

## Monitoring Agreement and Progress Report

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## Introduction

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

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

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

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

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

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

Monitoring Agreement and Progress Report

1	Create a North Ayrshire Professional Learning Academy to lead evidence-based pedagogical practice with a focus on Literacy and Numeracy		
2015/16 Allocation	£1,356,000	Planned Spend to Year End	£141,963
		Actual Spend to 31/01/2016	£88,083
Staff Resources: Teachers Early Years Practitioners Speech and Language Therapist	Agreed in Plan: 36 teachers as Leaders of Learning & Teaching, and other staffing including a Psychologist Assistant	Secured: Four Principal Teachers, 2 Class Teachers and 2 Early Years Practitioners were in place by 2.11.15. A Speech and Language therapist was appointed in January 2016.	
Progress to date (please comment on areas of progress and slippage from plans):			
<p><b>Strategic Approach</b> National and International research acknowledges that a key intervention within all education systems to effectively drive improvement and increase attainment is the quality and skill of the teacher. Moreover, key messages from established school improvement programmes (that is, those sustained for at least 8 years) include working across schools to build capacity and raise attainment. Launching a Professional Learning Academy with a clear, strategic vision is a critical component of North Ayrshire's attainment challenge which will impact positively on the attainment of our children and young people.</p> <p><i>'To improve schools one must invest in people, support people and develop people.'</i> (Schlechy, 1990)</p> <p>Following a recruitment drive across the authority, The Professional Learning Academy Team, consisting of 6 teachers, 2 Senior Early Years Practitioners and a Speech and Language Therapist are in place. Remits of all staff have been discussed individually and collegially, and agreed. Significantly, all of our work has a clearly agreed rationale and, as such, weekly evaluative and planning sessions occur in order that all of our planned frameworks, delivery, interventions and decisions are based on extensive justification of need. For example, in relation to the summit in Washington in 2014, incorporating 80 school leaders from many countries including the UK, where they highlighted that there is not a widespread understanding of what constitutes effective pedagogy (Strong et al, 2011; Hammer et al, 2009), we conducted sharing practice visits where the PLA team observed lessons in 25 establishments across all sectors (Early Years, Primary and Secondary.) In reporting back, we had a professional dialogue workshop on what</p>			

worked? What didn't? Why? As a result, this influenced our decisions and enabled us to identify key pedagogic points to incorporate within our teaching workshops.

**Location**

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

*"All individuals have a right to a quality educational facility, a physical space that supports multiple and diverse teaching and learning programmes and pedagogies, including current technologies....."*

(The Organisation for Economic Co-operation and Development, 2006)

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

**Promotion of Raising Attainment through the PLA**

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

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

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

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

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

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

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

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

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

It is important to state that the PLA team have had training on several key areas and have evaluated thoroughly. In some cases, we have decided not to promote specific

theories as they do not meet our expectations and we do not anticipate high enough return in terms of the impact on children and young people. In other cases, we have adapted training to suit our local context.

#### **Consistency of Approach.**

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

#### **Consultation – Meeting the Needs of Children and Young People**

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

#### **Ensuring Cohesion within, across and beyond the education authority**

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

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

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

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

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

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

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

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

#### Evaluation

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

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

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

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

Comment examples:

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

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

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

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

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

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

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

#### Next steps:

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

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

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

#### **Slippage from Plans**

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

## Monitoring Agreement and Progress Report

<b>2 a)</b>	<b>Nurture - the establishment of 15 Nurture classes in mainstream primary schools across identified areas of deprivation in North Ayrshire and the re-introduction of teacher support for CAHMS and a school counselling service.</b>		
2015/16 Allocation	£590,000	Planned Spend to year end	£254,779
		Actual Spend to 31/01/2016	£111,877
<b>Staff Resources:</b> Teachers (Nurture) Classroom Assistants (Nurture)	<b>Agreed in Plan:</b> 1 Principal Teacher (Nurture) 15 Nurture Teachers 15 Nurture Assistants	<b>Secured:</b> 1 Principal Teacher (Nurture) 15 Nurture Teachers 15 Nurture Assistants	
<b>Progress to date (please comment on areas of progress and slippage from plans):</b>			
<b>Strategic Approach</b>			
In order to achieve transformational change that will close the attainment gap, we aim to make North Ayrshire Council a nurturing authority. This will be achieved through a 3 tiered approach:-			
<ol style="list-style-type: none"> <li>1) Universal Nurturing Approach in all establishments</li> <li>2) Targeted Nurture Groups created within 16 identified schools</li> <li>3) Development of Enhanced Nurture Base.</li> </ol>			
<b>Key National Drivers:</b>			
<ul style="list-style-type: none"> <li>• Better Relationships, Better Learning ,Better Behaviour in Scottish Schools Guidelines 2013</li> <li>• Children and Young People (Scotland) Act 2014</li> <li>• National Performance Framework 2011</li> <li>• National Improvement Framework 2015</li> </ul>			
<b>Progress:</b>			
<b>1)Universal Nurturing Approach in all establishments</b>			
As a result of working in partnership with Education Scotland, extensive nurture training has been provided to Head Teachers and Senior Managers in all secondary schools and outreach services. This has resulted in each school creating an action plan for Nurture within their school improvement plan. Sustainability will be achieved through Educational Psychologists delivering ongoing training in collaboration with identified school staff. It will complement and enhance the work undertaken through the Attainment Challenge and ensure continuity at transition.			

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

### 2)Targeted Nurture Groups Created within 16 Identified Schools

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

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

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

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

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

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

### 3)Development of Enhanced Nurture Bases

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

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

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

### Governance

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

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

### Assessment

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

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

### Slippage from Plans

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

### Building Modifications and other initiatives

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

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

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

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

Comment examples:

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

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

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

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

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

Comment examples:

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

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

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

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

*Child E's last review –*

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

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

(Carer)

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

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



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

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

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

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

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

#### Castlepark Primary School -

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

#### Glencairn Primary School -

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

#### Springside Primary School -

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

#### Loudoun Montgomery Primary School -

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

#### **Next steps:**

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

**Monitoring Agreement and Progress Report**

<b>2 b) Health and Wellbeing – two teachers to support the work of the Child and Adolescent Mental Health Service with a focus on Primary</b>			
2015/16 Allocation	£92,000	Planned Spend to year end	£44,872
		Actual Spend to 31/01/2016	£0
<b>Staff Resources:</b>	<b>Agreed in Plan:</b>	<b>Secured:</b>	
Teachers	Teachers x 2	Teacher 0.6FTE (Advert published, closing date 07 Feb)	
<b>Progress to date</b> (please comment on areas of progress and slippage from plans)			
<p>Within this proposal, we committed to employing two teachers to work with the CAMHS team to support the attainment and achievement of children and young people with a range of mental health issues.</p> <p>We also committed to implementing a schools counselling service in our schools. As part of this initiative, we will engage a third sector schools counselling provider (Place 2Be) to deliver a targeted counselling service providing children, parents and staff with in house counselling to support their wellbeing.</p> <p>A key aim of both programmes being offered is to build capacity in our practitioners to support the mental health and wellbeing of our children and young people. Career Long Professional Learning (CLPL) will be offered for all practitioners across the authority in addition to the extensive support offered to our targeted schools.</p> <p>There has been initial difficulty in recruiting staff with the right experience to ensure an effective delivery of this programme.</p> <p>However, we now have the services of an experienced practitioner with a recent background in supporting young people with mental health issues. This background, along with extensive school leadership experience, will now support our aims in meeting the priorities established.</p> <p>The next steps include:</p> <ul style="list-style-type: none"> <li>• becoming familiar with the services' supports already in place for pupils with mental health issues in North Ayrshire in primary and secondary schools;</li> <li>• to begin to identify the strengths and weaknesses in current models of delivery by CAMHS, Psychological Services etc.;</li> <li>• to begin to consider the effectiveness of current Health and Wellbeing programmes; and</li> <li>• to identify good practice locally and nationally with a view to establishing a package of training designed to enhance the knowledge and confidence of staff</li> </ul>			

