4777	3.157	3.459
PAH LAYER	1653	52.6%	2084	66.4%	844	26.9%	209	6.7%	3140	2.860	3.353
Non CANcan	1927	14.7%	3905	29.9%	5930	45.4%	3229	24.7%	13065	5.002	5.293

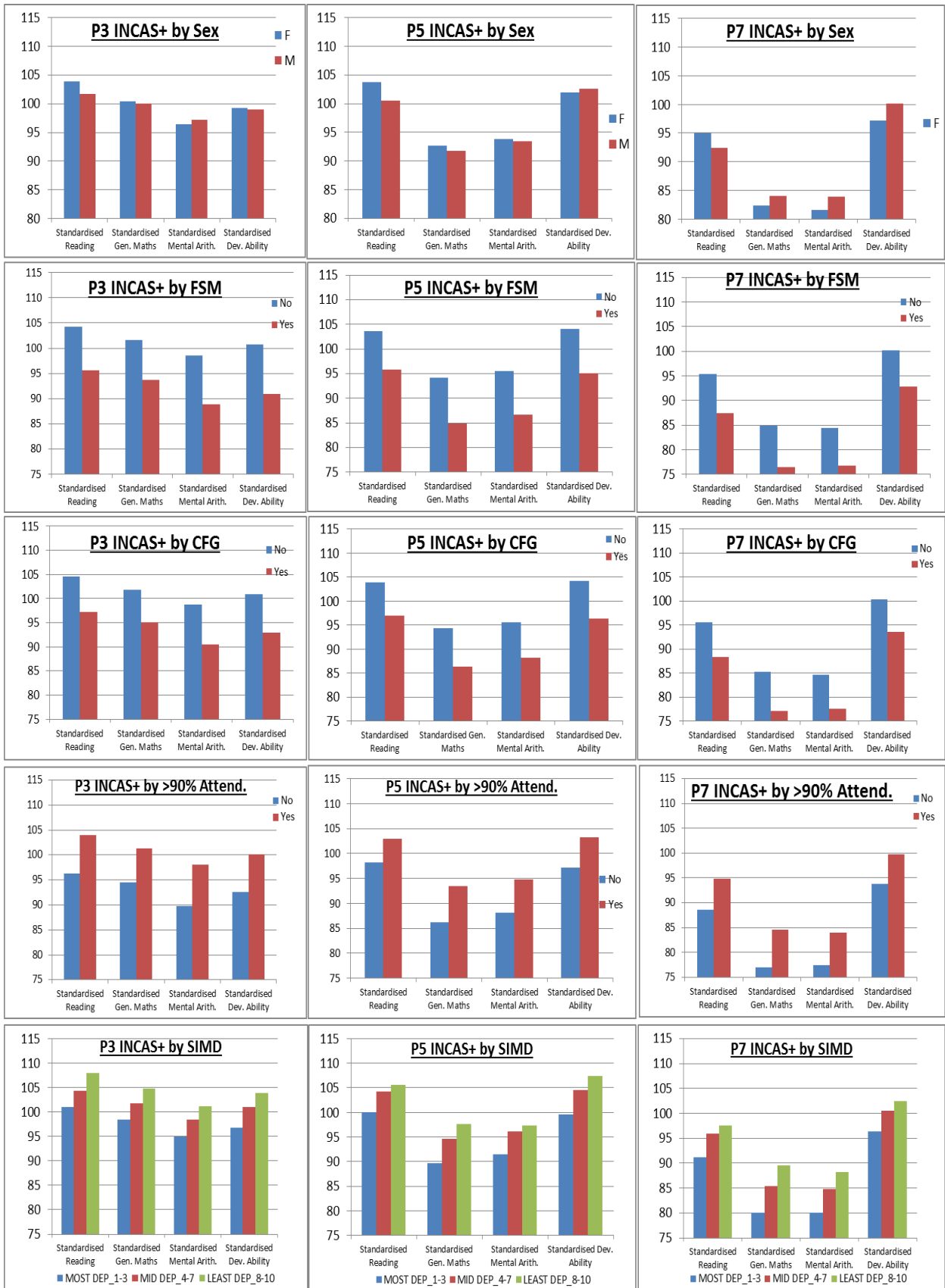
SIMD Profile of pupils in primary school in North Lanarkshire, by Attainment Challenge Layers

CEM PIPS+ 2015/16 SUMMARY FOR P1 PUPILS BY GENDER, FREE SCHOOL MEAL, CLOTHING GRANT, ATTENDANCE AND SIMD (2012)





CEM INCAS+ 2015/16 SUMMARY FOR P3, P5, P7 PUPILS BY GENDER, FREE SCHOOL MEAL, CLOTHING GRANT, ATTENDANCE AND SIMD (2012)



		P1										P3				
		CEM PIPS+ End Standardised score					% Achieved Early Level by end of P1					CEM INCAS+ Standardised score				
		N	Maths	Reading	Phonics	Total	N	Reading	Writing	Listening and Talking	Numeracy	N	Reading	Gen. Maths	Mental Arith.	Dev. Ability
SIMD	1-3	1738	47.14	48.06	47.90	47.76	2048	74.90%	73.97%	79.44%	81.30%	1955	100.82	98.33	94.81	96.79
	4-7	1526	49.10	50.39	49.13	50.11	1634	83.19%	81.45%	87.80%	89.68%	1462	103.85	101.46	98.22	100.86
	8-10	349	51.14	52.79	51.72	52.63	394	90.86%	89.59%	92.64%	93.91%	410	107.90	104.86	101.35	104.15
	1-2	1159	46.80	47.41	47.52	47.15	1371	73.52%	72.50%	78.12%	80.16%	1294	99.70	97.46	93.65	95.97
	3-4	1250	47.80	49.32	48.39	48.94	1401	79.29%	78.38%	84.20%	85.56%	1123	102.54	100.02	96.41	98.27
	5-6	629	49.72	50.36	49.55	50.20	750	82.53%	80.67%	86.67%	89.07%	726	103.63	100.78	98.42	101.06
	7-8	355	51.27	53.38	50.89	53.08	410	87.80%	85.85%	90.98%	92.68%	432	107.59	105.30	101.90	104.14
	9-10	220	51.11	52.87	52.17	52.72	244	92.21%	90.98%	94.26%	95.08%	252	108.18	104.73	101.26	104.65
NLC		3639	48.32	49.47	48.74	49.18	4179	79.48%	78.25%	83.78%	85.60%	3862	102.73	100.26	96.82	99.14

		P4					P5					P7									
		% Achieved First Level by end of P4					CEM INCAS+ Standardised score					CEM INCAS+ Standardised score					% Achieved First Level by end of P7				
		N	Reading	Writing	Listening and Talking	Numeracy	N	Reading	Gen. Maths	Mental Arith.	Dev. Ability	N	Reading	Gen. Maths	Mental Arith.	Dev. Ability	N	Reading	Writing	Listening and Talking	Numeracy
SIMD	1-3	2062	69.69%	65.38%	75.07%	67.99%	1917	99.82	89.58	91.24	99.66	1846	91.24	79.82	79.88	96.18	1935	64.33%	58.01%	68.49%	59.12%
	4-7	1543	74.40%	70.90%	80.13%	74.34%	1466	104.05	94.19	95.67	104.37	1487	95.71	84.98	84.42	100.23	1490	75.63%	71.51%	79.28%	70.74%
	8-10	446	77.35%	73.76%	82.29%	79.15%	442	105.65	97.50	97.20	107.44	460	97.67	89.32	87.98	102.40	446	76.03%	73.20%	79.30%	73.57%
	1-2	1343	68.58%	63.67%	73.35%	66.34%	1255	98.85	88.53	89.99	98.69	1247	90.56	79.00	78.90	95.36	1305	62.53%	54.88%	66.04%	56.93%
	3-4	1205	72.11%	69.62%	78.00%	71.29%	1136	101.97	91.80	93.22	101.93	1039	93.11	82.33	82.28	98.34	1071	71.95%	68.11%	76.83%	68.25%
	5-6	754	75.86%	70.69%	82.23%	75.20%	714	104.76	94.85	96.44	105.25	708	95.29	84.26	83.74	99.81	722	73.14%	69.34%	77.22%	66.34%
	7-8	458	75.33%	72.71%	80.57%	77.73%	442	105.33	95.99	97.40	105.39	489	98.08	88.38	87.69	102.12	496	77.73%	73.28%	80.36%	74.37%
	9-10	291	76.64%	72.17%	82.13%	78.69%	278	105.43	98.33	98.28	108.34	310	98.45	89.90	88.34	103.14	297	75.88%	73.95%	79.42%	73.74%
NLC		4071	72.37%	68.28%	77.84%	75.00%	3850	102.11	92.27	93.63	102.38	3806	93.79	83.00	82.66	98.54	3988	70.00%	64.92%	73.86%	65.29%

