North Ayrshire

Year 1 Q3 Progress Report

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Year 1 EOY

North Ayrshire
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Year 2 Mid Year

North Ayrshire - Mid
Year Progress Review

Year 2 Q3 Highlights and Challenges Primary & Secondary

North Ayrshire -   Scottish Attainment
Highlights and Challer Challenge - North Ayr

Year 2 EOY Primary & Secondary

North Ayrshire - End North Ayrshire - End
Year Progress Review Year Programme Revi

Renfrewshire

Year 2 Mid Year

Scottish Attainment
Challenge - Challenge

Year 2 Q3 Highlights and Challenges Primary & Secondary

Renfrewshire -
Highlights and Challer

Year 2 EOY Primary & Secondary

Renfrewshire - End   Renfrewshire - End
Year Report - Primary   Year Report - Second

Reporting Period	November 2016 – March 2017
Local Authority	Renfrewshire
Key Contact at Authority	
Attainment Advisor	

Summary of Spend

Intervention	2016/17 Allocation	2016/17 Amount Spent
Curricular Transitions	**£91,787**	**£15,543**
Leadership Capacity	**£137,462**	**£92,825**
Overcoming barriers to learning	**£114,120**	**£0**
Professional learning	**£100,000**	**£0**
Teaching resources	**£67,500**	**£67,500**
Parents in Partnership	**£22,500**	**£0**
Total	**£533,369**	**£175,868**

Agreed Improvement Plan

1	Curricular Transitions	
2016/17 Allocation	£91,787	
2016/17 Actual Spend	£15,543	

Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers	3.3	£15,543
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely: Admin……………		£
Non-staffing *please specify type:*	Total costs this fin. year	
	£	

| | £ |
| | £ |

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

A development officer was appointed on a temporary basis to work with DHTs, PTs and teachers across the schools to develop an action plan with regards to enhancing the transition of our P7 pupils into secondary education. Staff have been working in individual schools and clusters to audit existing good practice and identify areas for development. Plans are now in place and the appointment of the BGE Curriculum/Transition Officer will take this forward in partnership with the teachers involved. Particular attention is on ensuring curriculum data on literacy and numeracy is gathered, shared and used effectively in terms of a smooth and uninterrupted transition from P7 into S1.

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

As detailed in previous correspondence, there is slippage across the plan as the decision was taken not to proceed until the new Assistant Director / Chief Education Officer took up post. Thereafter, time has been required to recruit staff into the agreed posts.

1	**Curricular Transitions – Assessment and Data Analysis: evidence on short and medium-term outcomes**	
Short –term outcome	**What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)** Ongoing
	To work effectively with schools to develop action plans on transition.	
	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*	
	In the first few months of implementation we have worked with schools to identify targeted groups of pupils through better use of data. Over subsequent years pupil progress will be compared against the wider cohort to measure progress into S1 and thereafter.	
	What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.*	

	At this stage it is clear that there needs to be clear scrutiny of attainment data in order to build capacity and improve consistency across schools.	
Medium –term outcomes	**What medium-term outcome(s) does this initiative aim to achieve?** *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)** *Ongoing*
	- Effective sharing of data across schools and clusters; - a consistent approach to transition programmes including primary and secondary colleagues; - all children and young people will experience a smooth transition from primary into secondary; and - targeted groups of children, through specific inputs and support will be tracked throughout primary 7 with the specific interventions continued by the same teacher in S1.	
	Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')*	
	As previously detailed and over the longer term data will be compared against the wider cohort to measure progress into S1 and thereafter.	
	What did this evidence show? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*	
	NA	

Reflections on progress to date: **Can you share any learning on what has worked well in implementing this initiative?**
- Professional discussion with staff involved has proved to be successful;
- plans have been put in place; and
- plans will be tailored to suit the needs of the children, young people and the context of the school/cluster involved.

Can you share any learning on what has worked less well or could be improved?
- It is very early to comment on improvements as this is now to be implemented

2	**Leadership capacity**
2016/17 Allocation	£137,462
2016/17 Actual Spend	£92,825
Expenditure breakdown	

Staffing:	Total this financial year	
	FTE	Costs
Teachers	**11 schools (various)**	£92,825
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely: Admin……………		£

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

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

Secondary schools have appointed an additional PT who is currently focussing on the improvement and analysis of performance data. These appointments have been made between January and March with additional FTE time in each school to support the management element of this post.

Systems for tracking and monitoring the performance of 'at risk' pupils are being developed and appropriate supports, programmes and interventions are being planned and implemented. Work is taking place across schools to look at existing strategies to determine methods of existing practice which work well. This is now being developed.

Some examples of early work include:

- focus on working with staff across the school to improve level of conversation with pupils through the use of data;
- the use of data to identify young people who are at risk of underachieving;
- schools beginning to understand and identify groups of young people with characteristics which may suggest they will have additional challenges to overcome; and
- a mentoring scheme has been set up in one school as a result of data collection and as a result a better understanding of specific needs of a group of young people.

With the recent appointment of a Data Team, this will allow significant progress now to be made within this part of the plan.

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

As previously detailed re appointment of Assistant Director.
In addition, the original plan was changed to allow a PT to be appointed in all schools with an allocation of FTE in each school proportionate to the needs of the school. This is now being put in place.

2	Leadership capacity: evidence on short and medium-term outcomes	

	What short-term outcome(s) does this initiative aim to achieve? *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)**
Short –term outcomes	Increased awareness within schools of the need to focus on the progress of particular young people and to have effective systems in place to allow them to do this. This aspect of the programme is in its early stages. An early example of impact from effective use of data has allowed one school to focus conversations with Faculty Heads on level of presentation with pupils moving into S4. Coordination of decisions made within each faculty through the use of data and assessment across all curriculum areas should ensure increased attainment in due course.	Ongoing
	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*	
	As described in the December report, we will use a variety of data available to measure progress. The forthcoming appointment of the data team will allow us to show this in detail over the coming months.	
	What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.*	
	NA	

	What medium-term outcome(s) does this initiative aim to achieve? *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)**

	Schools will be able to build a detailed picture of each pupil and in addition groups of pupils. This will be compared across data from the school and across all the schools in Renfrewshire. With this data comes the opportunity for dialogue to ensure individual pupils, classes and cohorts of young people are being stretched to reach their potential. In addition, we will be able to measure where specific groups of pupils are performing best and analyse why this is the case. This will allow other schools the opportunity to learn from existing strong practice. Furthermore, it will allow the central team to direct resources to where there is greatest need.	Ongoing

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

As described in the December report, we will use a variety of data available to measure progress.

The forthcoming appointment of the data team will allow us to show this in detail over the coming months.

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

NA

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

Can you share any learning on what has worked less well or could be improved?
- It is too early in the programme to be able to comment confidently on this

3	**Overcoming barriers to learning**
2016/17 Allocation	£114,120
2016/17 Actual Spend	£0

Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers		£

Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely: Admin……………		£

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

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

The appointment of HWB support workers is now taking place.
The focus of this work is detailed in Renfrewshire's year 2 submission.

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

There has been a delay in the recruitment of staff in the area.

3	**Overcoming barriers to learning: evidence on short and medium-term outcomes**	
Short –term outcomes	**What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)**
		Ongoing
	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*	
	It is not possible to report progress on this area at this time.	

	What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.* <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u>	
Medium –term outcomes	Evidence in this area will be gathered over the next reporting period.	
	What medium-term outcome(s) does this initiative aim to achieve? *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)**
	Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')*	
	What did this evidence show? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.* <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u>	

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

This will develop in the coming session.

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

4	**Professional learning**
2016/17 Allocation	£100,000
2016/17 Actual Spend	£0

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

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

No work was able to take place in this part of the plan.
In addition, the focus has been changed and is again fully detailed in Renfrewshire's year 2 submission.

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

4	Professional learning: evidence on short and medium-term outcomes	
Short –term outcomes	**What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)**
	None to date.	
	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*	

This will be done in future years.

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

	What medium-term outcome(s) does this initiative aim to achieve? *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)**
Medium –term outcomes	None to date.	

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

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

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

Progress to date has been slow for reasons outlined elsewhere in this report.

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

5	Teaching resources

2016/17 Allocation	£67,500
2016/17 Actual Spend	£67,500

Expenditure breakdown		

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

Non-staffing *please specify type:*	Total costs this fin. year
Resources	£67,500
	£
	£

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

The funding has been used to purchase resources and support that will enhance the learning and performance of young people who are at risk of underachieving due to their home circumstances.

