

Reporting Period	October – December 2016
Local Authority	North Ayrshire Council
Key Contact at Authority	[REDACTED]
Attainment Advisor	[REDACTED]

Financial Expenditure Reporting

1	Literacy - Assessment and Data Analysis		
2016/17 Allocation	£100,895	Planned Quarterly Spend	£0
2016/17 Actual Spend	£0	Actual Quarterly Spend	£0
2	Numeracy		
2016/17 Allocation	£52,882	Planned Quarterly Spend	£0
2016/17 Actual Spend	£0	Actual Quarterly Spend	£0
3	Health and Wellbeing – Secondary School Nurture Group		
2016/17 Allocation	£419,288	Planned Quarterly Spend	£0
2016/17 Actual Spend	£0	Actual Quarterly Spend	£0
4	Community/Parental engagement		
2016/17 Allocation	£167,150	Planned Quarterly Spend	£0
2016/17 Actual Spend	£0	Actual Quarterly Spend	£0
5	Staffing		
Staffing secured this quarter:		Staffing secured in total:	
9 x Data Coaches 1 x Research Assistant		9 x Data Coaches 1 x Research Assistant	
How many GTCS registered teachers is this funding supporting?			9.8FTE
How many other staff is this funding supporting?			26.0FTE

Number of schools supported by this funding?	9
How many pupils are benefiting from this funding?	7805
<p><i>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 April 2016) and are there any challenges?</i></p> <p>We have made progress in achieving our short-term outcomes in relation to recruitment and selection. Particularly with the development of role profiles, job evaluation of posts and recruitment of teaching and other staff, details of which are outlined below. A number of vacancy adverts have been placed, albeit actual start dates for staff are not available at this moment but will be in place for Quarter 4 reporting.</p>	

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

Literacy – Assessment and Data Analysis

- Data coaches have been appointed in each secondary school and are currently developing plans for building capacity in their establishments.
- The research assistant has been appointed and liaising with the data coaches in order to provide assistance in analysing data through our approaches and support capacity building.
- A Data Analysis network is being established to co-ordinate the work of the data coaches. This network will support data coaches in developing a positive approach to the use of data in shaping future planning.
- The training needs of teachers will be identified through a pre evaluation which is currently underway. There will be a post evaluation developed in order to measure impact.

Numeracy

- A Numeracy Lead for secondary schools has been advertised but not appointed at present.
- Management time has been given to each secondary school, of 0.1FTE to allow numeracy and mathematics teachers to engage in high quality professional learning. Teachers will be supported to actively lead targeted interventions and improve skills with pupils to support closing the gap.

Health and Wellbeing

- Role profiles have been developed for 9 x Secondary School Counsellor posts and are currently advertised.
- Nurture teachers and nurture classroom assistants are currently being appointed in each of the nine secondary schools.

- The recruitment process is underway for a full time assistant psychologist.
- There is currently a Wellness Recovery Action Planning, (WRAP) pilot programme in one of our secondary schools. This will enable the scoping of exact requirements within North Ayrshire eg;
 - WRAP Train the Trainer course for our two Project Officers
 - Building capacity through staff training
 - Developing training to meet the needs of our children and young people

Community/Parental Engagement

- Recruitment of a Principal Teacher of Family Learning for secondary schools has been advertised.
- Recruitment of 9 x Family Learning Workers is currently in progress and interviews are being scheduled.

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

- Since the grant was approved by the Scottish Government on 30 September 2016, we have continued to find the recruitment of teachers a challenge.
- The lead time from 30 September to the advertising of posts has caused slippage to the timeframes anticipated, this is due to our internal Human Resources Job Evaluation procedures. Role profiles and the submission of job evaluation documentation was completed timeously. Delay has been due to timeframes for processing same and advertising posts. Consequently, the budget spend will be in Quarter 4 rather than Quarter 3.
- The Secondary Numeracy Lead has been re-advertised.
- Slippage on training being implemented for Nurture Teachers until full recruitment has taken place.
- Data coach training has been delayed because of a change of personnel and a change of delivery format. This will now take place in early 2017.
- WRAP training – until our Development Officers are trained, we are unable to commence training of staff, and this will have an impact on spend.