<p>supporting young people with mental health issues.</p> <p>We are in the process of recruiting a second person to support this work.</p> <p>We have agreed a partnership delivery model with the third service provider Place 2B. Six schools have been identified to participate in this part of the workstream. The selection of the schools has been determined by analysing the data set in Appendix 4.2.</p> <p>Initial work has taken place to introduce the schools to the organisation and the work they will be involved in.</p>
<p><b>Reflections on Impact:</b> (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> <p>None as yet.</p>
<p><b>Next steps:</b></p> <p>Initial next steps as already detailed.</p>

**Monitoring Agreement and Progress Report**

<b>3</b>	<b>Community / Parental Engagement which will reduce inequalities and deliver improved outcomes for children and young people.</b>		
2015/16 Allocation	£152,000	Planned Spend to year end	£0
		Actual Spend to 31/01/2016	£0
<b>Staff Resources:</b> Local Government Staff	<b>Agreed/Proposed in Plan:</b> Principal Teacher x 1 Family Learning Worker x 6	<b>Secured:</b> Still to be confirmed.	
<p><b>Progress to date</b> (please comment on areas of progress and slippage from plans)</p> <p>A change to the detail of this project was required. We were unable to continue with this project because it intended to utilise Economies and Communities staff who are under consideration as part of North Ayrshire's efficiency savings. We were utilising these staff as they had the appropriate skill set to deliver the activities within the original plan.</p> <p>There were four original outcomes and three continue to be relevant to the new project.</p> <ul style="list-style-type: none"> <li>• Volunteers recruited and trained</li> <li>• Parental workshops in each locality</li> <li>• Individual support to parents</li> </ul> <p>The fourth original outcome is now out of scope as it is part of the work being undertaken in response to DSYW.</p> <p>A PID has now been completed, outlining the new project in detail. See Appendix 3.1.</p> <p>The above information was communicated to Lesley Sheppard, Head of Raising Attainment Unit. The Governance group for the Scottish Attainment Challenge considered the request and noted that any spending on this proposal was likely to be in financial year 2016/17. They were supportive of our proposal but informed us that final clearance would come through the process for agreeing the total funding allocation for North Ayrshire for 2016/17.</p>			

<p><b>Reflections on Impact:</b> (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> <p>Not applicable at this stage.</p>
<p><b>Next steps:</b></p> <p>Not applicable at this stage.</p>

Monitoring Agreement and Progress Report

4 Assessment and data analysis to inform future practice			
2015/16 Allocation	£130,000	Planned Spend to year end	£128,904
		Actual Spend to 31/01/2016	£111,952
Staff Resources: Data Analyst Performance Manager	Agreed in Plan: 1 Data Analyst 1 Performance Manager	Secured: 1 Data Analyst (Dec 2015) 1 Performance Manager (Dec 2015) Additional graduate intern (data analysis) funded by North Ayrshire Council (Feb 2016) for 1 year	
<p><b>Progress to date</b> (please comment on areas of progress and slippage from plans):</p> <p><b>Strategic Approach</b>  <i>"Teachers, schools and parents need a clear, coherent consistent set of evidence and data locally and nationally to help them to self-evaluate and plan further improvements to achieve excellence and equity for every child in their care."</i> National Improvement Framework for Scottish Education 2016</p> <p>Planned improvement is at the heart of this workstream - working with teachers and schools to develop confidence in the use of a range of evidence, including standardised assessments. A range of evidence will be brought together to inform teachers' professional judgement on children's progress and build an informed understanding of "what works".</p> <p>Pace and challenge will be injected into the current system to encourage Head Teachers to work across schools rather than focussing solely on their own establishment. Shared learning, support and challenge have the potential to significantly improve outcomes across schools, with a particularly targeted focus on specific vulnerable groups e.g. most deprived, SIMD1 and 2, FSM, LAAC etc.</p> <p>Building consistency across the authority in monitoring and tracking, and in the quality of data being gathered, will be a priority. This will allow schools to measure the impact of planned initiatives across the workstreams of the Attainment Challenge, on our most vulnerable school communities and individual families. In the first instance, the workstream will focus on building Senior Leadership Teams and teachers' knowledge, skills and confidence in the gathering and interpretation of data and evidence.</p> <p>Consultation and communication with key stakeholders – principally pupils and parents - will be built into the approach. Keeping all stakeholders on board with</p>			

accurate and timely information will be important. It should be expected that the Scottish Government focus on performance reporting through the National Improvement Framework will drive national and local media attention.