COMPARISON OF STANDARDISED DATA TO TEACHER JUDGEMENTS FOR P1, P3, P4, P5 AND P7 PUPILS BY SIMD (2016)

	P1										P3				
	CEM PIPS+ End Standardised score					% Achieved Early Level by end of P1					CEM INCAS+ Standardised score				
	N	Maths	Reading	Phonics	Total	N	Reading	Writing	Listening and Talking	Numeracy	N	Reading	Gen. Maths	Mental Arith.	Dev. Ability
LITERACY LAYER	928	46.72	48.58	47.49	48.08	1020	77.65%	76.96%	82.94%	84.22%	929	101.81	98.74	95.28	96.19
NURTURE LAYER	625	46.56	47.45	47.52	47.14	685	75.18%	75.47%	75.91%	80.29%	642	101.55	98.81	95.15	97.28
PAH LAYER	421	50.40	50.19	49.35	50.29	434	75.58%	73.27%	80.41%	80.18%	449	100.33	98.46	93.45	97.97
NON-SAC	1665	49.35	50.54	49.75	50.28	1750	83.26%	81.31%	88.17%	89.83%	1842	104.18	101.89	98.89	101.43
	3639	48.32	49.47	48.74	49.18	4179	79.48%	78.25%	83.78%	85.60%	3862	102.73	100.26	96.82	99.14

	P4					P5					P7									
	% Achieved First Level by end of P4					CEM INCAS+ Standardised score					CEM INCAS+ Standardised score					% Achieved First Level by end of P7				
	N	Reading	Writing	Listening and Talking	Numeracy	N	Reading	Gen. Maths	Mental Arith.	Dev. Ability	N	Reading	Gen. Maths	Mental Arith.	Dev. Ability	N	Reading	Writing	Listening and Talking	Numeracy
LITERACY LAYER	2062	69.69%	65.38%	75.07%	67.99%	1917	99.82	89.58	91.24	99.66	1846	91.24	79.82	79.88	96.18	1935	64.33%	58.01%	68.49%	59.12%
NURTURE LAYER	1543	74.40%	70.90%	80.13%	74.34%	1466	104.05	94.19	95.67	104.37	1487	95.71	84.98	84.42	100.23	1490	75.63%	71.51%	79.28%	70.74%
PAH LAYER	446	77.35%	73.76%	82.29%	79.15%	442	105.65	97.50	97.20	107.44	460	97.67	89.32	87.98	102.40	446	76.03%	73.20%	79.30%	73.57%
NON-SAC	1343	68.58%	63.67%	73.35%	66.34%	1255	98.85	88.53	89.99	98.69	1247	90.56	79.00	78.90	95.36	1305	62.53%	54.88%	66.04%	56.93%
	4071	72.37%	68.28%	77.84%	75.00%	3850	102.11	92.27	93.63	102.38	3806	93.79	83.00	82.66	98.54	3988	70.00%	64.92%	73.86%	65.29%

COMPARISON OF STANDARDISED DATA TO TEACHER JUDGEMENTS FOR P1, P3, P4, P5 AND P7 PUPILS BY ATTAINMENT CHALLENGER LAYERS

Appendix 5. Literacy Layer Training Evaluations

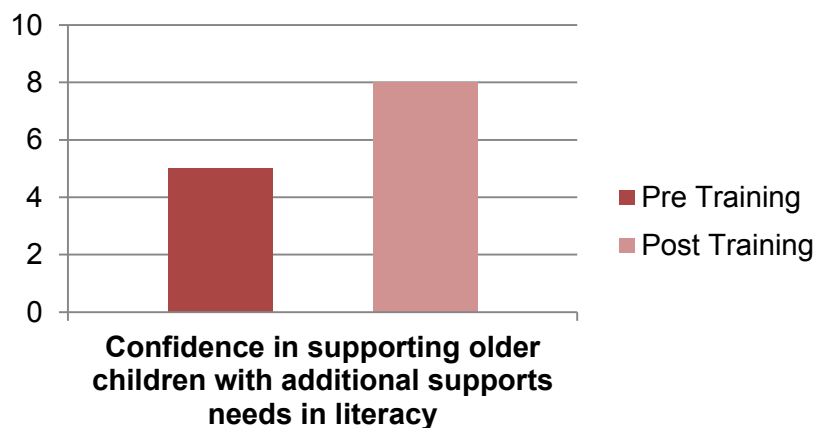
Scottish Attainment Challenge Year End Progress Review

North Lanarkshire Council

Training Evaluations

This document details a summary of evaluations, which were completed following various literacy training days, delivered as part of CANcan. The training being evaluated occurred between May - August 2016. All trainings form part of a more extended, career long professional learning programme. This involves a coaching and mentoring model which takes place over an extended period of time. The findings presented below evidence the short-term outcomes from these ongoing professional learning opportunities. The different training opportunities were delivered by numerous Educational Psychologist's.

- **Supporting Older Children with Literacy Difficulties (focus on pupils with Additional Support Needs)**



- **Supporting Older Children with Literacy Difficulties (focus on pupils with Dyslexia)**

100% of attendees agreed that the course was relevant to their needs, would inform their future practice and enhanced their professional knowledge of literacy. 100% also agreed the session was extremely well presented.

In terms of utility, attendees predominantly felt they now had a clear idea of the specific literacy interventions they themselves could implement to support pupils with Dyslexia. Of particular value was the well-defined outline of expected progress throughout an intervention. The practitioners felt this highlighted when it is most effective to gather evidence to determine the positive impact of the intervention. The session also identified existing and new resources staff can utilise to support them in supporting the pupil – all of which the practitioners felt would be great value.

The practitioners all outlined their plans to implement certain interventions with pupils requiring support. They felt they now knew where to access the appropriate resources and when to most effectively use them. Many noted that they were now planning to go away and further deepen their knowledge of literacy support, so as to ensure they were entirely confident in implementing these. The predominant theme emerging from attendee's comments centred on tracking and monitoring. Specifically, there was a realisation of how important this was to effectively identify and support older children with literacy difficulties.

- **Supporting Older Children with Literacy Difficulties**

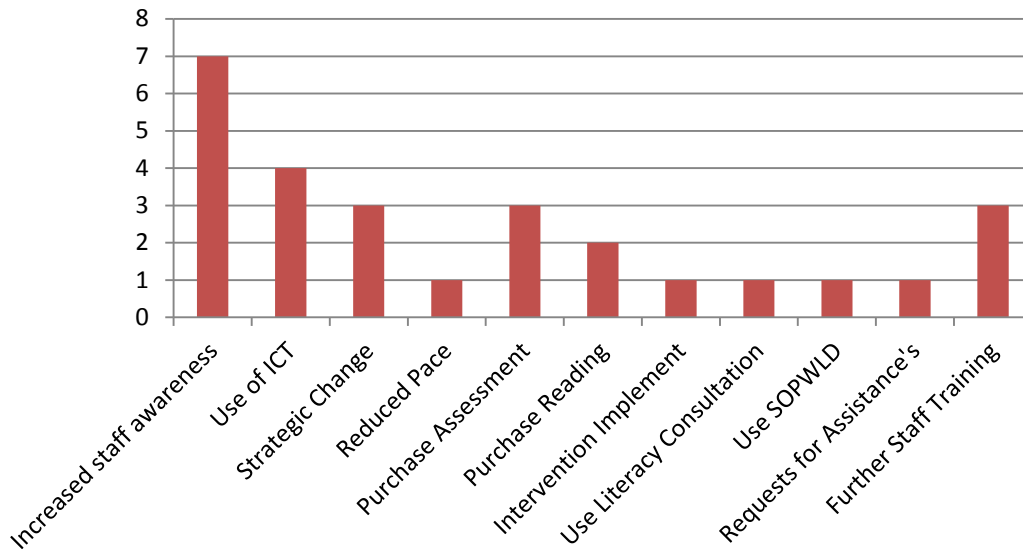
100% of attendees agreed that the course was relevant to their needs, would inform their future practice and enhanced their professional knowledge of literacy. 100% also agreed the session was extremely well presented.