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

Agreed Improvement Plan

1	Professional Learning Academy			
2016/17 Allocation	£1,789,918	Planned half year Spend	£333,653	
2016/17 Actual Spend	£381,339	Actual half year Spend	£381,339	
Staffing secured this quarter:		Staffing secured in total:		
1 x PLA Lead 4 x Principal Teachers 2 x Teachers 1 x Education Psychologist 1 x Research Assistant 1 x Speech and Language Therapist 2 x Senior Early Years Practitioners 1 x Clerical Assistant		1 x PLA Lead 4 x Principal Teachers 2 x Teachers 1 x Education Psychologist 1 x Research Assistant 1 x Speech and Language Therapist 2 x Senior Early Years Practitioners 1 x Clerical Assistant		
Expenditure breakdown				
Staffing:	These 6 months		Total this financial year	
	FTE	Costs	FTE	Costs
Teachers/PTs	6.0	£189,771	6.0	£189,771
PLA Lead	1.0	£38,105	1.0	£38,105
Educational psychologists	1.0	£12,031	1.0	£12,031
Research Assistant	1.0	£12,647	1.0	£12,647
Family/home link worker	0	£0	0	£0
Speech and language therapists	1.0	£13,898	1.0	£13,898
Senior Early years professionals	2.0	£87,388	2.0	£87,388
Clerical Assistant	1.0	£8,604	1.0	£8,604
Non-staffing <i>please specify type:</i>	Costs these 6 months		Total costs this fin. year	
Resource Materials	£18,683		£18,683	
Stationery	£212		£212	
	£0		£0	

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

- We have appointed 3 class teachers (2 primary and 1 secondary), 2 Senior Early Years' Practitioners, 1 secondary Science teacher and 1 Digital Learning teacher.
- The appointment of an administrative assistant has enabled the focus of team to be on the development of professional learning for teachers and practitioners.
- 46 out of 50 schools have released a teacher for the *Teacher Leadership in Numeracy* training programme. Teachers attend the Professional Learning Academy on 5 dates and they will take forward Numeracy development within their schools on another 11 days (plans in place until Dec 2016).
- This session, we have devised and delivered three *Teacher Leadership in Numeracy* days. Plans are in place for these teachers to take forward numeracy development within their schools. These teachers were placed in 3 network groups to support them in their leadership of numeracy across their schools, including targeted intervention - part of our approach to 'looking inwards outwards and forwards' (HGIOS 4). The smaller numbers have enabled small group teaching of teachers.
- There have been significant opportunities for professional learning and in-school support (for schools with highest levels of children and young people living in SIMD 1 and 2).
- In collaboration with the NHS, a Speech and Language Therapist post is advertised and interviews planned for October 2016.
- Similarly, a Research Assistant post was advertised and interviews planned for late October/Early November 2016.

Slippage from plans: Please comment on slippage from your original plans for implementing a

Recruitment of staff has proved difficult for a number of reasons, including lack of supply staff to backfill planned posts. We were unable to appoint a secondary maths or literacy teacher, an ASN teacher or an early years' science practitioner. We have recruited two senior early years' practitioners. This represents a change from the original planned bid for 1.0 FTE Senior Early Years Practitioner. Paperwork regarding this change is currently being processed.

1	Learning Academy: evidence on short and medium-term outcomes	
#Short –term outcomes	What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i>	By when? (estimate)
	<ol style="list-style-type: none"> 1. PLA building is complete and equipped to provide inspiring learning. 2. PLA Team is established to provide high quality training. 3. Numbers of teachers and Early Years Practitioners accessing opportunities for training. 4. Training will be extended to the Private and Voluntary sector for Early Years – practitioners will attend and have increased awareness of approaches to Early Numeracy. 5. Increased confidence and skill amongst all teachers and early years' practitioners in meeting the needs of children and young people in Numeracy. In Reading, we have concentrated on 10 	<p>Complete ongoing Sept 2016 Sept 2016 Numeracy –Dec 2016 Reading –</p>