Some examples of this include:
- setting up and running supported study sessions for targeted groups of young people;
- the additional funding is being used to purchase additional resources and materials to allow the pupils to have access to these at home. The schools believes that this will impact mostly on those young people who otherwise would not have access to home study resources;
- purchase a software package used by the Support for Learning team with vulnerable S1/2 pupils; and
- additional funding has been used for targeted supported study (particularly maths) and digital learning resources for English and maths.

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

NA

5	Teaching resources: evidence on short and medium-term outcomes	

	What short-term outcome(s) does this initiative aim to achieve? *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)**
Short –term outcomes	Allowing all pupils to have equality of access to resources to help support home study. In addition, a greater equity of support available to children after the school day.	
	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*	
	At the moment, we have been collecting feedback from each individual school. However, the year 2 submission has changed the focus and this resource will be incorporated into PEF plans.	
	What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.*	
	NA	

	What medium-term outcome(s) does this initiative aim to achieve? *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)**
Medium –term outcomes	Improved engagement in learning due to the necessary resources being available to all pupils such as materials and resources at home and further support through targeted supported study.	
	Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')*	
	As above.	

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

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

- Too early to comment

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

6	**Parents in Partnership**

2016/17 Allocation	£22,500
2016/17 Actual Spend	£0

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

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

Parents in Partnership CELCIS Programme – Pilot programme including XX, XX HS and XX HS took place between August – October 2016. Selected parents and carers of S1 pupils were invited to attend a seven – week programme in school, during which time they had the opportunity to experience 12 of the 16 subjects in BGE. Parents also received advice and information sessions from a range of council run community services as part of a life skills input.

Parents in Partnership Schools Programme – remaining eight mainstream and two ASN schools to deliver Parent and Partnership Programmes through to March 2017. The schools were given the opportunity to alter the CELCIS delivery model to tailor the programme to the needs of their parent group. XX HS, XX Grammar School and XX HS have completed their programmes with the remaining school programmes ongoing.

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

6	Parents in Partnership: evidence on short and medium-term outcomes

	What short-term outcome(s) does this initiative aim to achieve? *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)**
Short –term outcomes	Short- term outcomes of the Parents in Partnership programme for parents include: • reducing the fear of school as "a scary place"; • increase awareness of a secondary school curriculum; and • increase interaction of parents at school events such as Parent council. Short- term outcomes of the Parents in Partnership programme for pupils include: • to allow increased conversations/ engagement at home between parents and their children around school; • improved behaviour; and • better understanding and motivation towards homework with supportive parents. Short- term outcomes of the Parents in Partnership programme for teachers include: • getting to know parents who would not normally engage with school; • building relationships with these parents; • sharing expectations with parents around the school curriculum; and • the opportunity to communicate the support provision for the pupils within school.	Ongoing

	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')
	Schools involved in the CELCIS pilot will have outcomes measured in the forms of; pre/post questionnaires, staff and teacher feedback forms and parent, teacher and guidance support focus groups. CELCIS will externally evaluate the data and report back to Renfrewshire Council with findings. The remaining schools will measure outcomes through the form of; pre/post questionnaires, staff feedback sessions and one – to – one meeting with the project lead. In addition, schools have been asked to complete a parents in Partnership evaluation to be returned between end of March – June 2017.
	What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.*
	While some schools are still delivering their programmes, early impact data from the three pilot schools, XX HS, XX HS and XX Grammar indicate that short term outcomes of the Parents in Partnership programmes include: - an understanding and reassurance around high school life and content for parents; - parents identify increased levels of communication with their children and school; - parents gained a better understanding of subjects and the curriculum; - parents gained a understanding around the expectations and demands on pupils (around homework and the physical and mental demands of the school day on children); - parents gained a better understanding of support available in school and how to access it; - parents were less intimidated by Secondary Education; - parents know more about the pattern of the school day; - parents know their child's teachers and who to contact; and - some parents have indicated that their child is getting up easier for school, talking about school and doing homework. Parents and carers reflected on their own (sometimes negative) school experiences, and emphasised their new understanding of how things have changed since their own school days. Some parents indicated that they felt reassured about high school life and that their children were safe and cared for in school. The increased knowledge and understanding of subjects and school life has enabled parents and carers to have more informed conversations with their children at home. In addition, from a teachers point of view, short term outcomes highlight that; - parental engagement has increased dramatically, with full attendance at parent's evenings; - parents are getting involved with the school (one parent is delivering

	crocheting lessons as part of the Higher class);
	- parent – teacher relationships have been enhanced; and
	- some parents are considering putting themselves forward for Parent Council.

	What medium-term outcome(s) does this initiative aim to achieve? *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)**
Medium –term outcomes	As a result of the Parents in Partnership programme, proposed medium- term outcomes include: - Impact on pupil attendance post programme; - Impact of related pupil attainment post programme; - Regular contact with parents at parents night/ attendance at parent council; - Building on the programme through further engagement; and - Model development to allow for pupil and parents to work together in classroom situations.	Ongoing
	Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')*	
	Regular discussions with key contact in schools to monitor attendance and attainment of pupils. This initial development has provided much insight into future engagement and developments which schools are now considering. The ability to track future attainment and attendance will be a key consideration as we move forward. Medium –To allow for the collection and analysis of accurate data on the above in the coming year. Schools will monitor the target group of parents in terms of attendance at parent nights and future engagement around pupil progress.	
	What did this evidence show? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.*	

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

The Home link staff in each school are a key first point of contact in reaching the families. The extended transition primary 7 group of pupils have for the most part been the immediate focus of the target groups (SIMD deciles 1 & 2 priority). This initial engagement and communication is key to the success of the programme. Engagement with the hardest to reach parents is a time consuming but essential part of the process.

Schools have reported that success of the programme is also determined by tailoring input to support the needs of the parents. This may look different in every school.
An identified member of staff to link/ meet and greet the parents each week as they arrive is also seen as essential. Support staff to work with parents in classroom situations can also be essential.

Taking time with the parents made them feel like they were being listened to and school was genuinely invested in them.

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

- Schools reported that some of the life skill sessions were not relevant to their needs. Moving forward, it is very clear that parents need to be consulted around this input; and
- The ability to provide a flexible programme which may include evening sessions for working parents is also worthy of consideration.

OVERALL PROGRESS AND REFLECTIONS

7	Overall progress towards long-term outcomes and reflections
Long –term outcomes	*The long-term outcomes of the Attainment Scotland Fund are to:* *a. Improve literacy and numeracy attainment* *b. Improve health and wellbeing* *c. Close the attainment gap between pupils from the most and least deprived areas.* **Are you collecting any evidence to measure these long-term outcomes in your authority? If so, please specify the type of evidence you are collecting** *(if not, just leave blank)*
	Increased parental engagement from our most hard to reach parents through the Parents in partnership programme Plans in place for transition programmes. It is envisaged that the plans submitted for year 2 will allow a dedicated member of staff to work with and track the progress of small groups of identified children throughout P7 and S1. This will allow a greater understanding of need but also give valuable information to secondary staff on what our young people already have shown in terms of capability giving opportunity for quicker progression in S1. Increased use of data and moving towards an increased confidence in analysis of date across our schools. A much greater use of data to inform practice within and across our schools. Resources are being tailored to suit the context of schools and targeted to meet the needs of individual pupils.
	What did this evidence show so far? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just leave blank. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.*

	As above.

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

This has been discussed throughout this document.

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

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

The pace of progress has been slower than anticipated for a number of reasons which include:
- the timescale in appointing an Assistant Director with responsibility for Education and the Attainment Challenge;
- a change of direction with some of the original plan;
- the decision to merge the Attainment Challenge with PEF plans and therefore the need to understand the separate funding mechanisms;
- dialogue and conversation with Head Teachers; and
- the appointment of key staff which will allow the different workstreams and strands to be delivered at the pace required.

These issues have now largely been dealt with and through conversations with senior representatives of the Attainment Challenge group, new plans have been generally agreed in principle and are now being progressed.