The practitioners appreciated the resources which were identified in the session, and outlined plans to utilise these in the classroom. Practitioners also valued the various intervention strategies which had been explicated, with many noting the benefits of receiving clarity on the staged intervention process. In terms of utilising these resources and strategies, practitioners planned to use them to triangulate classroom observations. They also now realised the importance of sharing details of interventions that had been implemented for a pupil when they move from stage to stage. The teachers felt they had a better understanding of the particular importance of monitoring and tracking their pupils experiencing literacy difficulties. Many hoped to cascade this knowledge throughout their staff team. They felt they now had more options of different strategies they could employ, finding which one suits certain individuals.

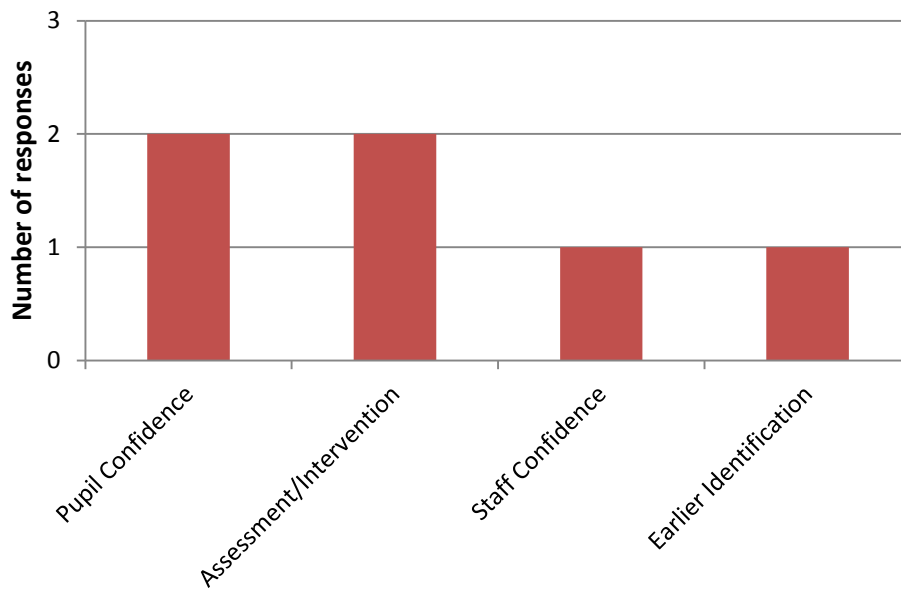
- **Follow up on Supporting Older Children with Literacy Difficulties**

10 attendees from the training day on "Supporting Older Children with Literacy Difficulties" completed a follow up questionnaire to explore how they were utilising the learnt strategies and knowledge within their establishment, the difference it had made to their pupils, and their next steps.

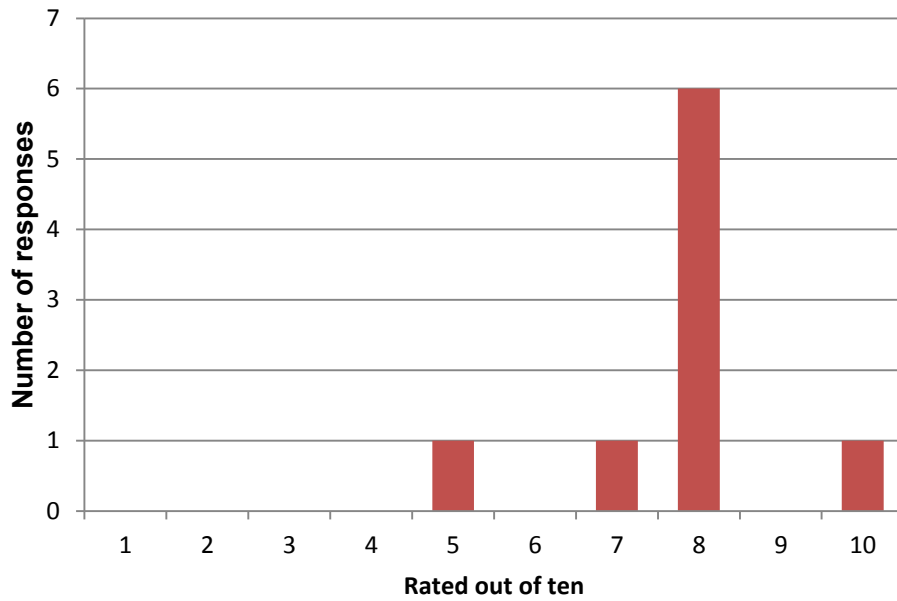
School actions following training:



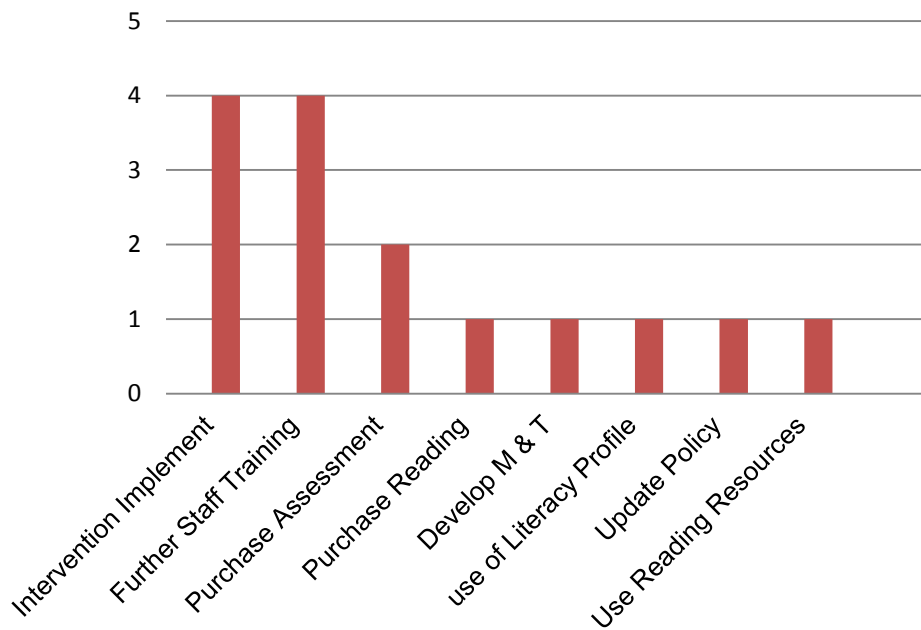
The difference to learners, following training:



Staff Confidence:



Next Steps:



- **Literacy Training - 3 Read Approach**

100% of attendees agreed that the course was relevant to their needs, would inform their future practice and enhanced their professional knowledge of literacy.

In terms of utilising the approach, all attendee's commented on their enthusiasm in implementing this within their establishment on return from the training. They specifically valued the resource pack, which would be of great assistance to their delivery of the 3 Read approach. The most frequent implication for practice was that practitioners all recognised how they could introduce this approach to parents. A large number of practitioners outlined plans to set up workshops which would equip parents to use the approach with their children at home. This would enhance parental engagement and link the home and school learning environment. All practitioners valued the session, and many felt their knowledge had been enhanced in terms of literacy. Many also felt that the approach provided a useful tool for planning.