	<p>schools from the focus 16 and, in Writing, on 4. Two schools are receiving SALT intervention and this has been determined by the individual needs of each school through consultation and analysis.</p> <p>6. Increased skills in the teaching of listening and talking through Professional Learning Network.</p> <ul style="list-style-type: none"> The impact of these areas will be measured at key points throughout the year. 	<p>Feb 2017 Writing June 2017</p> <p>L&T - ongoing</p>
<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>		
<p>1. The PLA building is being utilised on a daily basis. An official opening date to be agreed.</p> <p>2. Staff evaluation forms – there will be formal PLA evaluation forms. However, we will also use other dual purpose methods. These will model how we can effectively collect useful data in the classroom as well as providing evaluative data regarding the impact of our professional learning sessions. Each Principal Teacher lead will be responsible for maintaining a 'Learning Book' which will evidence the quality of learning and impact (measured) on participants.</p> <p>3. Attendance levels at training courses and CLPL Programmes e.g. 221 teachers and early years' practitioners have received training in the past 5 weeks.</p> <p>4. The number practitioners, and partners, accessing support. Recall sessions with impact statements. PLA Raising attainment paperwork focusing on impact on pupils. The PLA are currently using baseline measures, against which children's progress will be measured over time.</p> <p>5. PLA pilot study will provide evidence through evaluation of baselines/questionnaires (6 schools on Numeracy/Reading & Writing still to be confirmed) which will reflect increased confidence and skills.</p> <p>6. PLA Raising attainment paperwork focusing on impact on pupils. There is an Improvement Plan for each area e.g. Numeracy, Reading, Writing and SALT intervention. These will be evaluated periodically throughout the session.</p>		
<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>		
<p>2&3 To date, 100% of the 328 teachers and early years practitioners trained have reported increased knowledge and skills following attendance at our Early Level Numeracy Progression Framework training.</p>		

	<p>5. Since August 2016, 12 primary schools who have attended part 1 of the First Level Numeracy Progression Framework provided highly positive feedback on the content, delivery and increase in skills base this has provided to date. Increased curricular and pedagogical leadership opportunities for staff across 46 primary schools.</p> <p>6. Positive impact of numeracy interventions within 46 primary schools with targeted groups based on pupils living in SIMD 1 and 2. (From Jan-June 2017, these will be focused on literacy).</p>	
Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate)</p>
	<ol style="list-style-type: none"> 1. Increased quality of teaching amongst teachers in all schools for raising attainment in Numeracy at First Level. 2. Increased quality of teaching amongst teachers in targeted schools for Reading and Writing. 3. Systematic approaches to working within, across and beyond establishments are increasingly embedded within the culture. 4. Increased quality of play based experiences which naturally embed literacy and numeracy in the Early Years. 5. Increased curricular and pedagogical leadership opportunities for staff across 46 primary schools. 6. Positive impact of numeracy interventions within 46 primary schools with targeted groups based on pupils living in SIMD 1 and 2. (From Jan-June 2017, these will be focused on literacy.) 7. Positive feedback from parents on approaches to engage them in pupils' learning in Numeracy & Literacy. 	<p>June 2017 for all areas.</p>
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	<ol style="list-style-type: none"> 1. Feedback from Head Teachers, Stakeholder outcomes (pupils, parents and staff) as a result of pilot studies in Numeracy. 2. As above. 3. An increased number of schools in Professional Learning Networks, specifically with the highest concentration of pupils living in SIMD 1 and 2. Report on SALT intervention in two schools with significant numbers of pupils living in SIMD 1 and 2. 4. Targeted Early Years Classes/Centres based on SIMD criteria – impact statements, observation analysis, measurement of progress data. 5. Quantity of schools sustaining leadership opportunity and impact of additional time – ‘Impact Learning Book’ to collate evidence of impact. 6. Leaders of Numeracy will collect baseline assessment with their targeted group and conduct a 9-week intervention. PLA Raising Attainment documentation will evidence impact. 7. Parent interviews, brief questionnaires and comments following workshop intervention on new approaches to raising attainment in Literacy & Numeracy. 	

The Robert Owen Centre will be conducting a study into the impact of the PLA. We have formulated research questions and agreed a process over the session 2016/17. This will include e.g. qualitative feedback on the impact of in-school support.

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.*

To date, it is too early to comment. However, feedback from HTs is highly positive. Comments have surrounded increased motivation of staff in delivery of programmes and the high quality of support provided to increase provision for pupils. Interestingly, we have found that schools, from all sectors, are contacting us to request support and professional learning sessions are consistently over- subscribed.

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

- Focus on whole school provision of high quality professional learning is significantly more effective than one person attending training and endeavouring to cascade. All workshops on Numeracy and Literacy frameworks require to be attended by a whole primary school including HT and SMT to ensure consistency of practice and clear expectations.
- Our 'evaluation, evaluation, evaluation' approach where participants require to attend a workshop, at least, on 2 occasions and provide evidence of impact whilst trainers build on and extend professional learning based on needs of staff.
- Devising frameworks underpinned by clear research and literature to demonstrate progression – staff feedback has been incredibly positive in terms of our vision of consistency and impact in schools.
- After training, PLA staff hold an evaluative session to identify aspects that went well and aspects that could have been improved in order to influence our next steps.
- The agenda is driven by the staff within the local authority therefore our high level of consultation has generated significant interest and commitment to our raising attainment agenda.
- Three secondary schools have contacted the PLA to work with them on teaching and learning. This is highly positive and is an indicator of the impact of our initial success. As a result, we will be setting aims for working with secondary schools on pedagogy. Priority will be for schools where the highest concentration of pupils live in SIMD 1 and 2.