Glasgow City Council

Report by Executive Director of Education

Glasgow's Improvement Challenge 2015 – 2020

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

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Purpose of Report:

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

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

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

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

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

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

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

St Roch's Secondary School

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

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

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

St Andrew's Secondary School

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

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

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

Lochend Community High School

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

Notre Dame Secondary

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

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

Knightswood Secondary

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

Whitehill Secondary

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

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

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

Notre Dame Secondary

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

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

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

St. Mungo's Academy

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

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

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

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

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

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

Whitehill Secondary

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

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

Cleveden Secondary School.

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

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

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

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

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

Smithycroft Secondary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Notes

MCR Mentoring Explained

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

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

Call to Action Response box

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

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

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

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

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

THE SCOTTISH
ATTAINMENT
CHALLENGE
LITERACY NUMERACY
HEALTH & WELLBEING

Highlights and Challenges
Secondary Programme

Due by end of February 2017

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

Summary of proposed interventions:

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

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

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

Raising Attainment

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

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

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

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

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

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

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

  Extended Supported Study Timetable established.

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

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

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

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

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

  Data base established to track pupil attendance at supported study.

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

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

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

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

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

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

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

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

Raising Attainment Senior Phase Outcomes

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

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

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

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

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

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

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

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

Raising Attainment BGE Outcomes:

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

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

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

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

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

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

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

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

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

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

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

Literacy and Numeracy

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

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

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

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

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

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

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

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

Activities agreed:

- Develop a system to map existing wider achievement opportunities across the school, focusing on BGE phase. – **Achieved**
  Several ideas and models researched. 'my.pro-file' identified as the most appropriate tool.
  Working closely with EDICT to develop a tailor made Web Based system. Specific skills focusing on the 4 Capacities identified for inclusion in KSS version of my 'pro-file' and forwarded to EDICT.
  Tracking format and follow up questions identified and forwarded to EDICT.

- Identify any young people missing out on important wider achievement opportunities and skills development with particular emphasis on those in SIMD 1 and 2. Address gender balance of participation – On-going
  Pilot underway.
  Linking pilot with S2 Profiling week and activities during Feb/March2017
  SIMD1 and 2 pupils identified and will be included in the pilot group.

- Develop a system to track progress of young peoples' engagement and achievement throughout their BGE phase. – **Planned for next 2 sessions**

- Provide appropriate training, through partners and voluntary sector, to engage

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

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

Wider Achievement Outcomes

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

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

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

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

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

Overcome: Feedback from pilot to inform next steps.

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

Overcome: Feedback from pilot to inform next steps.

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

Overcome: Further exploration to be undertaken.

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

Leadership

Agreed activities:

- Continue and further develop our work with Eagle's Wings – On-going
  The following activities already delivered or in the diary in March:
  2 x MBTI Step 1 Workshops with subject departments
  2 x Leadership Motivation Workshops with subject PTs
  4 x Leadership Motivation Workshops with Pupil Support PTs
  3 x 1:1 individual mentoring sessions

- Development of MBTI personality testing and follow up work with departments/faculties
  Feedback from subject departments has been very strong.
  We have met with Eagle's Wings regarding further roll out with other departments in the summer term and follow up work with those departments who have completed

initial training.

- Use of meta-planning and action learning exercises with Leadership Team (PT and SLT) and other leadership groups - On-going
  Sessions with PTs have been evaluated very highly and have offered initial evidence of PTs volunteering to lead areas of the priorities they discussed. PTs are also arranging their own voluntary development and planning meetings.

- 1:1 mentoring in leadership development – On-going
  Voluntary 1:1 session has been delivered with SLT. Evaluations of these are good.

- Pupil leadership development – On-going
  Pupil leadership groups are in place and have been working on projects but input from Eagle's Wings is being planned for after Easter holidays. They will take a role in our S5/6 induction day programme.

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

Challenge 1
Measurement of impact in context: Planning underway to use staff, parent and pupils survey's to investigate and evidence key leadership areas such as school culture, trust, staff wellbeing, etc. We are looking at options such as Investors in People, Leadership Matters membership, work with university researchers.

Challenge 2
Embedding best practices in everyday actions: See above. We have also given them pre-reading materials prior to the most recent sessions with PTs in order that they can link their tasks to our school context. The most recent PTs meetings were purposefully arranged without SLT present; these went very well but it means that it is harder to support and help them lead some aspects of the developments. We hope to overcome this by using surveys and other external providers (Investors in People; university researchers) to give feedback which will help us focus Eagle's Wings input so that they have maximum impact without requiring as many visits to the school.

Challenge 3
Availability of external providers: Eagle's Wings are increasingly in demand by other organisations.

Challenge 4
Time to follow up with staff at all levels: Lack of cover teachers an issue.

Challenge 5
Misunderstanding/misuse of MBTI categories: Some staff have made comments that suggest they are using MBTI as a way of avoiding line management conversations.

Challenge 5
Reluctance of some staff to be part of the training: The enthusiasm of those who have been part of it will be used to encourage those who either don't know about or don't yet engage with this type of self-reflection.

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

Teacher Learning Communities

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

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

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

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

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

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

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

Challenge 2: Challenge of developing quality discussions at scale.

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

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

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

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

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

Reporting Period	October - December 2016
Local Authority	Renfrewshire
Key Contact at Authority	
Attainment Advisor	

Financial Expenditure Reporting

1	**Project Delivery**		
2016/17 Allocation	£231,340	Planned Quarterly Spend	£115,670
2016/17 Actual Spend	£0	Actual Quarterly Spend	£0
2	**Learning and Teaching**		
2016/17 Allocation	£504,500	Planned Quarterly Spend	£252,250
2016/17 Actual Spend	£11,000	Actual Quarterly Spend	£11,000
3	**Families and Communities**		
2016/17 Allocation	£95,900	Planned Quarterly Spend	£47,950
2016/17 Actual Spend	£0	Actual Quarterly Spend	£0
4	**School Leadership**		
2016/17 Allocation	£80,500	Planned Quarterly Spend	£40,250
2016/17 Actual Spend	£0	Actual Quarterly Spend	£0
5	**5 initial primary schools (April – December)**		
2016/17 Allocation	£266,310	Planned Quarterly Spend	£199,732
2016/17 Actual Spend	£182,244	Actual Quarterly Spend	£182,244
6	**Secondary Schools**		
2016/17 Allocation	£533,369	Planned Quarterly Spend	£266,684
2016/17 Actual Spend	£0	Actual Quarterly Spend	£0

7	Staffing

Staffing secured this quarter: **2**	Staffing secured in total:

Class Teacher	Nursery Officer	Classroom Assistant	Community Learning Officer	Development Officer
4.6	**4**	**3**	**1**	**2**

How many GTCS registered teachers is this funding supporting?	4.6
How many other staff is this funding supporting?	10
Number of schools supported by this funding?	5
How many pupils are benefiting from this funding?	

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 (reporting required in October 2016 and April 2016) and are there any challenges?

We are able to report on the original five challenge schools who are making continued progress since the implementation of their year 2 plans in August 2016. Although their work is in its infancy, there are already positive signs of progress. This will allow these schools to continue to plan effectively to meet the needs of all pupils and demonstrate impact through the measurement of progress in the short, medium and longer term.

The wider authority attainment challenge is progressing rapidly after an initial decision to wait for the new Assistant Director (Education) to take up post in December 2016. As a result, a number of key decisions were taken in December/January regarding recruitment. These are now being progressed to ensure a clear focus on priorities for year 2. This planning runs parallel with pupil equity funding to ensure both funds will be fully utilised and maximum pace and impact will be achieved.

Resources agreed by Scottish Government from our approved plan are being distributed and targeted appropriately from January to March and this is reflected in the projected spend.

Highlights (e.g. activity this quarter, year 2 proposals progress, recruitment)**:**

The Schools Programme is continuing with the initial five challenge schools implementing their individual action plans and this work will continue in conjunction with the proposals being developed within the authority's year 2 plan. Although these schools are at a very early stage of implementation, there are already signs of positive impact as indicated in each school's end of year report.

Highlights: The Five Challenge Schools

<u>XXXX Primary School</u>

Through implementing early intervention strategies to develop literacy skills, there has been a significant increase in reading attainment across the school. Tracking data indicates that 23% of children across all stages have achieved beyond the expected outcomes. This is measured using running records which the class teacher can use to judge the accuracy of a child's reading. Alongside this there has been a significant increase in parental engagement at all stages. The additional member of teaching staff, funded by the SAC, has facilitated this by leading the Reading Cafe initiative.