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

**Progress to date:**

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

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

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

developments within school.

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

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

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

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

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

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

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

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

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

**Next steps:**

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

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

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**Monitoring Agreement and Progress Report**

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





Overall Status of Project			
<input type="checkbox"/> Red		<input checked="" type="checkbox"/> Amber	
<input checked="" type="checkbox"/> Green			
PROJECT BOARD DATE: 11 January 2016			
PROJECT NAME:	Professional Learning Academy, Auchendarvie Academy, Stevenston	PROJECT DESCRIPTION:	Refurbishment and alteration of existing rooms within Auchendarvie Academy to form new Professional Learning Academy
CLIENT SERVICE:	Education & Youth Employment	LEAD OFFICER (S):	Alan Martin / Angela Cassells / Donna Reid
PROJECT BUDGET:	£400,00 (TBC)	MAIN CONTRACTOR:	Keir Scotland (As variation to construction of new Garnock Academy)
TIMESCALES / MILESTONES			
Stage 1 – Preparation & Brief	August 2015		
Stage 2 – Concept Design	September 2015		
Stage 3 – Developed Design	October 2015		
Stage 4 – Technical Design	November - January 2016 (to completed within next 2 weeks)	Hubb process to be confirmed NAC sign off of design and acceptance of Hubb proposals to be confirmed Tender acceptance: February 2016 (anticipated 3 / 4 week mobilisation period)	
Stage 5 – Construction Start	March 2016 (Under review)		
Stage 6 – Handover & Close Out	April / May 2016 (6 weeks construction)		
Stage 7 – In Use	May 2016		
PROJECT UPDATE			
<u>Progress Update:</u>			
<ul style="list-style-type: none"> <li>The design team, comprising architect, M&amp;E Engineers, Structural Engineer and cost consultant have undertaken surveys and developed technical drawing and specification through discussion at client briefing meetings.</li> <li>At the design team meetings project scope, specification and costs have been reviewed to align the project scope with the confirmed budget at the time.</li> <li>Some changes have been requested on the understanding that additional monies may be made available to fund and have been incorporated by the design team. (e.g glazed screens, sliding doors, wider door openings, tea prep, full refurbishment of male &amp; female toilets.)</li> <li>Further changes such as teaching storage walls and omission of booths to training 002 have still to be incorporated within the design &amp; cost projections. (Recent request and preliminary design and pricing information had already been sent to Keir Scotland at the time of the change request)</li> <li>Client &amp; Design Team are meeting loose furniture supplier on Friday this week to finalise scope of FF&amp;E. This will also clarify scope of fitted furniture and also confirm FF&amp;E costs / budget.</li> <li>Enabling asbestos survey has been undertaken and some removal works are scheduled to be complete weekend 15-17 January 2016.</li> <li>Agreement and sign off of proposed scope will allow design team to complete information for Building Warrant submission. This information would then be issued to the contractor and the Hubb financial close</li> </ul>			