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

It was challenging not having a building for training and time was lost due to travelling and transporting resources. However, this is now resolved and, already, we notice a considerable difference in terms of productivity and flow of delivery. Our building also supports modelling of an effective learning environment.

2	Robert Owen Centre			
2016/17 Allocation	£40,000	Planned six monthly spend	£0	
2016/17 Actual Spend	£0	Actual six monthly spend	£0	
Expenditure breakdown				
Staffing:	These 6 months		Total this financial year	
	FTE	Costs	FTE	Costs
Teachers	n/a	£0	n/a	£0
Education/development officers	n/a	£0	n/a	£0
Educational psychologists	n/a	£0	n/a	£0
Data analysis officers	n/a	£0	n/a	£0
Family/home link worker	n/a	£0	n/a	£0
Speech and language therapists	n/a	£0	n/a	£0
Early years professionals	n/a	£0	n/a	£0
Other staff, namely:.....	n/a	£0	n/a	£0
Non-staffing <i>please specify type:</i>	Costs these 6 months		Total costs this fin. year	
	£0		£0	
	£0		£0	
	£0		£0	
Activities: <i>Please comment on progress in implementing your planned activities in the first six months of 2016/17</i>				
<p>The Robert Owen Centre will be conducting a study into the impact of the PLA. We have formulated research questions and agreed a process over the session 2016/17. This will include qualitative feedback on the impact of in-school support.</p> <p>Consultations have taken place with ROC and North Ayrshire Council and a draft paper is now in place and available upon request.</p>				
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the first six months of 2016/17</i>				
n/a				

2	Robert Owen Centre: evidence on short and medium-term outcomes	
Short –term outcomes	What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i>	By when? (estimate)
	The short-term outcomes are not appropriate at this stage.	

	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'. <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>	
	n/a	
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 outcomes are not appropriate at this stage. The outcomes for the Robert Owen Centre will be long-term and detailed in the end of year report.	
	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 – Long-term evidence will be provided by ROC.	
	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>	
	n/a	
Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?		
n/a		
Can you share any learning on what has worked less well or could be improved?		
n/a		

3	Nurture Groups			
2016/17 Allocation	£1,281,564	Planned half year Spend	£566,139	
2016/17 Actual Spend	£440,019	Actual half year Spend	£440,019	
Staffing secured this quarter:		Staffing secured in total:		
1 x Principal Teacher Nurture 15 x Nurture Teachers 15 x Nurture Assistants 0.5 x Research Assistant		1 x Principal Teacher Nurture 15 x Nurture Teachers 15 x Nurture Assistants 0.5 x Research Assistant		
Expenditure breakdown				
Staffing:	These 6 months		Total this financial year	
	FTE	Costs	FTE	Costs
Teachers/PT	16.0	£341,354	16.0	£341,354
Education/development officers		£		£
Educational psychologists		£		£
Research Assistant	0.5	£2,232	0.5	£2,232
Family/home link worker		£		£
Speech and language therapists		£		£
Early years professionals		£		£
Nurture Assistants	15.0	£84,178	15.0	£84,178
Non-staffing <i>please specify type:</i>	Costs these 6 months		Total costs this fin. year	
Training Costs	£4,093		£4,093	
Resource Materials	£8,162		£8,162	
	£0		£0	
Activities: <i>Please comment on progress in implementing your planned activities in the first six months of 2016/17</i>				
<p>We have made substantial progress towards making North Ayrshire Council Schools and Directorate a 'Nurturing Authority'.</p> <p>We have successfully established 15 Nurture Groups which are fully operational and providing a high quality service for identified children and families in North Ayrshire. In June 2016, 56 children from primary 1-3 were attending the core Nurture Groups and receiving 15 hours of quality relationships based support to enhance their wellbeing.</p> <p>Currently 67 children from primary 1-3 are attending the core Nurture Group and are receiving 15 hours of quality relationships based support to enhance their wellbeing. Boxall profiles were completed for all children and will continue to be used to track children's progress.</p> <p>Of the 67 children whose attendance exceeded one term, analysis has shown that 33 children have successfully transitioned back to their mainstream classes. Boxhall shows positive trends in the success of interventions.</p>				

Currently 125 primary pupils are being supported outwith the core 15 hours. These groups are responsive to the identified needs of individual children within the 15 schools.