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Appendix 12. Action Enquiry – Resilience Toolkit Research Template

Scottish Attainment Challenge Year End Progress Review

North Lanarkshire Council

Research Template – Health and Wellbeing, North Lanarkshire Council

<p>Title:</p> <p>To improve young people’s health and well-being by developing their resilience through the use of targeted evidence based interventions, professional development opportunities and teacher coaching and mentoring (ie. Video Enhance Reflective Practice).</p>
<p>Research question(s): (What is your hypothesis? What do you want to find out?)</p> <ol style="list-style-type: none"> 1. Does the Resilience Planning Toolkit combined with professional development opportunities in the area of resilience enable school staff to better identify barriers and supports for children with emotional and mental health needs? 2. Does Video Enhanced Reflective Practice (VERP) help staff to implement resilience theory in practice? 3. Do the interventions improve outcomes for children’s HWB and attainment?
<p>Literature Review: (What are the areas of literature to which you want to refer, find out more about, relevant to your research questions?)</p> <p>Will need to explore:</p> <ul style="list-style-type: none"> • General Health and Wellbeing and Resilience theory – how they link to attainment and improved emotional and mental health outcomes for children. • Links between NIF, GIRFEC, SAC • The evidence base for Video Enhanced reflective practice focusing on outcomes for participants and children.
<p>Methodology:</p> <ul style="list-style-type: none"> • Participants: Who was involved? <p>Four experimental schools*:</p> <ul style="list-style-type: none"> - all staff/teachers to be trained in resilience and planning toolkit - all staff to use the Resilience Planning Toolkit with 1 or 2 (to be decided) children in

- SMID 1 or 2, who have been identified with HWB needs
- 1 or 2 (to be decided) teachers from each school to attend VERP training
- VERP teacher to choose 2 pupils in SMID 1 or 2 (1 pupil to use toolkit & VERP, 1 control)

*This may be sub-divided into two conditions

Four comparison schools:

- no additional training – 2 pupils from each class (SMID 1 or 2) to complete pre & post measures
- **Materials: Measurement tools (quantitative and qualitative, intervention materials, other resources deployed) (training materials, intervention programme...)**

Primary data:

- Pre and post video for VERP and matched comparison
- Strengths and Difficulties Questionnaire
- Resiliency scale
- Child, parent and/or teacher questionnaire

Secondary data:

- Attainment scores e.g. Authority CEM data, school data
- HNIOS information

- **Procedure: What did you do?**

Four experimental schools will initially receive training in resilience theory and in identifying barriers to positive emotional and mental health. The 'Resilience Planning Toolkit' will be introduced as a practical resource which will enable staff to plan for the emotional and learning needs of targeted children. In order to embed resilience theory in practice teachers from each school will also participate in Video Enhanced Reflective Practice. For the purpose of the research comparison schools will be identified. Outcomes for children and practitioners will be gathered.

Appendix 13. Resilience Toolkit – Staff Baseline Measure

Scottish Attainment Challenge Year End Progress Review

North Lanarkshire Council

Resilience Planning Toolkit – Pre Questionnaire

Purpose: Initial training was delivered to six schools within the Nurture Layer of CANcan in September 2016. Training was around a resource called the Resilience Toolkit which aims to enhance knowledge and understanding of resilience, whilst also providing a framework within which teachers can effectively plan for children’s health and wellbeing needs. Teachers who attended the training completed pre questionnaires which captured their knowledge and understanding of resilience, their confidence in assessing children’s difficulties and their confidence in implementing support strategies across the areas of learning and health & wellbeing. Initial findings show that the majority of staff have only a moderate understanding of resilience, which the training seeks to build upon. There was variation across staff members in the other two areas, however it is anticipated that at post-test a common understanding and extent of confidence amongst staff will be evident.

Members of staff (class teachers, Principal Teacher and/or a member of Senior Management Team) from five experimental primary schools were asked to complete a pre-questionnaire at the initial training session on Monday 15th August 2016. This questionnaire measured their confidence in relation to resilience as well as their ability to assess and implement strategies for children with difficulties in the areas of Learning and Health & Wellbeing. Each response is compiled below by school.

School 1

In total, nine questionnaires were returned from the staff at School 1. Three members of staff will not receive the follow-up training and therefore these three questionnaires have been discarded. The designation of staff being included is detailed below:

Class Teacher	Principal Teacher	SMT
4	1	1

Staff members were then asked to provide ratings on a seven point scale ranging from 1 (not confident at all) to 7 (very confident) of their confidence in assessing children's difficulties in the areas of Learning and Health and Wellbeing. Each of the six staff member's results are displayed in the table below:

Learning	1	2	3	4	5	6	7
					6		
Health & Wellbeing	1	2	3	4	5	6	7
				3	1	1	1

Highlighting their confidence in the area of Learning, all six staff members indicated they would rate themselves as a '5' in terms of their confidence in assessing children's difficulties in this aspect. There was more variation within staff confidence regarding assessing difficulties in relation to Health & Wellbeing. Three staff members rated their confidence as a '4' with the remaining three indicating they would rank themselves between a '5' and '7'; with 7 being the greatest possible score. Rating themselves as a '7' provides evidence of one staff member being extremely confident in assessing children's difficulties in relation Health & Wellbeing.

Following this, staff were again asked to rate their confidence but in this instance with regards to implementing appropriate interventions/support strategies in the areas of Learning and Health and Wellbeing. All six staff member's results are displayed below:

Learning	1	2	3	4	5	6	7
				1	2	3	
Health & Wellbeing	1	2	3	4	5	6	7
			1	2	2	1	

Concerning the area of Learning, one member of staff rated themselves as a '4' whilst two rated themselves slightly higher as a '5'. Although these results do not instigate high levels of confidence, three staff members rated themselves strongly as a '6' which highlights variation within this primary school of levels of confidence in the implementation of support

strategies and interventions. In terms of Health & Wellbeing, there was a wide spread of ratings varying from '3' to '6', emphasising some staff members felt somewhat confident whilst others were almost fully confident in implementing appropriate support strategies and interventions in this specific area.

Finally, staff members were asked to provide an overall rating of their knowledge and understanding in relation to resilience. Responses were recorded on a seven point scale ranging from 'no knowledge or understanding' to 'full knowledge & understanding'.

No knowledge or understanding	1	2	3	4	5	6	7	Full knowledge & understanding
				1	4	1		

The table above highlights four members of staff rated themselves as a '5' with regards to their knowledge and understanding of the term resilience whilst one member of staff rated themselves lower as a '4' and one higher as a '6'. This variation suggests whilst some teachers have knowledge and understanding of resilience, others lack such knowledge in this area therefore suggesting staff will score themselves higher on each rating following the input they will receive during the upcoming training sessions.

School 2

In total, six questionnaires were returned by staff at School 2. Two of these questionnaires have been discarded as the staff who completed them will not receive any follow-up training. The designation of the remaining four staff members included is detailed below:

Class Teacher	Principal Teacher	SMT
3		1

Members of staff were asked to provide ratings on a seven point scale ranging from 1 (not confident at all) to 7 (very confident) of their confidence in assessing children's difficulties in the areas of Learning and Health & Wellbeing. Results for each of the four staff members are displayed below for both areas:

Learning	1	2	3	4	5	6	7
			1	1		2	
Health & Wellbeing	1	2	3	4	5	6	7
				3		1	

Variability was observed in terms of staff confidence in assessing difficulties in this area. Concerning the area of Learning, one staff member rated themselves as a low '3' and one as a '4'. The remaining two staff members rated themselves positively as a '6'. In relation to Health & Wellbeing, three staff members rated themselves as being a '4', with one staff member rating themselves as a '6'. The same staff member gave a rating of '6' in both areas which may be indicative of more experience in these areas. A high score of '6' effectively portrays a number of staff members as being confident in assessing these areas. Staff members may score themselves higher on each rating following the input they will receive during the upcoming training sessions.

Staff were then asked to rate their confidence in implementing appropriate interventions/support strategies in the areas of Learning and Health & Wellbeing. Results are displayed below.

Learning	1	2	3	4	5	6	7
			1	1	1		1
Health & Wellbeing	1	2	3	4	5	6	7
			2	1		1	

There was greater variation between staff on how they would rate their confidence in the implementation of support strategies and interventions. Staff rated themselves as being a '3', '4' or '5' in the area of Learning, with only one respondent identifying as a strong '7' which, in turn, indicates they were very confident in their abilities within this area. In terms of Health & Wellbeing, two members of staff rated themselves poorly as a '3', one as a '4' and one higher as a '6'. Consistent with the previous question, the same staff member gave higher ratings than others on this suggesting an increased level of expertise/experience. Of particular note, within School 2, it became apparent staff members were less confident in the area of Learning than Health & Wellbeing.