<u>XXXX Primary School</u>

The P1 curriculum and the learning environment has been re-arranged to directly suit the needs of the children in line with evidence-based approaches. This has involved an adaptive play-based curriculum with nurture at its centre. All primary one children have settled into their learning earlier than expected as a result. The work of the nursery officer, classroom assistant and additional teacher has enabled an effective partnership with the existing class teachers to take place. Impact has been measured using the Leuvian scale indicators and this will link directly to the GIRFEC wellbeing indicators

<u>XXXX Primary School</u>

In literacy and numeracy there has been an increase in attainment in P1/2 due to targeted individual and small group support. There has been a strong focus on gathering data and assessing pupil need resulting in appropriate programmes of support. Recent GL assessments and professional judgement data in literacy and numeracy show greater attainment than other similar establishments.

<u>XXX Primary School</u>

There has been increased parental engagement due to the many programmes in place. Pizza Reading, Pizza Maths and Pizza Skills are attracting parents and their children. The above programmes involve equipping parents with knowledge and skills to support their children in the learning of literacy and numeracy. The welcoming ethos of the school and support from the Community Learning and Development team have been contributing factors to the success of this work.

<u>XXX Primary School</u>

Recent GL assessments and professional judgement data in literacy and numeracy show greater attainment than other similar establishments. The school's monitoring and tracking system is a model of good practice. A robust system has been developed and involves all staff contributing to data input followed by professional discussion which leads to collaborative planning and improved outcomes for children.

Staffing: The Five Challenge Schools

The five challenge schools have recruited the following staff:

School	Class Teacher	Nursery Officer	Classroom Assistant	Community Learning Officer
	1	1	1	
	1	1	1	
	1.2	1		
	0.4			1*
	1	1	1	

* The Community Learning Officer is a member of the Adult Learning and Literacies Service who creates programmes, such as Pizza Reading, and works with families and staff to deliver sessions.

Progress from August to January

The work of the Literacy Development Officer (funded by the SAC) has included:

- linking with the University of Strathclyde and Professor Sue Ellis;
- coordinating literacy teachers and champions;
- supporting head teachers with resourcing and providing advice with regards to targeted intervention;
- supporting schools with the implementation of key strategies from the Primary Literacy Coaching Programme;
- development of a series of films that capture the work of the Renfrewshire Literacy Approach. The films will be used to enhance professional learning and strengthen the impact of the programme as Renfrewshire sets the scene for the next year of the programme. The films were 'premiered' at an event in January attended by class teachers and support staff from across the authority.

A number of visits to primary schools within phase one of our attainment challenge plan have taken place. These involved a team from the centre visiting the head teacher and senior management team to gather information regarding:

- school improvement planning and self-evaluation;
- monitoring and tracking systems;
- progress in terms of the literacy development programme,
- readiness to embrace the challenge of closing the poverty attainment gap and raising attainment for all.

This information is being collated to provide an evaluation report for the authority which will identify both good practice and support and challenge needs. In addition, this will help to support future planning through the identification of next steps and inform the Scottish Attainment Challenge year 2 plan.

Challenges (e.g. slippage, staffing, reporting):

Staffing

There are ongoing staffing issues, mainly in recruitment, due to the current national teacher shortage. Due to the fact that these posts are advertised as temporary posts and secondments can result in positions being difficult to fill.

Data Analysis

Currently our schools have access to GL, INCAS, PIPS and teacher professional judgement data regarding attainment. There are challenges around collection and analysis of this data due to test administration issues and a lack of consistent moderation processes across our schools. This will be a focus in our year 2 plan and will be supported by a central data team. Support to schools will include identifying trends in attainment data over time and understanding of gaps in attainment.

Slippage

There has been a delay in the implementation of the Challenge Authority plan due to the start date for the new Assistant Director.

A clear timeline of reporting dates would be very helpful in planning our own timelines for the collection of all relevant data to inform such reports.

The following progress report only relates to the five Renfrewshire establishments involved in the schools programme. As they have already reported for the period from April to July this only covers July to September 2016. As a consequence of this 2016/17 allocations have not been included with spend only relating to the schools programme.

Reporting Period	July – September 2016
Local Authority	Renfrewshire
Key Contact at Authority	
Attainment Advisor	

Agreed Improvement Plan

1	**Leadership**

2016/17 Allocation	£	Planned Quarterly Spend	£
2016/17 Actual Spend	£	Actual Spend	£

<table>
<tr><th colspan="5">Expenditure breakdown</th></tr>
<tr><td rowspan="2">Staffing:</td><td colspan="2">This quarter</td><td colspan="2">Total this financial year</td></tr>
<tr><td>FTE</td><td>Costs</td><td>FTE</td><td>Costs</td></tr>
<tr><td>Teachers</td><td></td><td>£</td><td></td><td>£</td></tr>
<tr><td>Education/development officers</td><td></td><td>£</td><td></td><td>£</td></tr>
<tr><td>Educational psychologists</td><td></td><td>£</td><td></td><td>£</td></tr>
<tr><td>Data analysis officers</td><td></td><td>£</td><td></td><td>£</td></tr>
<tr><td>Family/home link worker</td><td></td><td>£</td><td></td><td>£</td></tr>
<tr><td>Speech and language therapists</td><td></td><td>£</td><td></td><td>£</td></tr>
<tr><td>Early years professionals</td><td></td><td>£</td><td></td><td>£</td></tr>
<tr><td>Other staff, namely:…………….</td><td></td><td>£</td><td></td><td>£</td></tr>
<tr><td>Non-staffing please specify type:</td><td colspan="2">Costs this quarter</td><td colspan="2">Total costs this fin. year</td></tr>
<tr><td></td><td colspan="2">£</td><td colspan="2">£</td></tr>
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Activities: *Please comment on progress in implementing your planned activities in the first six months of 2016/17*

No targets are directly linked to leadership within the schools programme.

The challenge authority proposals will provide a range of activities over the coming months focussing on leadership development of our heard teachers and staff. These will be reported in the next period.

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

There is no funding/staffing directly linked to leadership within the schools programme.

1	Leadership: evidence on short and medium-term outcomes	

	What short-term outcome(s) does this initiative aim to achieve? *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?*	**By when? (estimate)**
Short –term outcomes	Leadership features strongly in the authority proposals which have just been agreed. As a result it is worth noting the following points: 1. Increased awareness of need to link school improvement priorities to Scottish Attainment Challenge outcomes. 2. Increased awareness of importance of effective monitoring and tracking of the attainment of the children who live in challenging communities. 3. Increased enthusiasm for looking outwards and reading research and case studies related to the SAC. 4. Increased awareness and understanding of the analysis of attainment data. 5. More unpromoted staff taking on leadership roles regarding literacy, numeracy many other aspects of the curriculum.	June 2017
	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*	
	NA	
	What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*	
	NA	

–term outcome	**What medium-term outcome(s) does this initiative aim to achieve?** *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)**

	As per short-term outcomes above – this section will be updated as the challenge authority priorities start to be implemented over the coming months.	tbc

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

NA

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

N/A

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

The schools involved the programme to date have made very good progress in relation to their current actions. Although it is very early in the implementation of these plans it is clear that it will be important to share this learning across the authority.

One of our head teachers has already shared her experience at the national networking event for the schools programme.

2	Learning and teaching

2016/17 Allocation	£	Planned Quarterly Spend	£
2016/17 Actual Spend	£	Actual Quarterly Spend	£

Expenditure breakdown				
Staffing:	This quarter		Total this financial year	
	FTE	Costs	FTE	Costs
Teachers	4.6	£51207.20		£
Education/development officers		£		£
Educational psychologists		£		£
Data analysis officers		£		£
Family/home link worker		£		£
Speech and language therapists		£		£

Early years professionals	£	£
Other staff, namely:……………	£	£
Non-staffing *please specify type:*	Costs this quarter	Total costs this fin. year
	£	£
	£	£
	£	£

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

The schools involved in the programme are focussing on a range of learning and teaching approaches:

- Literacy coaching programme (University of Strathclyde)
- Literacy rich curriculum P4-7 (University of Strathclyde)
- Play-based curriculum for P1
- Enhanced transitions for P1
- Enhanced partnership with parents (including Families First and FAST)
- Tapestry programme
- Targeted support for underachieving middle groups in p2/3 numeracy
- Further development of outdoor learning
- Discussions around monitoring and tracking of individual children.