All Nurture Group staff have established positive relationships with parents of children attending Nurture. Varying approaches are used to ensure the needs of individual families are considered. This consists of 1-1 targeted support, drop-in sessions and Parent Groups involving the wider community.

Nurture staff meet regularly with parents to agree and share specific targets for children's learning and wellbeing.

All staff working in the Nurture Groups are fully trained and have completed the 4 day Nurture Training course. Out of the 30 nurture staff, 8 (27%) members of staff have achieved full accreditation and the others are working towards this and will submit assignments in November. A further course will take place in September to ensure the sustainability of the provision.

An ongoing comprehensive programme of appropriate training has been delivered to all Nurture Staff to ensure their continuing professional development. A partnership approach has been taken with Educational Psychology, Speech and Language Therapy, Early Years staff and the Nurture PT providing the training.

The Head Teachers of the identified schools have attended termly Nurture Coordinators meetings to ensure consistent implementation of the Nurture model, highlight challenges and share examples of good practice.

We have developed a Quality Improvement Framework for Nurture Groups drawing on indicators in HGIOS 4 and NIF and a programme of quality visits to each school is currently being undertaken. The first visits will be completed by end of October 2016. The focus of these visits has been on planning and effectiveness of staff in analysing Boxhall profiles.

A programme of call-back sessions, supported by Educational Psychology are now in place to ensure that these aims are being met.

A further five schools have been identified and will attend comprehensive four day nurture training at Education Scotland. This will ensure that the 20 most deprived schools in NAC, using SIMD 1 & 2 Data, will place nurture at the heart of their health and well being programme. As a result, dates have been organised for every school in the authority to receive universal nurturing approaches training.

The Boxall profile, BIOs, and SDQ are completed for children entering and exiting nurture groups. Class teachers and Nurture group staff complete separate assessments to facilitate a clear picture of children's progress across the school day.

Data shows that there was a significant positive shift in the BIOs scores i.e. self-esteem of the children as rated by the teachers. The SDQ has shown a reduction in the total difficulties (social and emotional) and a significant increase in pro-social skills as rated by the teachers and parent scores.

Parents complete SDQs and a parental questionnaire at the child's entry and exit of the nurture group to assess their view of their child. Examples of feedback from parents' surveys are: "Lot more happier to go to school", "Happy his behaviour improving, listening more", "Speech is a lot better", "Attention span has got better", "Loads more confident".

A children's questionnaire has been developed to ascertain the child's view of themselves pre and post nurture intervention. Focus groups are now planned as another method of seeking pupils' views.

Head Teacher and class teacher questionnaires have been developed to enable us to gather views from the team working around the child. These will be utilised to gather data in Spring 2017.

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

Whilst all 15 nurture bases are now operational, two groups have been affected by staff absence and Nurture staff are providing support to individual children within classrooms.

Owing to the delayed start of several nurture groups we were unable to collect the full range of quantitative data from all groups which had been anticipated at this stage.

3	Nurture Groups: evidence on short and medium-term outcomes	
Short –term outcome	What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i>	By when? (estimate)
	1. Training has been delivered to enhance staffs' knowledge and understanding of attachment related practice.	Oct 2016
	2. Nurture groups have identified the second "phase" of children and begun the pre placement assessments for new children joining the NG .	Oct 2016
	3. Nurture group staff will participate in the first phase of training and the subsequent identification of targets to develop whole school nurturing approaches.	March 2017
	4. Working parties have been established and will address: Parental engagement and measuring impact of the NG work with families; supporting children's development of self-regulation skills; and literacy learning within the nurture group.	June 2017
	5. To support children's development of self-regulation skills. 6. Provide literacy learning within the nurture group.	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')

1. Level of attendance at nurture training courses, calendar and agenda of nurture training package courses which includes staff training evaluations.
2. Boxall profiles, SDQs, range of questionnaires.
3. School Improvement Plans, call back sessions, school targets related to nurture.
4. Working parties to present measures and impact of nurture group work with families and present findings to the larger nurture team.
5. Observations made by staff of children documented through observation records and comments in the child's plan relating to self-regulation.
6. Timetables, success in children meeting their literacy targets within the child's plan. Examples of 'pupil voice'.