<p>process could conclude with NAC agreement.</p> <p><u>Cost Update:</u></p> <ul style="list-style-type: none"> <li>A target price to undertake the works based on preliminary information issued to the contractor December 15 has been provided post-Christmas and has been reviewed by the cost consultant. Based on the returned price the project is now estimated to cost in the region of circa £400k. The cost plan is currently being reviewed by PMI to determine if there are any gaps in allowances.</li> <li>Discussions continue between cost consultant and contractor about rates provided for items, e.g. M&amp;E rates appear higher than previously predicted.</li> <li>A breakdown of the -£400k total project cost figure can be summarised as:- <ul style="list-style-type: none"> <li>- £292k main contractor (inclusive of bespoke FF&amp;E)</li> <li>- £5k - contingency / other capital</li> <li>- £15k other capital (client orders / removals etc)</li> <li>- 5% Contractor design development risk pot (could reduce if building warrant applied by design team pre financial close)</li> <li>- £25k preliminaries</li> <li>- 4.2% overhead and profit (to be ratified)</li> <li>- 1% post financial close risk</li> <li>- 12% professional fees (£30k)</li> <li>- 0.56% Hubco fee</li> <li>- £3k allowance for statutory fees (Building Warrant)</li> </ul> </li> <li>Significant cost items within the main contractor costs (estimated at £292k) are:- <ul style="list-style-type: none"> <li>- £94k builder works</li> <li>- £93k M&amp;E (under review)</li> <li>- £58k bespoke FF&amp;E (priced by Keir) which will be reviewed on Friday</li> <li>- £5k asbestos allowance (design team progressing removal schedule beyond what is currently planned for pricing by licensed contractor which will confirm if budget is adequate)</li> <li>- £5k IT budget – IT services have inspected the area of the school and have also been forwarded design proposals to assist in assessing if budget allocation is sufficient</li> <li>- £37k loose furniture allowance which will be reviewed on Friday with costs then updated</li> </ul> </li> <li>A savings list has been prepared and issued to E&amp;YE for review. (circa £73k of items)</li> </ul> <p><u>Next steps:</u></p> <ul style="list-style-type: none"> <li>- Confirmation of budget</li> <li>- Brief consultants on scope to be progressed to allow them to update drawings and revise the pricing schedule</li> <li>- Design team submit the Building Warrant</li> <li>- Finalise cost &amp; contract arrangements via SW Hubb</li> <li>- Client approval / sign off</li> <li>- Contractor acceptance, mobilisation and construction period</li> <li>- Ordering of loose FF&amp;E, IT works in tandem works</li> <li>- Staff movements to be coordinated in line with works</li> </ul>
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- **Programme:**
- E&YE originally indicated that it would be preferred if works could perhaps be completed mid - March 2016
  - Once briefed, the Project Manager from Armour's prepared an initial programme dated 26 October 15 which indicated that the earliest date which works could complete procuring via the Hubb process would be at the end of March / beginning of April
  - The programme assumed that project scope and contractor tender could be signed off by NAC December 15 with contractor appointed first week in January 16.
  - Through discussions with Kelr it has been advised that the works may take 6 weeks to complete, however a reasonable lead in period of 3-4 weeks will be required to procure materials which have been specified.
  - The Project Manager from Armour's has updated the project plan based on the current position and notes that the works may now complete May 16.

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

**ACTIONS REQUIRED TO PROGRESS (for Project Board)**

No.	
1	Agreement of budget.
2	Sign off of design proposals to allow design team to finalise proposals and allow contractor negotiation to conclude.
3	To acknowledge the proposed programme.