Good progress is being made across each of these strands.

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

NA

2	**Learning and teaching: evidence on short and medium-term outcomes**	
Short –term outcomes	**What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)**
	1. Increased knowledge and awareness of reading strategies that increase the reading skills of children who live in challenging communities. 2. A great start for p1 pupils 3. Parents engaged and involved in their child's learning and welcomed as part of the school community 4. Increased awareness among teaching staff of the classroom strategies that make a difference. 5. Increased awareness of the effectiveness of targeted support	ongoing

	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')	
	The University of Strathclyde is evaluating the work of our literacy programme. We are expecting a first draft of their year one evaluation shortly. Individual records provide details of ongoing evaluation in each of the five schools.	
	What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*	
	Linked to points 1-5 above: 1. The HT and one classroom teacher from each primary school has been involved in the literacy programme so far. 2. Increased number of parents involved in induction programme for P1 children. 3. Positive feedback from parents regarding the Pizza Reading programme. 4. The feedback from the Tapestry programme is reasonably positive. The teachers have only attended two sessions to date so we are still at the early stages of the programme. 5. Data from one school shows that targeted support is having an impact. 34% of targeted P3 pupils have shown an increase in reading age of greater than 6 months over a six month period. This is more than previously expected. Data from another school with over 90% children living in deciles 1 and 2 indicates that in P7 maths, the pupils living in deciles 1 and 2 have performed better than schools with considerably less children from challenging communities. This is evident in both standardised assessment results and teacher professional judgement.	

		By when? (estimate)
Medium –term outcomes	**What medium-term outcome(s) does this initiative aim to achieve?** *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	
	As above	ongoing
	Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')*	
	Teacher professional judgement and standardised assessments are being used to gather baseline data. In addition, the New Group Reading Test (NGRT) is currently being undertaken in P2 and P3 across all Renfrewshire schools.	

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

It is too early to draw any conclusions from this early evidence.

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

Can you share any learning on what has worked less well or could be improved?
The schools that are showing positive results at this early stage have effective processes regarding monitoring and tracking the attainment of individual children. There is a clear focus on the pace of learning and the quality of learning and teaching.

The ongoing shortage of supply teachers is having an impact on learning and teaching in some schools. Steps are being taken to employ additional staff on a permanent basis in order to mitigate this issue.

3	Families and communities			
2016/17 Allocation	£		Planned Quarterly Spend	£
2016/17 Actual Spend	£		Actual Quarterly Spend	£
Expenditure breakdown				

Staffing:	This quarter		Total this financial year	
	FTE	Costs	FTE	Costs
Teachers		£		£
Education/development officers		£		£
Educational psychologists		£		£
Data analysis officers		£		£

Family/home link worker	£		£	
Speech and language therapists	£		£	
Early years professionals	£		£	
Other staff, namely: Community Support Coordinator	£3375		£	

Non-staffing *please specify type:*	Costs this quarter	Total costs this fin. year
Community Support Coordinator	£	£
	£	£
	£	£

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

As mentioned earlier:
(Enhanced partnership with parents (including Families First and FAST))

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

NA

3	Families and communities: evidence on short and medium-term outcomes	

	What short-term outcome(s) does this initiative aim to achieve? *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)**
Short –term outcomes	• Parents engaged and involved in their child's learning and working as part of the school community • Parents feel supported by the assistance offered regarding personal finance etc (Families First programme) • The Pizza reading programme is showing increased engagement with parents.	ongoing
	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*	
	Various records	

	What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.* <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u>	
	Each school is collecting their own evidence. An example of impact in one school would be the number of parents who attended the parents' evening has increased from 86% to 94.5% in one year.	
Medium –term outcomes	**What medium-term outcome(s) does this initiative aim to achieve?** *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)**
	• Parents engaged and involved in their child's learning and working as part of the school community • Parents feel supported by the support offered regarding personal finance etc	ongoing
	Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')*	
	Various checklists	
	What does this evidence show? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.* <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u>	

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

- One school reports that the attendance of parents at parents' meetings has increased from 86% to 94.5% in one year. This has been achieved by relentless targeting by the teachers, classroom assistants and nursery officers.
- One school has implemented a 'soft pick-up' to the end of the school day for P1 children. This means that the parents are encouraged to come into the school from 10 minutes before the end of the day to talk to the teacher, classroom assistants and nursery officers about their child's learning and experiences. This has greatly increased the amount of dialogue between the school-based team and the parents. Only problem is, more space is needed for all the buggies!
- Families are accessing a range of services through the Families First initiative. We are unable to say at this stage whether this initiative is impacting on attainment.
- The Pizza reading programme is showing increased engagement with parents.

4	Programme costs				
2016/17 Allocation	£		Planned Quarterly Spend		£
2016/17 Actual Spend	£		Actual Quarterly Spend		£

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

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

Up until this stage there have been no programme costs. As we start to implement the recently agreed programme this will be updated.

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

N/A

4	Programme costs: evidence on short and medium-term outcomes	
Short –term outcomes	**What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)**
	N/A	
	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*	
	N/A	

	What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.* <mark>*This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*</mark>	
Medium –term outcomes	**What medium-term outcome(s) does this initiative aim to achieve?** *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)**
	N/A	
	Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')*	
	N/A	
	What does this evidence show? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.* <mark>*This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*</mark>	

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

Not at this stage

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

N/A

OVERALL PROGRESS AND REFLECTIONS

5	Overall progress towards long-term outcomes and reflections

<table>
<tr>
<td rowspan="5" style="writing-mode: vertical;">Long –term outcomes</td>
<td>

The long-term outcomes of the Attainment Scotland Fund are to:
a. Improve literacy and numeracy attainment
b. Improve health and wellbeing
c. Close the attainment gap between pupils from the most and least deprived areas.
Are you collecting any evidence to measure these long-term outcomes in your authority? If so, please specify the type of evidence you are collecting *(if not, just leave blank)*
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Each of the five schools involved in the schools Programme is gathering evidence as per their agreed plans.

At authority level we have already agreed a contract with GL and have undertaken a first round of testing at P4 and 7 in English and maths.

Individual schools have a variety of additional sources of data such as reading and spelling tests.

The sources of evidence outlined in the authority plan will developed further for implementation in the next reporting period.

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

Families and Communities:
- Increased number of parents involved in induction programme for P1 children.
- Positive feedback from parents regarding the Pizza Reading programme.
- One school reports that the attendance of parents at parents' meetings has increased from 86% to 94.5% in one year. This has been achieved by relentless targeting by the teachers, classroom assistants and nursery officers.
- One school has implemented a 'soft pick-up' to the end of the school day for P1 children. This means that the parents are encouraged to come into the school from 10 minutes before the end of the day to talk to the teacher, classroom assistants and nursery officers about their child's learning and experiences. This has greatly increased the amount of dialogue between the school-based team and the parents. Only problem is, more space is needed for all the buggies!
- Families are accessing a range of services through the Families First initiative. We are unable to say at this stage whether this initiative is
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impacting on attainment.
- The Pizza reading programme is showing increased engagement with parents.

Learning and Teaching:
- Data from one school shows that targeted support is having an impact. 34% of targeted P3 pupils have shown an increase in reading age of greater than 6 months over a six month period. This is more than previously expected.
- Data from another school with over 90% children living in deciles 1 and 2 indicates that in P7 maths, the pupils living in deciles 1 and 2 have performed better than schools with considerably less children from challenging communities. This is evident in both standardised assessment results and teacher professional judgement.

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

Can you share any learning on what has worked well in your overall strategy to achieve impact?
Can you share any learning on what has worked less well or could be improved?

As mentioned in earlier sections.

Is there anything else you'd like to share or give feedback on?
Having just received approval for our authority plans Renfrewshire is now at a transition point moving from a focus of the five schools within the Schools Programme to extending the reach, in year 1, to a further fifteen primary schools and 9 secondary schools. These will be developed and implemented further in the next reporting period.