Lastly, staff were asked to provide an overall rating of their knowledge and understanding of resilience. Responses were recorded on a seven point scale ranging from 'no knowledge or understanding' to 'full knowledge & understanding'. Each result is displayed within the following table:

No knowledge or understanding	1	2	3	4	5	6	7	Full knowledge & understanding
		1		1	1	1		

As can be seen from the table directly above, there was variation within staff member's ratings for this question. Results varied from a low '2' to a high '6'. This evidence therefore emphasises a wide range of variability in knowledge & understanding of resilience within the school with some members of staff having little knowledge and understanding whilst others reported having almost full knowledge and understanding of this concept.

School 4

Fourteen questionnaires were returned from the staff at School 4. Three of these questionnaires have been discarded as the staff who completed them will not receive the follow-up training. The designation of the remaining eleven staff members is detailed below:

Class Teacher	Principal Teacher	SMT
9	1	1

Staff were asked to provide ratings on a seven point scale (ranging from 1 being 'not confident at all' to 7 being 'very confident') of their confidence in assessing children's difficulties in the areas of Learning and Health & Wellbeing. Results for the eleven staff members are displayed below for both areas:

Learning	1	2	3	4	5	6	7
					5	6	
Health & Wellbeing	1	2	3	4	5	6	7
			2	1	8		

As can be seen in the table above, ratings within the area of Learning were particularly positive. Five members of staff indicated they would rate themselves as a '5' in terms of confidence in assessing children's difficulties in the area of Learning, with the remaining six rating themselves highly as a '6'. Slight variation arose in terms of staff confidence with regards to assessments of difficulties in relation to Health and Wellbeing. Two members of staff rated themselves as a '3' whilst one rated themselves as a '4'. Of particular note, the majority of staff (eight members) rated their confidence as being a '6', highlighting the majority of staff members of School 4 were confident, although not fully, in assessing children's difficulties in this area.

Following on from this, staff were asked once again to rate their confidence but in this instance they were asked to report their confidence in implementing appropriate interventions/support strategies in the areas of Learning and Health and Wellbeing. Results are displayed in the table below:

Learning	1	2	3	4	5	6	7
				1	5	5	
Health & Wellbeing	1	2	3	4	5	6	7
			2	7	2		

With regards to the area of Learning, staff members from School 4 rated themselves as being fairly confident in the context of implementing appropriate interventions/support strategies, with five members rating themselves as a '5' and a further five staff members rating themselves higher as a '6'. Only one staff member rated their confidence lower as a '4' in this area. In stark contrast, the majority of staff rated themselves towards the lower end of the scale in relation to Health & Wellbeing. The majority, seven staff members, indicated their confidence was a '4' whilst two staff members identified themselves as a '3' and a further two as a '5'. This shows that within this specific school, confidence in implementing interventions and support strategies for Health & Wellbeing was lower than the confidence staff had in carrying out the same tasks in the area of Learning. This difference could be improved through the present training.

Finally, staff members were asked to provide an overall rating of their knowledge and understanding of resilience. Responses were recorded on a seven point scale ranging from 'no knowledge & understanding' to 'full knowledge & understanding'.

No knowledge or understanding	1	2	3	4	5	6	7	Full knowledge & understanding
			2	7	2			

With regards to overall knowledge and understanding of resilience, the majority of staff (seven members) indicated that their knowledge was around the middle of the rating scale and therefore rated themselves as a '4' highlighting they had some knowledge and

understanding but not a great extent. A further two members rated themselves lower as a '3', with the remaining two scoring themselves more confident as a '5'. Although some staff members would indicate they have a higher level of knowledge and understanding, the responses given by the majority of staff would suggest that further input around this area would be beneficial and it would be anticipated that the present training would enhance this knowledge and understanding.

School 13

In total, twelve questionnaires were returned from the staff at School 13. Six of these questionnaires have been discarded as the staff who completed them will not receive the follow-up training. The designation of the final six staff members who are being included is detailed below:

Class Teacher	Principal Teacher	SMT
4	1	1

Staff were asked to provide ratings on a seven point scale ranging from 1 (not confident at all) to 7 (very confident) of their confidence in assessing children's difficulties in the areas of Learning and Health and Wellbeing. Results for the six staff members are displayed below for both areas.

Learning	1	2	3	4	5	6	7
					2	4	
Health & Wellbeing	1	2	3	4	5	6	7
				2		4	

Staff rated their confidence in assessing children's difficulties quite highly across both areas. Regarding both Learning and Health and Wellbeing, two staff members rated themselves as a '5' with a further four rating themselves slightly higher as a '6'. Similarly, four members of staff rated themselves as a '6' within the area of Health and Wellbeing, however two rated themselves lower as a '4'. This demonstrates that confidence levels are slightly lower in the area of Health and Wellbeing in comparison to Learning and instigates that ratings may be improved through the present training.

Following this, staff were asked once again to rate their confidence but in this instance they were asked to report on their confidence in implementing appropriate interventions/support strategies in the areas of Learning and Health & Wellbeing. Results are displayed below.

Learning	1	2	3	4	5	6	7
					2	3	1
Health & Wellbeing	1	2	3	4	5	6	7
				1	2	3	

Results relating to the area of Learning were found to be extremely positive. Two staff members rated themselves as '5', a further three as a '6'. One staff member rated themselves as a strong '7' which highlights the great extent of their confidence in implementing appropriate interventions/support strategies in the areas of Learning. Similar

findings were reported concerning the area of Health and Wellbeing, with the exception of one staff member scoring lower in terms of Health & Wellbeing, rating themselves as a '4'. Overall staff rated themselves moderately highly overall across both areas.

Finally, staff members were asked to provide an overall rating of their knowledge and understanding in relation to resilience. Responses were recorded on a seven point scale ranging from 'no knowledge & understanding' to 'full knowledge & understanding'.

No knowledge or understanding	1	2	3	4	5	6	7	Full knowledge & understanding
				2	3	1		

Each staff member scored around the middle range of the scale when asked to indicate how they would rate their level of knowledge and understanding of resilience. Although tending towards the top end of the scale (three selecting '5' and one selecting '6'), two staff members did rate their knowledge and understanding as a '4' on the scale which suggests their knowledge and understanding of resilience was average. This therefore demonstrates some level of variability of knowledge & understanding across staff members within the school which the present training will effectively seek to enhance.

School 14

Twelve questionnaires were returned from the staff at School 14. One member of staff will not receive the follow-up training therefore their questionnaire has been discarded. The designation of the remaining eleven staff members who are being included is detailed below:

Class Teacher	Principal Teacher	SMT
10	1*	1

*One questionnaire returned indicated the staff member was both a class teacher and a Principal Teacher

Members of staff were asked to provide ratings on a seven point scale ranging from 1 (not confident at all) to 7 (very confident) of their confidence in assessing children's difficulties in the areas of Learning and Health and Wellbeing. Results for all eleven staff members are displayed in the table below for both areas:

Learning	1	2	3	4	5	6	7
					5	4	2
Health & Wellbeing	1	2	3	4	5	6	7
			1	2	7	1	

Five of the eleven staff members indicated that they would rate themselves as a '5' in terms of confidence in assessing children's difficulties in the area of Learning, with the further six rating themselves strongly as a '6' or '7'. Slight variation arose with regards to assessments of difficulties in relation to Health and Wellbeing with the majority of staff (seven members) rating their confidence as a high '7' and the remaining three either '3', '4' or '6'. This emphasises staff members were slightly more confident within the area of Learning in terms of assessing children's difficulties.