**AGREED ACTIONS (following Project Board)**

No.		Lead Officer	Target date for completion

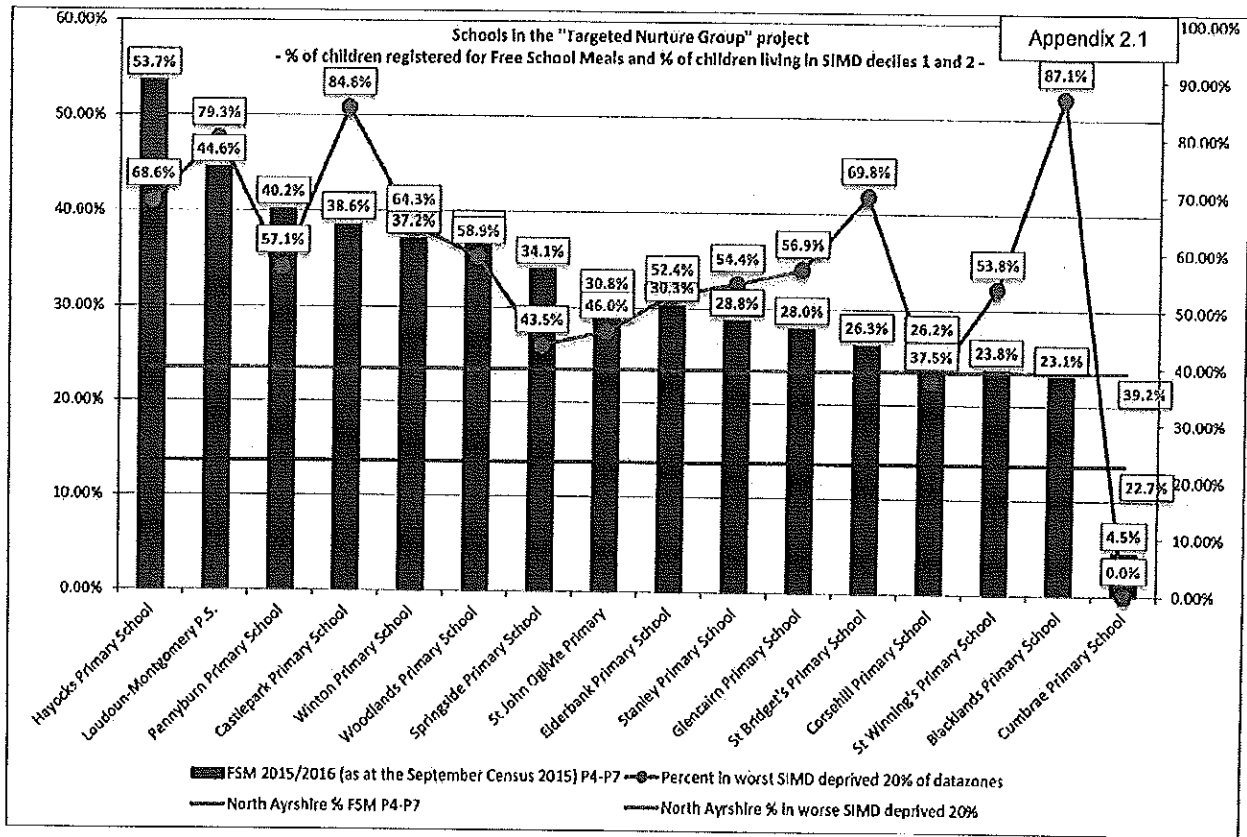
**FINANCIAL SUMMARY**

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

## Calendar for Early Level Numeracy Pilot Schools/EYC

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





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

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**NORTH AYRSHIRE**  
COUNCIL

**PROJECT INITIATION DOCUMENT**

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

## Document control

### Document History:

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

### Document Approval:

Name	Designation	Project Role	Signature	Date
J Butcher	Exec Director	Sponsor		

### Distribution:

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

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## INTRODUCTION

### 1.1 Purpose of PID

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

### 1.2 Background and Overview of Project

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

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

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

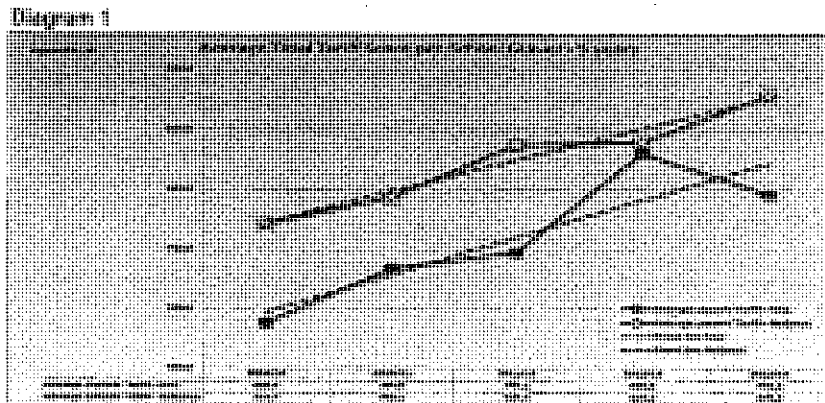
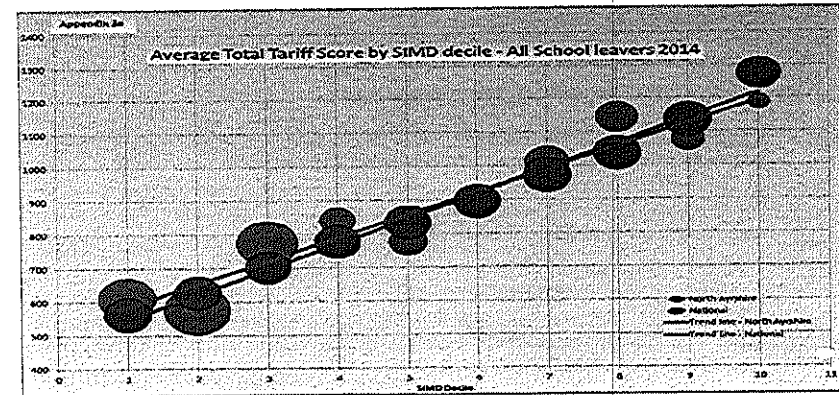