Reporting Period	November 2016 – March 2017
Local Authority	Renfrewshire
Key Contact at Authority	
Attainment Advisor	

Summary of Spend

Intervention	2016/17 Allocation	2016/17 Amount Spent
Leadership	**£80,500**	**£44,400**
Learning and teaching	**£504,500**	**£206,956**
Families and communities	**£95,900**	**£45,000**
Programme Costs	**£231,340**	**£79,716**
5 Original Primary Schools	**£266,310**	**£298,730**
Total	**£1,711,919**	**£674,802**

Agreed Improvement Plan

1	**Leadership**

2016/17 Allocation	£80,500
2016/17 Actual Spend	£44,400

Expenditure breakdown		
Staffing:	Total cost this financial year	
	FTE	Costs
Teachers		£
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely:……………		£
Non-staffing *please specify type:*	Costs this financial year	
Drummond international – Step back	£36,000	
Aspiring Leaders Programme	£8,400	

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

Leadership features strongly in the authority plan and a number of planned activities have been successfully implemented.

Planned activity A: to develop a head teacher leadership programme in partnership with Drummond International to support 'stepping back to close the gap'.
Three 2 day workshops have taken place involving head teachers from across all sectors (38 in total). This involved engagement in a variety of activities looking at leadership styles and co-coaching approaches. Through the co-coaching approach, head teachers have been encouraged to reflect on and discuss further leadership approaches and implications in closing the poverty related attainment gap.
Impact so far:
- co-coaching relationships are growing and pairs are supporting each other in a variety of ways;
- head teacher evaluations indicate that they feel more supported not only by their co-coaching relationships but by the local authority due to the opportunity to engage with senior local authority staff on the 2 day sessions;
- head teachers have reflected on their leadership style and are creating time and space to ensure reflection on strategies, resources and policies which make the biggest difference to outcomes for children and young people;
- head teachers have a better understanding of other sectors and the challenges they face in closing the poverty related attainment gap. Enhanced relationships across sectors; and
- a real desire and commitment from head teachers to build on the work during the 2 day sessions. A working group is planned for April 2017 to look at how this can be continued.

Planned activity B: establish and facilitate head teacher learning sets.
Two aspiring/acting head teacher learning sets have been established (26 primary staff in total). This has been facilitated by external providers who have focussed on topics including leadership styles, self-evaluation, managing change, education and the law and finance.
Impact so far:
- evaluations indicate that the vast majority of participants have increased significantly their knowledge, understanding and confidence in the areas covered;
- applications for permanent head teacher posts have been received from a number of learning set participants – still to be interviewed;
- two participants have moved into headship positions; and
- two participants have applied to undertake the Into Headship qualification.

Planned activity C: extend coaching and mentoring professional learning to a much wider range of staff.
Two sessions have been delivered to support those who facilitate annual PRD meetings in adopting a coaching/mentoring approach (62 participants). Active listening and the language of coaching, including key questions, have been explored. Participants were provided with opportunities to coach in real situations and have received feedback.

Impact so far:
Course evaluations indicate enhanced knowledge, understanding and confidence in using a coaching approach.
Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2016/17*
N/A

1	Leadership: evidence on short and medium-term outcomes	
Short –term outcomes	**What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?*	**By when? (estimate)** Ongoing
	Target group – head teachers. Planned activity A: - increased awareness of need to link school improvement priorities to Scottish Attainment Challenge outcomes; - increased awareness of importance of effective monitoring and tracking of the attainment of the children who may experience greater challenge; - increased enthusiasm for looking outwards and reading research and case studies related to the SAC; and - increased awareness and understanding of the analysis of attainment data. Target group – teachers Planned activity B: - more staff applying for promoted positions; and - more staff applying to carry out further study such as the Into Headship qualification. Target group – promoted staff Planned activity C: - in an increased number of schools, the PRD process is supported through using a coaching approach.	June 2017
	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*	
	Planned activity A: - participant evaluations; and - school data. Planned activity B: - numbers applying for/attaining promoted posts following participation. Planned activity C: - annual PRD survey.	

	What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*	
	• Head teachers who have participated in the Drummond International development programme indicate that they feel more supported and valued by the local authority.	

	What medium-term outcome(s) does this initiative aim to achieve? *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)**
Medium –term outcomes	As per short-term outcomes above – this section will be updated as the challenge authority plan develops into year 2.	Ongoing
	Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')*	
	What did this evidence show? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*	

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

- In carefully selecting the participants for the first cohort of head teachers attending the Drummond International development sessions, we were able to encourage others to put themselves forward for this opportunity;
- attendance of senior leaders from the local authority at the Drummond International two day sessions has helped strengthen relationships with head teachers and resulted in them feeling highly valued;
- including staff from across sectors in both the Drummond International sessions and the coaching sessions promoted wider discussion of strategies, opportunities and challenges; and
- aspiring/acting head teacher learning sets were very highly evaluated by those attending. We are keen to use this approach again with secondary staff.

4

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

- Inclusion of Early Learning Heads in cross-sectoral leadership opportunities.

2	Learning and teaching	
2016/17 Allocation	£504,500	
2016/17 Actual Spend	£206,956	

Expenditure breakdown		
Staffing:	Total cost this financial year	
	FTE	Costs
Teachers	2.5	£40,456
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely:……………		£
Non-staffing *please specify type:*	Costs this financial year	
Exploring pedagogy	£36,500	
Design the writing curriculum	£50,000	
Reading resources	£11,000	
SEAL training	£9,000	
Extend PATHS programme	£60,000	

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

In order to support head teachers in further engagement with the local authority plan, funding was used to create additional leadership capacity in schools through the allocation of teacher FTE. This was used to release head teachers and depute head teachers to meet in clusters and with education managers to continue dialogue and collaboration in terms of progressing areas within the learning and teaching section of the plan.

All schools involved in the programme are focussing on a range of learning and teaching approaches and planned activities.

Planned activity D: Partnership working with University of Strathclyde.
The Literacy Development Programme has continued to progress at a pace. The provision of additional teachers to provide cover within each of our primary schools has been a key resource in supporting schools to implement aspects of the Primary Literacy Coaching Programme. Flexible use of this cover has allowed schools to identify their own strengths and areas for development as identified in our depth of implementation surveys. By creating time for our school leaders and literacy champions, we have been able to provide in-depth training based on 'Developing a Knowledge-Rich, Literacy-Rich Curriculum' to eight of our

schools with the highest number of pupils in SIMD 1 and 2. This has also been scaled up to all primary schools across Renfrewshire using our initial eight schools to model this approach effectively. We have also provided resources to support our network schools who welcome visitors to see good practice of the coaching approaches to reading which has extended the pace and scope of our work. In addition to our planned programmes, our team of literacy supply teachers have supported schools with the implementation of the Renfrewshire Literacy Checklist which underpins our revised approaches to the teaching of reading.

Planned activity E: Exploring Pedagogy in Primary 1
We have engaged with colleagues from University of Strathclyde to co design and develop a programme of professional learning targeted at those teachers teaching within Primary 1 classrooms. The programme, Exploring Pedagogy in Primary 1, aims to continue to support the implementation of positive interventions that improve reading attainment (through the Primary Literacy Coaching Programme), increase teacher confidence when planning a literacy rich curriculum in P1 and P2 and enhance the learning experiences of children as they move from early years in to primary school.

Eleven Phase 1 schools (33 teachers) have participated in the eight twilight sessions and support visits to establishments so far.

Support surgeries are included in the programme to allow teachers to seek further support if required.

Planned activity F: Conduct a review of numeracy and mathematics teaching approaches across Renfrewshire and provide teacher training in SEAL.

Currently 91 teachers have been directly trained in SEAL approaches. By the end of June 2017, this number will rise to at least 151 who have completed the training. 28 Early Years Teachers who work peripatetically have been trained in the Emergent Level of SEAL and are working to model and coach the approach to Early Years Officers.

Each school taking part in the SEAL training has been given a 'P1 Box' which contains teaching resources that support the Emergent and Perceptual Level for teaching. Providing these items has allowed teachers to go back after sessions and try the approach. The aim was to support teachers in using the approach very quickly and to demonstrate the commitment that Renfrewshire has in embedding this training into every day practice.

Resources have been purchased to continue and develop the roll out of PATHS programme. This programme aims to promote emotional intelligence and resilience in children. All schools are at different points of implementation of this programme. This sits very well with the work that Renfrewshire are involved in regarding nurturing schools.