Following this, staff were asked once again to rate their confidence but in this instance they were asked to report on their confidence in implementing appropriate interventions/support strategies in the areas of Learning and Health and Wellbeing. Each result is displayed in the table below:

Learning	1	2	3	4	5	6	7
					5	4	2
Health & Wellbeing	1	2	3	4	5	6	7
			1	4	3	3	

Regarding the concept of Learning, staff rated themselves as being confident in the context of implementing appropriate interventions/support strategies. Five members rated themselves as a '5', four rated themselves as a '6' and the remaining two indicated they would be 'very confident' in doing so through rating themselves strongly as a '7'. In terms of Health and Wellbeing, variation arose across responses. Ratings ranged from '3' to '6' with the majority of staff members (four members) rating themselves as a '4'. This illustrates that within School 14, levels of confidence in implementing interventions and support strategies for Health & Wellbeing is slightly lower than the confidence staff have in carrying out the same tasks but within the area of Learning.

Lastly, staff members were asked to provide an overall rating of their knowledge and understanding in relation to resilience. Responses were recorded on a seven point scale ranging from 1 (no knowledge & understanding) to 7 (full knowledge & understanding). Results from this question are shown in the table below:

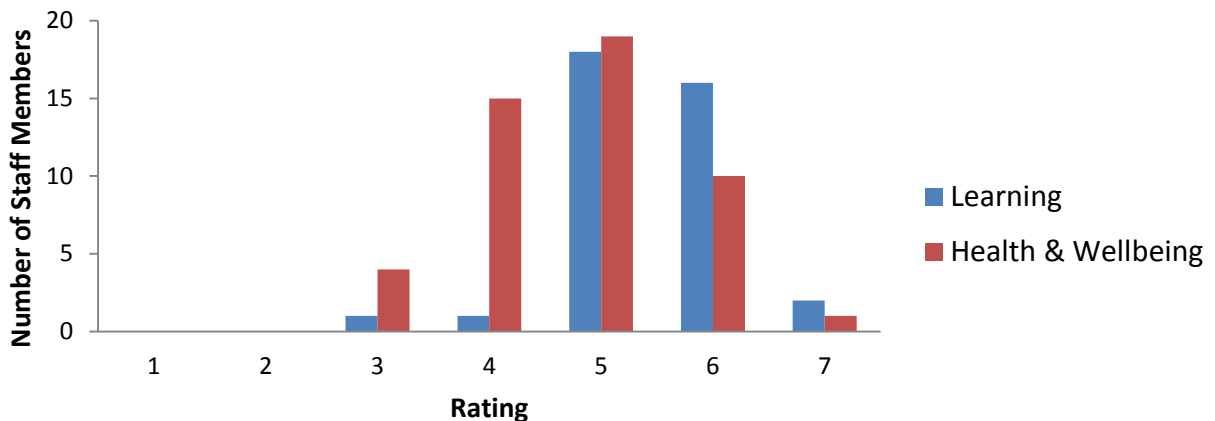
No knowledge or understanding	1	2	3	4	5	6	7	Full knowledge & understanding
			3	6	2			

With regards to overall knowledge and understanding of resilience, all staff members indicated their knowledge was around the middle of the scale and therefore rated themselves between a '3' and a '5', with the majority (six members) rating themselves averagely as a '4'. Despite two staff members representing a greater level of knowledge (a rating of '5'), the responses given by the majority of staff would suggest that further input around this area would be beneficial and it is therefore anticipated that the present training would enhance this knowledge and understanding.

Summary

The total score of each member of staff from all five primary schools in terms of confidence in assessing children's difficulties in areas of Learning and Health and Wellbeing is shown in the bar chart below:

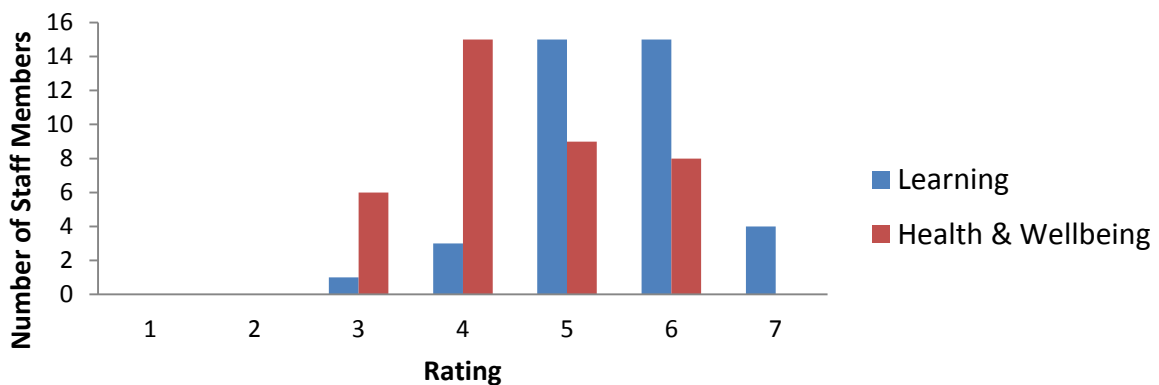
Confidence in Assessing Children’s Difficulties



The bar chart above illustrates the most common score for both the areas of Learning and of Health and Wellbeing was found to be a score of ‘5’. With the ratings being on a scale of ‘1’ (not confident) to ‘7’ (very confident), this provides evidence that the majority of staff members involved rated themselves as fairly confident and confident within their ability to assess children’s difficulties in the areas of both Learning and Health and Wellbeing.

Similarly, the combined score of each member of staff from the five primary schools in relation to confidence in implementing the appropriate interventions/support strategies in terms of Learning and Health & Wellbeing are presented in the bar chart below:

Confidence in Implementing Interventions/Support Strategies



This section was completed using the same rating scale as the table above – 1 (not confident) to 7 (very confident). It is therefore evident that the majority of staff members were more confident in assessing children’s difficulties in terms of Learning – with 15 staff members scoring ‘5’ and ‘6’ – than in relation to Health & Wellbeing with most staff members rating themselves as ‘4’ within this area.

The total score of each member of staff in relation to their personal rating of their knowledge and understanding of resilience is shown in the following bar chart:



The final question analysed levels of knowledge and understanding of resilience. The bar chart above indicates the majority of staff members (17) rated themselves around the middle of the rating scale as a '4'. This result was closely followed by a further 12 staff members rating themselves slightly higher as a '5'. Despite three staff members rating themselves as a '6', no staff member reported a rating of '7' which therefore proposes the present training will improve overall ratings towards the upper end of the scale.

Conclusion

To conclude, the results gathered from the Resilience Toolkit Pre-Test Questionnaire found members of staff to be more confident in their ability to assess children's difficulties as well as implementing the appropriate interventions/support strategies within the area of Learning than that of Health and Wellbeing. Nevertheless, despite the majority of ratings being towards the higher end of the scale, only two staff members rated themselves as '7' in terms of Learning and only one staff member in terms of Health and Wellbeing. Further to this, the evidence conveys the majority of staff members included rate themselves as being around the middle of the rating scale (a score of '4') concerning their knowledge and understanding of the concept of resilience. This variation emphasises the need for further input around these areas and it can be therefore be suggested that the current training would lead to enhanced knowledge, understanding and confidence within each areas of analysis.

Appendix 14. Resilience Toolkit Training Evaluations

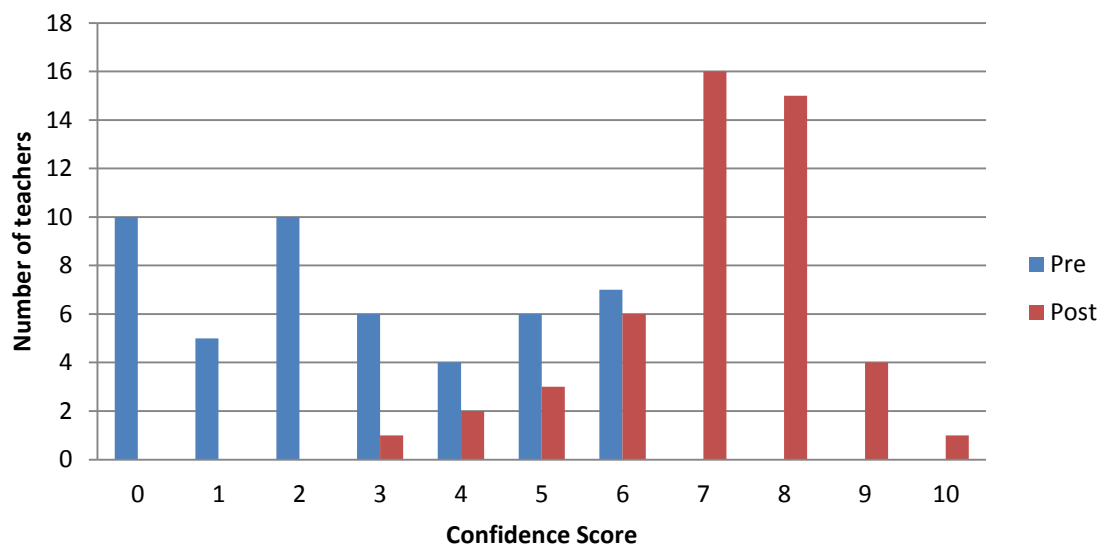
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Resilience Toolkit - Measuring impact

The graph below shows pre and post scores indicating how confident teachers felt in using the Resilience Toolkit prior to and after receiving training in using the Resilience Toolkit at a twilight session.