Diagram 2



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

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

### The Attainment Challenge

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

### 1.3 Project Objectives

This project fits within the Directorate Key Priority:

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

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

#### 1.4 Project Aims

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

#### 1.5 Project Benefits/Outcomes:

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

#### 1.6 Project Evaluation

The evaluation framework will focus on:

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

#### Project Costs

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



## 2. PROJECT DEFINITION

### 2.1 Project Scope

#### 2.1.1 In Scope

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

#### 2.1.2 Out of Scope – n/a

### 2.2 Approach

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

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

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

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

### 2.3 Project Plan

To be developed.

### 2.4 Stakeholder List, Analysis and Communication plan

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

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

### 2.5 Project Dependencies

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

### 2.6 Key Constraints

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

### 3.0 PROJECT ORGANISATION STRUCTURE

#### Project Structure

##### Programme Board

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

##### Workstream Group

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

### 4.0 PROGRAMME/PROJECT CONTROLS

#### 4.1. Project tolerances:

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

#### 4.2 Change control process

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

#### 4.3 Meetings and Reporting


##### 4.3.1 Meetings


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


##### 4.3.2 Reporting

Report	Purpose	Distribution	Frequency

Primary 7 2015-16		BACKGROUND		ASL - SHANARRI INDICATORS		READINGS				WRITING				LISTENING & TALKING				MATHS				SWST			NGRT		NOTES
LAC	STWb 1/2					09/15	12/15	3/16	6/16	09/15	12/15	3/16	6/16	09/15	12/15	3/16	6/16	09/15	12/15	3/16	6/16	2014	2015	DIFF	2015		
																							+1:08	+1:00	+1:09		
																							-0:08	-1:03	+1:02		
																							+0:08	+0:04	+1:06		
																							+0:04	+2:04	+1:09		
	yes		child's plan (2)		achieving respected responsible																		+1:10	+0:04	+1:07	2017-2018	
																							-0:01	+0:08	+1:01		
																							-0:08	+0:05	+1:01		
			child's plan (2)		achieving included																		-2:01	-0:00	-1:01	dyslexic learner	
			child's plan (2)		achieving responsible																		-0:02	-0:06	+1:08	attendance concerns	
			child's plan (2)		achieving included																		-2:00	-0:00	-1:10	dyslexic learner	
																							+2:03	+0:06	+1:07	attendance concerns	
																							+1:03	+0:08	+0:07		
			stage 1		achieving																		+1:04	+1:07	+1:11		
	yes		child's plan (3)		achieving respected																		-0:03	+1:02	+1:05		
																							+0:03	-0:03	0	+1:00	
			stage 1																				+3:03	-0:07	+1:09		
																							+0:03	+0:01	+1:06		
			child's plan (3)		achieving nurtured responsible																		NO PREY	N/A	+1:06	ABIS Booklet profile completed 2 x 45 min sessions per wk	
																							+0:05	+0:08	+1:07		
	yes		child's plan (2)		achieving responsible																		+1:06	+0:00	+1:07	attendance concerns	

 at risk of underachieving -requiring support

 on track to achieve continue to monitor

 operating beyond minimum level requires challenge



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

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

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

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

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

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

### Distribution by Staged Intervention and Most deprived 30% - numbers

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

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

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

### Distribution by Staged Intervention and Most deprived 30% - percentage

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

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

**Clothing Grants - numbers**

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

SIMD DECILE	In Receipt Of Clothing Grants		Grand Total
	N	Y	
1	1521	1506	3127
2	2114	1679	3793
3	1889	1149	3038
4	750	246	996
5	952	232	1184
6	1092	196	1288
7	1691	253	1944
8	1281	129	1410
9	981	73	1054
10	321	15	336
<b>Grand Total</b>	<b>12592</b>	<b>5578</b>	<b>18170</b>