Qualitative Data

School staff report that nurture intervention is having a positive impact on children. A number of examples are outlined below:

- Through formal discussions with the PT Nurture, the Strategic Nurture Group and the Nurture Co-ordinators' group, staff have reported examples of children demonstrating improved self-confidence and improved eye contact.
- Nurture group staff report a reduction in the number of incidents of upset amongst previously unsettled children.
- Nurture group staff report children have improved skills in self-regulation and that children are aware they can continue to draw support from nurture group staff following their transitions back to mainstream class.
- Class teachers report children learning and socialising within the class.
- Head teachers report that children's confidence has improved.
- Parental feedback is very positive.

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.*

N/A

Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate)</p>
	<ol style="list-style-type: none"> 1. Children will learn within their mainstream classes. 2. Children will develop and maintain positive relationships within their mainstream classes and communities. 3. Nurture group staff will support HT and other key staff members in developing whole school nurturing approaches. 4. Parents will continue to report positive developments in relation to the impact within the home environment. 5. Evaluation of the Quality of the Service provided to young people and their families. 	<p>Following child's 4 term nurture intervention.</p>
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	<ol style="list-style-type: none"> 1. Evidence of former nurture pupils tracking of attainment progress over time within the mainstream classroom. 2. Teacher, staff and parental feedback of observation of nurture pupils, captured through the staged intervention review process by achievement awards. 3. As per 1 above 4. As per 2 above. 5. Evaluation of the school plan will reflect on the effectiveness of the nurture approach in schools. Self-evaluation activities in relation to the quality improvement framework will be validated by senior manager's discussions with nurture, school and senior school staff. 	
	<p>What does this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p> <ul style="list-style-type: none"> • 32 out of the 33 children who have gone through the transition process back to their classes are learning and socialising well, as evidenced by reports from Head Teachers and school mainstream staff. • One child has been identified as needing learning support input following their return to class. 	
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>The four day training programme has resulted in a consistency of practice in the 6 principles of nurture. This has been observed by senior manager quality improvement visits.</p> <p>The development of guidelines and a quality improvement framework for North Ayrshire's</p>		

nurture groups has facilitated clear expectations and the communication of expected high standard of provision.

The programme of training, delivered to the nurture team, supported by Educational Psychologists and our Speech and Language Therapist has had a positive impact on children in nurture groups.

As a result of Boxhall profiling and observations of children, staff are able to plan more effectively to meet children's needs

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

The national shortage of teachers has impacted on the nurture groups.

4	CAMHS and Place2Be			
2016/17 Allocation	£137,022	Planned half year Spend	£35,404	
2016/17 Actual Spend	£38,452	Actual half year Spend	£38,452	
Staffing secured this quarter:		Staffing secured in total:		
2 x Development Officers		2 x Development Officers		
Expenditure breakdown				
Staffing:	These 6 months		Total this financial year	
	FTE	Costs	FTE	Costs
Teachers		£		£
Education/development officers	2.0	£37,887	2.0	£37,887
Educational psychologists		£		£
Data analysis officers		£		£
Family/home link worker		£		£
Speech and language therapists		£		£
Early years professionals		£		£
Other staff, namely:.....		£		£
Non-staffing <i>please specify type:</i>	Costs these 6 months		Total costs this fin. year	
IT Support	£565		£565	
	£		£	
	£		£	
Activities: <i>Please comment on progress in implementing your planned activities in the first six months of 2016/17</i>				
CAMHS				
Development Officers have been actively engaging with the CAMHS team. Having attended approximately 30 initial assessments and 13 team meetings, there is a greater awareness of CAMHS procedures, time taken to formulate diagnosis, co-morbidity issues etc.				
There is greater clarity around the structures needed to promote positive mental health and wellbeing in our children and young people.				
Interviews with schools, results of survey and CAMHS referrals have highlighted the need for Career Long Professional Learning (CLPL) for teaching staff in ADHD, Autism, anxiety and stress. Progress has also been made in the following areas:				
<ul style="list-style-type: none"> • An updated referral form has been drafted for consideration by CAMHS' Clinical Governance Team. • A variety of on-line resources for both staff and young people has been sourced and 				

uploaded on to GLOW.