Confidence in using Resilience Toolkit



The general trend of the above graph shows that teachers felt more confident in using and implementing the Resilience Toolkit to support children in their school after receiving the training.

To further evaluate the impact of the Resilience Toolkit training, teachers were asked to identify how they will utilise and what they will now do differently as a result. The following key points emerged:

- Teachers know where to find resources to support children with specific needs and will be able to use a more targeted approach in doing so
- The Toolkit will allow teachers to provide more focused help to children at an individual, group and class level
- Teachers will use resources to target strength and risk factors
- Teachers have a clearer focus on potential solutions and strategies for success
- Teachers will use and make reference to the Toolkit when planning for new health and wellbeing targets
- The Toolkit has encouraged teachers to look more thoroughly at health and wellbeing indicators

- Teachers intend to utilise the resources in setting up nurture groups within their schools
- Teachers feel that the Resilience Toolkit will 'make their working life easier'

Appendix 15. Executive Summary of Nurture Baseline Evaluation

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CANcan Nurture Evaluation

Executive Summary of Baseline Report

Background

The Scottish Attainment Challenge is a national movement, which seeks to raise attainment for all whilst also narrowing the poverty related attainment gap in seven local educational authorities. Given the high concentration of deprivation within North Lanarkshire, it is one of the seven selected local authorities to benefit from the Attainment fund. The fund considers literacy, numeracy and health and wellbeing as the basis and catalysts for academic attainment. On the basis of this, schools from different localities were allocated to a literacy layer, numeracy layer or health and wellbeing layer. The 22 schools within the health and wellbeing layer adopted a specific focus on nurture. In order to determine the impact of the fund, it was first necessary to establish a baseline measure from which progress could be monitored. In March 2016 the evaluation process was initiated. This sought to capture pupils and teacher perceptions of the learning environment and also the social, emotional and behavioural difficulties of pupils within these schools. It is anticipated that when schools are revisited in March 2017, the impact of the fund will be demonstrated within these measures.

Method

In order to establish an overview of nurture within schools, two questionnaires were utilised, these included: The Strengths and Difficulties Questionnaire (SDQ) and the My Class Inventory (MCI). Both questionnaires include 25 items which comprise of five subscales.

The SDQ captures the social, emotional and behavioural difficulties of each pupil based on teacher judgement. The five subscales are: Emotional Problems (EP), Conduct Problems (CP), Hyperactivity (H), Peer Problems (PP) and Prosocial (PS). This measure also provides a further five scores: Total Difficulties (TD), Impact Score (IS), Level of Difficulties (LD), Externalising (Ex) and Internalising (In). The MCI captures the pupil's and teacher's perception of the learning environment and also comprises of five subscales: Satisfaction (S), Friction (F), Competition (Cm), Difficulty (D) and Cohesiveness (Ch).

Fifteen of the 22 nurture schools took part in the evaluation. Three children were identified from each class in Primary 1-7. The three identified pupils from each class completed the MCI. Meanwhile, every class teacher in the school completed the MCI from their perspective. In addition, they also completed an SDQ for each of the three identified children.

In addition to establishing a universal view of nurture within schools, responses were compared in terms of gender, deprivation level, primary stage and school. Teacher and pupil

perceptions were also triangulated in order to enhance reliability and explore if teachers viewed the learning environment in accordance or not to their pupils. As part of the SDQ the children have been divided into performance bands based on pre-determined cut off points and compared to a UK survey. This allows us to profile the number of pupils whose scores lie within a range of bands from borderline to abnormal. This breakdown allows for greater insight when considering where impact of the programme has been most successful and areas for improvement.

Results

My Class Inventory

- *Pupils Perceptions*

The findings demonstrate that there were significant differences between pupil's perceptions from different stages (Primary 1-3 versus Primary 4-7) in terms of pupil satisfaction, difficulty and cohesiveness, suggesting that the two stages have different perceptions of their learning environment. Specifically, pupils from early level have an overall more positive experience of the classroom compared to the upper school. Furthermore, girls scored significantly higher than boys on the satisfaction subscale, thereby suggesting that girls are more satisfied with their classroom environment than boys.

- *Between School Differences*

For all five subscales, there were significant differences between the highest scoring school and the lowest scoring school. This demonstrates that the learning environment is perceived very differently by pupils from different schools and all are at different stages of embedding nurture.

- *Teachers Perceptions*

When comparing the highest and lowest scoring schools based on teacher judgement, significant differences were found across all five subscales. Unsurprisingly, teachers from different schools perceive the learning environment differently. There is therefore variation in how nurturing different schools are.

When comparing the teacher and pupil judgements of the learning environment it was found that there were significant differences across all of the subscales. Specifically, teachers were significantly more satisfied with their classroom than pupils were. Accordingly, pupils considered their classroom significantly higher in terms of competition, friction and difficulty than their teachers had. Contrary to this however, pupils also considered it significantly more cohesive than their teachers had scored it. This suggests that while teachers are more satisfied overall with their classrooms, pupils experience more tension and quarrelling, a competitive atmosphere and greater difficulty in the work than the teachers view. Despite this, pupils did consider the classroom an environment where their peers are helpful and friendly towards each other.

Strengths & Difficulties Questionnaire

The SDQ findings illustrate that the extent of pupil's social, emotional and behavioural difficulties differed depending on their level of deprivation. This can be distinguished by the

differences on the five subscales. For example, pupils from SIMD 1 had significantly greater conduct problems than pupils from SIMD 3 (as seen in Figure 1 below).

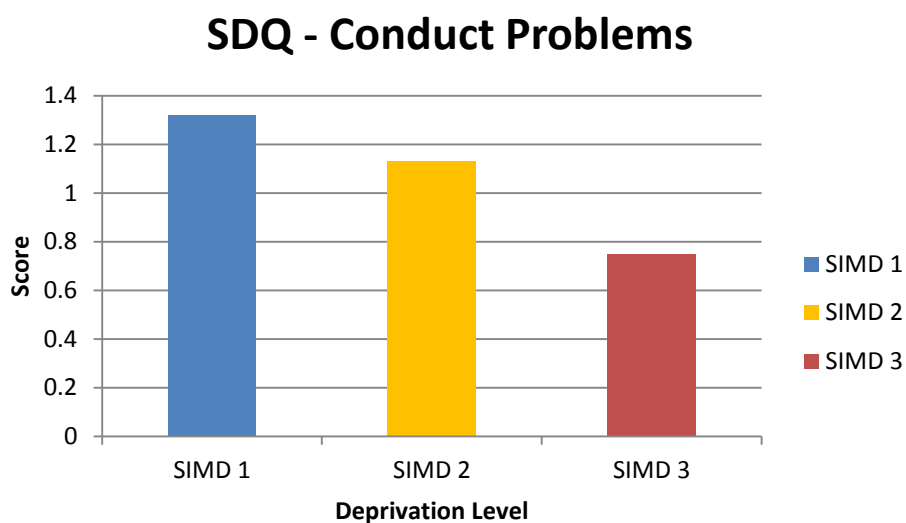


Figure 1 – Mean scores of the three SIMD deprivation levels for the Conduct Problems subscale of the SDQ

Accordingly, pupils from SIMD 3 were significantly more prosocial than their SIMD 1 peers (as seen in Figure 2 below).