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

2	Learning and teaching: evidence on short and medium-term outcomes	
	What short-term outcome(s) does this initiative aim to achieve? *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)**
Short –term outcomes	Planned activity D: • increased knowledge and awareness of reading strategies that increase the reading skills of children who experience greater challenge in engaging in school life; • increased teacher confidence in the teaching of reading; • increased teacher confidence in assessment of reading through running records and data collection; and • a consistent approach of teaching reading across Renfrewshire. Planned activity E: Encourages and supports participating teachers to: • think about, audit, and evaluate their learning environments; • plan effective learning experiences through observing children's engagement and setting possible progression; • reflect on key interactions with children using the model of sustained shared thinking; • explore the role of the child as an author of their own learning; and • identify targets for development. Planned activity F: • so far the impact is anecdotal as the approach is still in the early stages of implementation. In terms of teacher confidence in teaching developing number sense at early level, teachers have reported positively; • many teachers have reported that they have started using the approaches and have already observed a positive impact. Additionally, teachers have commented on the micro teaching steps and have said that they often missed out some of these steps because they didn't think to focus on them and that they didn't identify them as important steps; and • overall, there has been a greater awareness on the concept of 'concrete-visual-abstract' as pedagogy.	Ongoing
	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*	
	The University of Strathclyde is evaluating the work of our literacy programme. We are expecting the final evaluation in June 2017. The University of Strathclyde has engaged a research assistant to evaluate the work of our Primary 1 Pedagogy programme. Classroom observations, classroom environment plans and teacher evaluations will form part of her impact report. We will receive this in June 2017.	

	With regards to SEAL training, participant evaluations were implemented.
	What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.* *This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*
	Planned activity D: Head teachers are reporting an increase in children's reading attainment levels and class teachers are more confident in the teaching of reading. Planned activity E: Responses from both practitioners and head teachers in the 11 Phase 1 schools have been overwhelmingly positive so far and, following a formal evaluation of the learning/course, we hope to run further courses next session. Planned activity F: SEAL training is at the very early stages and we plan to extend the scope and pace of this training.

	What medium-term outcome(s) does this initiative aim to achieve? *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when?** **(estimate)**
Medium –term outcomes	Planned activity D: • enhanced Primary 1 learning environments; and • children leading and planning their own learning. Planned activity E: • enhanced staff knowledge and understanding of pedagogy. Planned activity F: • increase capacity in early years staff and ensure that the approaches are introduced from the beginning of Early Level.	Ongoing
	Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')*	
	Formal evaluation reports from University of Strathclyde and establishment visit records are being used as evidence of progress and to support the identification of next steps.	
	What does this evidence show? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.* *This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*	
	The literacy programme evidence shows significant positive progress on the above. However, the other planned activities are at early implementation stages and it is too early to report on impact.	

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

Planned activity D and E:

Our engagement with academic colleagues and research has proved to be invaluable in terms of high quality professional learning. All involved report on the positive impact of professional dialogue and collaboration. Renfrewshire senior leaders and teachers have developed a better understanding of the impact of poverty on educational attainment and are implementing approaches that overcome some of the barriers our children and young people face. The support visits to staff in their own settings has enabled individual and personalised discussions around learning and teaching approaches and has created opportunities for challenge and professional debate.

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

- Research assistant was not identified at the outset – this has made it very difficult regarding communication and she has had a lot of catching up to do. It also resulted in some data being gathered after the course had started.

3	Families and communities

2016/17 Allocation	£95,900
2016/17 Actual Spend	£45,000

Expenditure breakdown			
Staffing:	Total cost this financial year	
	FTE	Costs
Teachers		£
Education/development officers		£
Educational psychologists		£
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely: Community Support Coordinator		£
Non-staffing *please specify type:*	Costs this financial year	
Family learning resources	£20,000	
Cost of the school day	£25,000	
	£	

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

Planned activity F – Family learning resources

Resources have been purchased to support the delivery of family learning Pizza Reading programmes. This includes books to support Primaries 1, 2 and 3 that have been specifically chosen to support families to learn together and inspire a love for reading. The books are bright and colourful and the illustrations provide clear imagery for the children to correspond to the storyline. There are also activities that go along with the book to support the story which helps build language and reading skills. Other resources include arts & crafts and games that expand the books storylines and supports greater depth of learning. This approach helps break down barriers to learning and reading and enables the staff to devise and develop a variety of group activities.

A new Family Learning Co-ordinator has been recently appointed to support the development and delivery of the programme and we expect the successful candidate to join the team by the beginning of April 2017. The Family Learning Co-ordinator will be directly involved in the recruitment of new family learning workers and training.

Two new Family Learning Community Learning Officers posts are currently with recruitment and will be advertised over the following weeks. These posts have a remit to engage some of the most marginalised and vulnerable families in our communities and will be dedicated to supporting the project in specific areas such as engaging families who have looked after children at home.

Planning activity G -Cost of the School Day

Funds to support families with the cost of the school day have been extremely well received by both parents and school staff. Key areas of spending have been identified as uniform, other clothing including P.E kits and appropriate winter jackets, food, trips and outings and curricular expenses e.g cooking in home economics. By carefully monitoring spending and identifying key areas of spend, this has allowed us to consider Council policies more widely in order to seek sustainable approaches to providing support with the cost of the school day. This includes revising the application arrangements to receive free school meals and school transport and reviewing the current school clothing grant to determine if this remains sufficient. School staff have used their own knowledge of children and families to ensure maximum impact.

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

3	Families and communities: evidence on short and medium-term outcomes	
term outcome	**What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when?** **(estimate)**

	Planned activity F and G: • parents engaged and involved in their child's learning and working as part of the school community; • parents feel supported by the assistance offered regarding personal finance (cost of the school day); • the Pizza reading programme is showing increased engagement with parents.	Ongoing

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

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

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Medium –term outcomes	**What medium-term outcome(s) does this initiative aim to achieve?** *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)**
	As above	Ongoing

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

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

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

Evaluations by our head teachers report an increase in participation in P.E through provision of appropriate kit and in wider school events including trips, after school clubs and supported

study sessions.

Overall, this has led to increased parental engagement with schools and less pressure on parents for whom the costs associated with the school day present a real challenge. In addition, this has also encouraged school staff to consider the hidden costs associated with attending school and to be mindful that poverty is a very real issue for some of our pupils and parents.

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

Challenges over recruitment have meant progress in some areas has been delayed.

4	Programme costs	
2016/17 Allocation	£231,340	
2016/17 Actual Spend	£79,716	

Expenditure breakdown		
Staffing:	Total cost this financial year	
	FTE	Costs
Teachers		
Education/development officers	3	£62,433
Educational psychologists	1	£17,283
Data analysis officers		£
Family/home link worker		£
Speech and language therapists		£
Early years professionals		£
Other staff, namely:……………		£
Non-staffing *please specify type:*	Costs this financial year	
	£	
	£	
	£	

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

Three development officers were appointed on a temporary basis in January (Literacy, Numeracy and Transition) to support the continued engagement process with head teachers. The development officers have been fully involved in the implementation of the literacy development programme, the implementation of SEAL training, engaging with transition teachers to discuss and draw up an action plan and attending national conferences and training.

Two educational psychologists (EPs) have been recruited to one post. They have been in post since 1st February 2017. Each works part time to make up 1fte.

The primary role has been to support whole-school nurture within the context of the existing nurturing relationships strategy. The EPs will have a specific focus on the development and refinement of impact evaluation measures in schools who are developing whole-school nurture. A secondary role has been the development of EPAST (Educational Psychology

Attainment Support Team). This has been created to enhance the role EPs play in providing support to schools as they implement and evaluate approaches related to the Scottish Attainment Challenge. The EPs provide the following functions:

- literature reviews of evidence-based practices related to raising attainment;
- research and evaluation support for schools and individual practitioners; and
- consultation to provide advice on effective practice for raising attainment.

The EPAS team has already provided advice and support to schools in relation to:

- raising attainment in numeracy;
- evaluating whole school nurture; and
- integrating attainment challenge initiatives into school improvement.

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

We have advertised the posts and plan to recruit the other members of the project delivery team by the end of March and those members of staff will take up their new posts in June/August 2017.

4	Programme costs: evidence on short and medium-term outcomes	
	What short-term outcome(s) does this initiative aim to achieve? *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)**
Short –term outcomes	NA	
	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*	
	NA	
	What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*	
	NA	

	What medium-term outcome(s) does this initiative aim to achieve? *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	By when? (estimate)
Medium –term outcomes	NA	
	Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')*	
	NA	
	What does this evidence show? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.*	

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

As above.