**Clothing Grants - Percentage**

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

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

**Free Meals - numbers**

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

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

**Free Meals - Percentage**

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

SIMD DECILE	Free Meals		Grand Total
	No	Yes	
1	62.65%	37.35%	100.00%
2	68.54%	31.46%	100.00%
3	72.97%	27.03%	100.00%
4	84.92%	15.08%	100.00%
5	88.79%	11.21%	100.00%
6	89.79%	10.21%	100.00%
7	92.58%	7.42%	100.00%
8	95.13%	6.87%	100.00%
9	96.45%	3.55%	100.00%
10	95.68%	4.32%	100.00%
<b>Grand Total</b>	<b>78.85%</b>	<b>21.15%</b>	<b>100.00%</b>



Glasgow City Council

Report by Executive Director of Education

**Item 2**

**April 2017**

**Glasgow's Improvement Challenge 2015 – 2020**

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

**Purpose of Report:**

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



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

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

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

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

### ***Literacy for All* (LfA)**

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

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

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

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

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

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

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

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

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

A number of early gains were apparent across schools:

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

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

*Antonine Primary*

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

*Blairdardie Primary*

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

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

*Cleeves Primary*

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

*St. Catherine's Primary*

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

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

*Chirnsyde Primary*

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

*Alexandra Parade Primary*

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

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

*Annette Street Primary*

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

*Yoker Primary*

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Glasgow Counts**

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

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

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

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

Each session included relevant references to:

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

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

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

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

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

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

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

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

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

#### *Challenge Leader of Learning*

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

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

#### *Caledonia Primary school.*

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

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

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

#### *Eastbank Primary*

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

#### *Caledonia Primary*

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

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

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

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

#### *St. Thomas' Primary*

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

#### *Eastbank Primary*

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

#### *St. Mary's Primary*

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

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

#### *St. Michael's Primary*

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

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

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

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

*St. Monica's (Pollok) Primary*

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

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

*St Maria Goretti Primary School.*

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

*St. Benedict's Primary*

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

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



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

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

### *St. Francis Primary*

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

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

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

### **Challenges**

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

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

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

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

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

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

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

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

### **Next steps**

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

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

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

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

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

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

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

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

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

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

**Highlights including**

**Key activity this session.**

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

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

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

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

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

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

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

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

### **Changes in staff confidence.**

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

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

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

### **Changes in pedagogy / classroom experience.**

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

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

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

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

## **Evidence of impact on attainment and achievement.**

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

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

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

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

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

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

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

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

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

- Staffing – since August 2016, we have lost three full time members of staff, this along with covering sickness, has disrupted two classes and it has been extremely challenging not only to cover classes but to cover NCCT. In turn the SMT have had a high level of class contact time.
- EAL pupils - Whilst our EAL children bring a rich, diverse and multicultural community to our school – it can be difficult to 'close gaps' when these children return to their home countries for long holiday periods. When in full attendance, most of our EAL children are progressing extremely well however there are a number of EAL children who are not achieving the expected results.
- Late coming - This is a cause for concern. We have 10 children who arrive late daily (three families and an individual child). These children live in our SIMD 1 & 2 areas and are targeted for support. The children do not always benefit from the support which is in place. HT has addressed these issues with Parents.

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

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

**Highlights including**

Key activity this session.

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

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

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

**Pupils**

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



## Parents

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

## Staff

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

## Changes in staff confidence

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

## Changes in pedagogy / classroom experience

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

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

#### Evidence of impact on attainment and achievement

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

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

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

The challenges we have faced this session include:

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