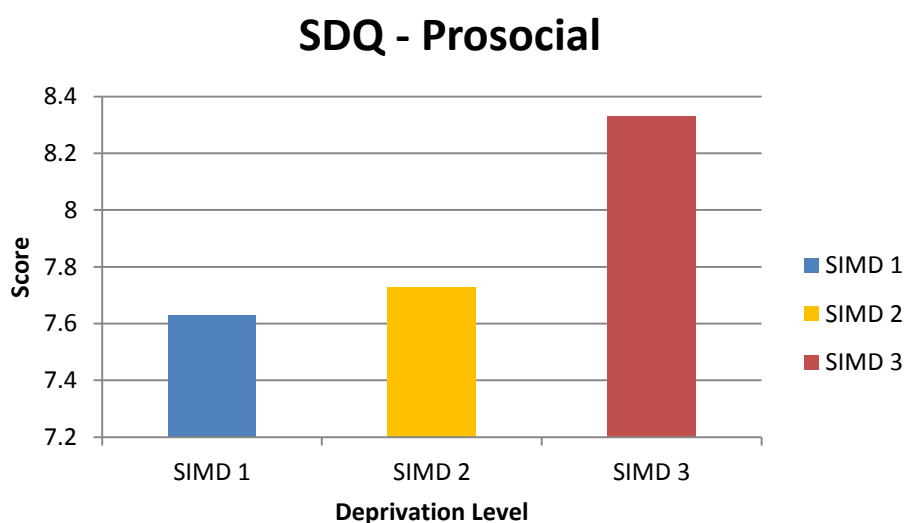


Figure 2 – Mean scores of the three SIMD deprivation levels for the Prosocial subscale of the SDQ

This indicates that there were greater social, emotional and behavioural difficulties amongst pupils from higher deprivation.

In terms of gender differences, boys had significantly greater conduct problems and hyperactivity than girls. They also obtained a higher level of difficulties score, impact score, total difficulties, and externalising score than girls. Conversely, girls were significantly more prosocial than their boy peers. The findings suggest that boys are perceived to have more

social, emotional and behavioural difficulties compared to girls, who are perceived as more prosocial.

In addition to the above analysis, pupils were separated into performance bands and compared to a UK survey sample. The performance bands include: normal, borderline or abnormal. The percentage of pupil scores in these bands was calculated for each subscale of the SDQ and for the impact score and total difficulties score. A comparison of the current sample with the UK equivalent illustrates that pupils within the nurture schools have greater difficulties than the UK survey sample. Direct comparisons should be cautioned however as the current sample comes only from the most deprived pupils in the school, whereas the UK sample includes participants from a mixed range of deprivation.

Discussion

What emerged was that between the schools in this layer there are marked differences in both pupils and teachers perceptions of the classroom in terms of satisfaction, friction, competition, difficulty and cohesiveness. Therefore a more bespoke approach is necessary to meet individual school needs most effectively. Taken together, these findings demonstrate that pupils from more deprived backgrounds illustrate greater social, emotional and behaviour difficulties than those less deprived. This therefore illustrates a poverty related gap in terms of pupil wellbeing. It is hoped that at the point of post-test this gap will no longer reach significance as schools will have experienced a range of professional development opportunities, be embedding and applying the nurture principles, and upholding a nurturing ethos within the school. This will provide the foundation for improvements across the curriculum, thus reducing the poverty related attainment gap.

Appendix 16. VIG Case Study

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Case Study

How successful has VIG been with a family that you have worked with?

Background Information

Video Interaction Guidance (VIG) was offered to a concerned family whose child was struggling in the nursery setting. The nursery staff had observed that the child's Mum was upset by the rate of her child's development and was not coping well. The predominant issues centred on speech and communication, as well as behaviour. There were ongoing struggles with the nursery routine and Mum was becoming increasingly stressed in terms of linking with the nursery about these concerns. The nursery staff felt that VIG would be an appropriate intervention for this family.

What happened?

The family were happy to become involved in the process, although they initially did not know a great deal about VIG. The nursery initially spoke with the family about what would be involved and provided them the leaflet detailing the process, prior to a home visit from the Educational Psychologist (EP) who would be the VIG guider for the family. Mum was open and receptive to undertaking the VIG work.

It was agreed from the outset that the main focus of the work would be to help Mum encourage two way interactions between her and her daughter. An example being helping the child respond to Mum's initiatives.

In total the family participated in three cycles of VIG.

Outcomes

Most importantly, Mum found the whole process extremely valuable. After the three cycles, the VIG guider (i.e. EP) held a meeting with the child's nursery and Mum where they revealed the impact of VIG to the key members of staff (i.e. the child's key worker and the Principal Teacher). The footage from the three cycles was relayed to the staff and the group reflected on the significant progress that had occurred at home. The VIG guider placed considerable focus on the importance of eye contact and interaction for the child. This reflective session was invaluable as the nursery staff were not previously aware of how important these aspects of behaviour are for the child and how responsive she is to this type of communication. Viewing the footage also allowed the nursery to realise what the child was capable of, meaning these skills can then be built upon within the nursery environment. Following this session with the key members of nursery staff, the EP has arranged to meet with the rest of the nursery staff and relay the footage and progress the child has made

throughout VIG. This will ensure that all key staff members are working to the same standard with the child, which will promote better communication processes and awareness of the child's needs. This further raises the profile of VIG and VERP within the authority and encourages the nursery staff to engage with these beneficial interventions.

Mum recognised that she has changed significantly throughout the process of VIG, most specifically the way in which she interacts with her daughter. The footage evidences far more one-on-one interaction on the floor with Mum communicating at her daughter's level. Mum increased the frequency of this behaviour after noting that her daughter responds far more positively to this. Mum is also now using single word instructions and utilising more non-verbal communication methods, such as pointing at things she is referring to. Seeing the impact of these behaviours evidenced on the video footage has encouraged Mum to do more of these things in order to continue seeing the positive impact her own behaviours have on her daughter. The focus of the work has therefore now shifted to be more on what Mum can do to help her daughter's behaviour. The nursery key staff who viewed the footage echoed these same thoughts.

Family's perception of impact

The fundamental change for the family has been a shift in expectations of their child's development, to more manageable steps for the child to work towards. This has dramatically reduced Mum's stress levels as there is far less pressure on her daughter. This has positively affected the home environment, making it a far happier place to reside. Mum also commented that the VIG process has helped her to actually understand her daughter's behaviour, speech and communication. Mum felt this enhanced understanding came about from the micro-analysis, specifically looking at noises and facial expressions that previously wouldn't have been noticed. These are now understood to be important means of communication for her daughter and Mum now interprets these differently. As an example, she now understands that the unhappy noises aren't necessarily an indication that her daughter is unhappy, rather they are just her way of communicating. Enhanced eye contact has also been a focus of Mum's experience and she is now aware that she is often the focus of her daughter's attention, demonstrating the importance her child places on their relationship. Mum recorded in her evaluation form that "*It's not just about [her], it's about what we can do around her to help*". This is indicative of the success of VIG as outcomes have improved for both Mum and daughter alike. Overall Mum is extremely happy with the work that has been undertaken and she reiterated that viewing their interactions on video was vital for their relationship to progress and improve.

Appendices

- Appendix 1. Data & Monitoring Summary
- Appendix 2. Gantt Chart of CANcan Research Plan
- Appendix 3. CANcan Visual Representation of Research
- Appendix 4. Evaluation of VERP & Literacy
- Appendix 5. Literacy Training Evaluations
- Appendix 6. Active Literacy 2015 v 2016 comparison
- Appendix 7. Numeracy Action Enquiry Research Template
- Appendix 8. Numeracy Literature Search
- Appendix 9. Numeracy Developmental Pathway of Primary School Pupils
- Appendix 10. Numeracy Evaluation Plan
- Appendix 11. Nurture Schools Improvement Themes
- Appendix 12. Action Enquiry Resilience Toolkit Research Template
- Appendix 13. Resilience Toolkit Staff Pre Questionnaires
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