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

5	5 original primary schools		
2016/17 Allocation	£266,310		
2016/17 Actual Spend	£298,730		
Expenditure breakdown			
Staffing:	Total cost this financial year		
	FTE	Costs	
Teachers	4.4	£116,102	
Education/development officers		£	
Educational psychologists		£	
Data analysis officers		£	
Family/home link worker		£	
Speech and language therapists		£	
Early years professionals		£	
Other staff, namely:Nursery officers, classroom asst, community learning co-ordinator	6.55	£108,978	
Non-staffing *please specify type:*	Costs this financial year		

Materials & resources	£73,650
	£
	£

Activities: *Please comment on progress in implementing your planned activities in the year 2016/17*
The five original challenge schools are continuing with their individual action plans and this work will continue in conjunction with the proposals being developed within the authority plan.

Progress to date:

1.0   Engaging with Families and Communities

1.1   Strategies:
- the Families and Schools Together Programme (Save the Children UK);
- pizza Reading sessions (Adult Learning and Literacies Service);
- a 'soft exit' to the school day has been adopted for P1 children in one school so that parents can come into the school 10 minutes before the end of the school day to collect their children and discuss learning with the P1 collaborative team;
- a variety of approaches such as Reading Cafés; and
- the five schools continue to work closely with the Families First Teams. Targeted individual supports range from income and benefits advice, energy advocacy support, employability input to practical and emotional support.

1.2   Impact so far:
- significant increase in parental engagement at all stages and a marked improvement in attendance at parents' nights.

2.0   Literacy

2.1   Strategies:
- the Primary Literacy Coaching Programme (University of Strathclyde) is in place in all schools;
- tracking and monitoring information has facilitated focused interventions and establishment of individualised pathways;
- the attainment teachers have been working closely with specific children throughout the schools . They have tracked their performance and made adjustments to programmes as necessary;
- an Enriching Early Learning (EEL) team for P1 is well established in one school; and
- classroom assistants and nursery officers have undertaken professional learning activities and have worked alongside the attainment teachers.

2.2   Impact so far:
- teachers note that previously reluctant readers are developing an interest in books and identifying themselves as being a reader;
- children are more able to contribute to class discussions about reading and books;
- the impact on attainment will be determined by the professional judgement data that is submitted in June;
- predictions for attainment information at the end of June show an increase the percentage of pupils achieving the appropriate level in reading and writing. In one school 30% of children in P2-P7 have already increased their reading age beyond what would previously been expected; and
- class libraries have been enhanced and are being used more.

3.0   Numeracy

3.1   Strategies:
- Renfrewshire Maths Pathways are providing an effective framework for professional learning activities;
- SEAL and Number Talks are providing a vehicle for enhancing the quality of teaching;
- the school Numeracy Champions are ensuring that these approaches are implemented across the schools; and

3.2   Impact so far:
- pupils are responding positively to the approaches;
- teachers are able to focus on learning and teaching now that the pathways are in place; and
- specific impact in terms of attainment will be measured following the analysis of the professional judgement data and GL assessment data in June 2017.

4.0   Health and Wellbeing

4.1 Strategies:

Nurture
- The additional class teachers and nursery officers have been supporting vulnerable children with a focus on increasing self-esteem, confidence and developing strategies to overcome perceived learning obstacles;
- establishment of nurture group; and
- enhancing partnerships with parents.

4.2 Impact so far:
- improvement in class records regarding positive behaviour;
- improved timekeeping; and
- in one school tracking data (Boxall Profile, Myself as a Learner Scale) indicates improved scores in collaborating with other pupils; development of spoken language and memory skills; and ability to engage with and complete tasks.

5.0   Leadership

The schools have participated in the Renfrewshire Leadership Programme as follows:
- three of the head teachers have attended the Drummond International Leadership course: and
- a Depute Head teacher and an acting head teacher have attended the Aspiring HT training sessions and seven class teachers have attended the Aspiring PT training sessions.

6.1   **Learning and Teaching**

6.1   Strategies:
- Tapestry 'Great Teaching - Great Learning' programme;
- SEAL (Stages of Early Arithmetic Learning) training; and
- the Primary Literacy Coaching programme.

6.2   Impact so far:
- Tapestry. The feedback from practitioners regarding impact on the classroom has been mixed;
- SEAL. Very positive feedback from class teachers who have taken part in the training

and have adopted the approaches. There are plans to upscale and extend the training: and

- the Primary Literacy Coaching programme. As mentioned in section 2.2.

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

In three of the schools, the setting up of an effective tracking and monitoring system has taken longer than anticipated.

In one school, the FAST (Save the Children) project has not taken place due to a lack of teachers able to participate.

5	5 original primary schools: evidence on short and medium-term outcomes	
Short –term outcomes	**What short-term outcome(s) does this initiative aim to achieve?** *(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)**
	In the five challenge schools, the parents, teachers and staff are aware of the Attainment Challenge and the individual school plans.	
	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim *(if not, just put 'N/A')*	
	Discussions with head teachers and class teachers. See below.	
	What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.*	
	As detailed in previous section	
Medium –term outcomes	**What medium-term outcome(s) does this initiative aim to achieve?** *(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**By when? (estimate)**
	Medium Term Outcome: Articulation of individual school plans to the Renfrewshire Challenge Authority Action Plan and school PEF plans. The five schools will now be in phase two of the authority challenge plan and in addition through their own PEF plans. Their outcomes will be measured against the milestones set within the plan. The work that the individual schools have begun will continue within the	

	work streams of: Leadership; Learning and Teaching; and Families and Communities. In addition, each school will continue their work through the PEF funding and 'top up' as agreed through the no deficit model.	
	Are you collecting evidence to measure these outcome(s)? *If so, please specify which type of evidence for which aim (if not, just put 'N/A')*	
	The tracking and monitoring systems within the individual schools have been strengthened and this work is ongoing. The use of data within the authority is a key feature of the local authority challenge plan.	
	What does this evidence show? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.*	
	N/A	

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

- An introduction to the benefits of use of data to further support effective monitoring and tracking.
- Professional dialogue between staff to decide individual pathways and interventions.
- Focus on pedagogy (literacy programme).

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

OVERALL PROGRESS AND REFLECTIONS

6	**Overall progress towards long-term outcomes and reflections**
Long –term outcomes	*The long-term outcomes of the Attainment Scotland Fund are to:* *a. Improve literacy and numeracy attainment* *b. Improve health and wellbeing* *c. Close the attainment gap between pupils from the most and least deprived areas.* **Are you collecting any evidence to measure these long-term outcomes in your authority? If so, please specify the type of evidence you are collecting** *(if not, just leave blank)*
	Reflections on progress to date: **Can you share any learning on what has worked well in implementing this initiative?** Our vision for children and young people in Renfrewshire is summarised in our vision statement: "*Working together to get it right for children, families and communities- protecting,*

learning , achieving and nurturing."

We are highly aspirational and we have made a strong commitment to tackling the effects of poverty on the outcomes of our children, young people and their families. Our strategy has been to ensure all of our educational establishments and, in particular, certain targeted schools, are ambitious, promote high expectations and provide opportunities for the children to develop and achieve.

We are making progress across all work streams. However, it is important to note that we have faced challenges regarding recruiting and setting up the delivery team. This was shared with Scottish Government in our Highlight and Challenges report recently. We have been frustrated by the slower pace of expected progress but we are aware this will increase significantly as we move forward.

We have made significant progress in extending the scope and pace of the partnership work with the University of Strathclyde. The focus has been firmly on raising attainment in reading and writing and in building leadership capacity and expertise at all levels in our establishments. The work with academic colleagues has had a significant impact on building teacher knowledge and expertise in these areas. For example, the work in exploring P1 pedagogy has been well received and teachers are reflecting on existing practice in this area and are trying out different routines, work programmes and approaches across the targeted schools.

The role of leaders and the functions of leadership have been shared and opportunities for head teachers to be engaged in the wider team in the authority has been welcomed and highly evaluated. A team approach and collaborative working is evident.

Leaders at all levels are beginning to better understand the value and power of data which is used effectively to support next steps. The appointment of a data officer will support and enhance this approach.

A number of resources have been purchased to support schools with the literacy development programme and to support the SEAL training. A significant amount of funding was downloaded to schools regarding cost of the school day and as above has been reported to be very successful and has had a positive impact on our children and families.

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

Recruitment issues.
However, we are now making significant progress to overcome the initial challenges.

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

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

As above

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

As above

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

As above