- Over 20 primary schools have engaged with officers to advise on their curricular and training needs while helping the officers review curricular materials e.g. Jigsaw Visits have greatly enhanced awareness of the challenges facing schools in their drive to support emotional wellbeing.
- Significant evaluations have taken place on curricular resources e.g. JIGSAW and ICE Pack for use in primary schools.
- Moves towards more effective partnership working, for example CAMHS/Place2Be/CAMHS Development Officers have met to discuss joint training etc. Plans are in place to bring Ed Psych/CAMHS/Education staff together to clarify roles and support more effective partnership working with the child at the centre.
- 8 meetings have been held with NHS Health Improvement to consider joint working on updating resources. Joint working meetings have been convened with Area Inclusion Workers, School Nurses, Head of Outreach Service, CAMHS Head of Service etc. These have proved invaluable in helping joint understand of their respective roles and responsibilities and how they could service the mental health agenda more effectively.

Place2Be

Place2Be services have been established in 6 primary schools for three years. This funding was matched by NHS Ayrshire and Arran. Place2Be raises around 30% of the overall costs itself.

Place2Be is now fully operational in six schools across North Ayrshire:

<u>School Name</u>	<u>Days of Service</u>
[REDACTED]	Mon; Tues; Weds (am)
[REDACTED]	Weds (pm); Thurs; Frid
[REDACTED]	Weds(pm); Thurs; Frid
[REDACTED]	Mon; Tues; Weds (am)
[REDACTED]	Mon (am); Tues; Weds
[REDACTED]	Tuesday; Wed(am); Thurs

A Service Manager manages the cluster in North Ayrshire and supervises each School Project Manager (SPM). The main focus in this initial period has been developing relationships across each community, including CAMHS, local third sector agencies, school staff, parents and children. To achieve this, Place2Be staff have:

- Attended CAMHS meetings to brief local teams on our work.
- Held staff briefing sessions for school staff in each school.
- Attended Parents Council meetings and plan to attend the up and coming parent

meetings in each school.

- Introduced the service and Place2Talk through Whole Class Work, Circle Time Sessions and Assemblies. To date, there have been 22 Circle times, 47 Class Work Sessions and 8 Assemblies.

Place2Be also held a training session for a number of staff on Monday 19 September which focused on supporting children in the playground.

The school based service comprises of three distinct areas; one-to-one support for children who are referred by teachers, parents or external agencies A referral from an external agency is seen as a priority, for children with the most urgent needs.

Place2Talk is a lunch/break time self-referral service that allows each school pupil who has parental consent to visit Place2Be whenever something is worrying them. This aspect of the service proves an invaluable way for Place2Be staff identify potential serious problems which might otherwise go unnoticed, at an early opportunity.

Finally, Place2Be offers teachers and school staff our Place2Think service, a reflective space to review the behaviour of individual children and to provide practical strategies to deal with challenges. To date, there have been 77 Place2Think sessions with school based staff. Some of the issues explored were: understanding communication behind children's behaviour, advice on how to manage/deal with class issues, and support to reflect and manage own emotional responses to child/children/class.

Place2Think and Place2Talk are fully operational across each of the 6 schools and are being well used despite being in the initial phase of operation. To date, there have been 235 children seen in Place2Talk where the key themes emerging are friendships, relationships, managing angry feelings, bullying etc. The service has started the assessment process in each school to begin one-to-one work with individual children, including meeting parents and the one-to-one work has already begun in [REDACTED]

[REDACTED] The remaining schools will commence one-to-one work from October 2016.

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

CAMHS

As a result of working more closely with CAMHS, changes to the original planned assessments and resources have had to be made. More attention and focus to address mental health and emotional well-being within the curriculum has proven necessary.

Place2Be

The progress of this programme has varied due to the timeframes in recruiting key staff.

4	CAMHS/ Place2Be:
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Evidence on short and medium-term outcomes		
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate)</p>
	<p>CAMHS</p> <ol style="list-style-type: none"> 1. Officers are now more actively engaged with CAMHS team and are much more aware of procedures, time taken to formulate diagnoses, co-morbidity issues etc. 2. Staff in schools are engaging with officers, assisting in the review of curricular materials, advising of training needs etc. 3. Professional contacts and dialogue has taken place to improve joint working. 4. CLPL programme has been planned. <p>Place2Be</p> <p>All schools are fully operational and offering the full service (3 aspects: Place2Talk/Place2Think and Place2Be).</p>	<p>Achieved by Aug 2016</p> <p>by Mid October 2016</p>
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>	
	<p>CAMHS</p> <ol style="list-style-type: none"> 1. N/A 2. Feedback from schools, minutes of meetings, evidence of materials changed. 3. Specific meetings taking place with minutes as evidence. 4. CLPL Programme, showing scheduled dates etc. <p>Place2Be</p> <p>Evidence will come from numbers accessing the service and feedback directly from the service users.</p>	
<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>		
<p>N/A</p>		

Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate)</p>
	<p>CAMHS</p> <ol style="list-style-type: none"> 1. Support materials for staff and pupils available on GLOW etc. 2. New curricular resources utilised and evaluated. 3. Work in partnership with NHS health promotion staff to develop PMS materials. 4. Schools participating in CLPL designed to support mental health agenda. 5. Improved partnership working between agencies supporting young people. <p>Place2Be</p> <ol style="list-style-type: none"> 1. As a result of services being utilised, improved outcomes for children and young people is anticipated i.e. improved social and emotional wellbeing and improved engagement. 	<p>Oct 2016</p> <p>Oct 2016</p> <p>Oct 2016</p> <p>Underway Nov 2016</p> <p>Ongoing through the life of the project</p>
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	<p>CAMHS</p> <ol style="list-style-type: none"> 1. Numbers of hits on GLOW and evidence of classroom use and impact on children and young people. 2. Evaluations will be analysed and reports outlining appropriate actions will be formulated. 3. PMA material developed. 4. CLPL programme in place – monitor numbers attending and evidence of implementation recorded. 5. Improved engagement between agencies e.g. CAMHS/Ed/Ed Psych and better understanding of respective roles through working groups and cross-service meetings. <p>Place2Be</p> <ol style="list-style-type: none"> 1. Evidence through surveys and evaluations from teachers/parents and the users will be gathered. 	
	<p>What does this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>	
	N/A	

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

CAMHS

The two Development Officers have spent three months working with CAMHS team. In this time they have:

- Been able to access CLPL which has helped them gain a deep understanding of the work of the team.
- Attended assessments and team meetings.
- Begun to understand the structures needed to promote positive mental health and wellbeing in young people across North Ayrshire.
- Engaged more actively with the CAMHS team and are much more aware of the procedures, time taken to formulate diagnoses, co-morbidity issues etc.
- Received more engagement from staff in schools are engaging, assisting in the review of curricular materials, advising of training needs etc.
- Improved joint working through the professional contacts and dialogues which have taken place.

Place2Be

This service is proving to be both popular and enlightening in our 6 target schools. Some Head Teachers report that, after initial parental anxiety, things are now settling well and the users are engaging with the service willingly and thoughtfully, beginning to understand the value and importance of the provision. Feedback from some parents shows that they are finding that their children are now more open and willing to share their thoughts, feelings and emotions at home and initially this was a concern. However, they are now reporting that they are content that their children have more confidence in sharing and feel confident that relationships can only improve as a result.

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

CAMHS

- The enormity of the task has called for continual re-evaluation as new resources, strategies etc. are found and the complexity of the learners' needs becomes clearer.

Place2Be

N/A

5	Community/Parental Engagement			
2016/17 Allocation	£240,001	Planned half year Spend	£8,850	
2016/17 Actual Spend	£20,793	Actual half year Spend	£20,793	
Staffing secured this quarter:		Staffing secured in total:		
1 x Principal Teacher 6 x Family Learning Workers		1 x Principal Teacher 6 x Family Learning Workers		
Expenditure breakdown				
Staffing:	These 6 months		Total this financial year	
	FTE	Costs	FTE	Costs
Principal Teachers	1.0	£3,933	1.0	£3,933
Education/development officers		£0		£0
Educational psychologists		£0		£0
Data analysis officers		£0		£0
Family/home link worker	6.0	£16,860	6.0	£16,860
Speech and language therapists		£0		£0
Early years professionals		£0		£0
Other staff, namely:.....		£0		£0
Non-staffing <i>please specify type:</i>	Costs these 6 months		Total costs this fin. year	
	£0		£0	
	£0		£0	
	£0		£0	
Activities: <i>Please comment on progress in implementing your planned activities in the first six months of 2016/17</i>				
<ul style="list-style-type: none"> All Family Learning Team (FLT) posts have been filled; 1 Principal Teacher, 6 Family Learning Workers and commenced employment at the beginning of Sept 2016. FLT have attended all locality Community Planning Partnership (CPP) meetings to ensure high visibility of the team within allocated areas. They have taken part in a presentation at the Head Teachers meeting and followed up with individual school meetings, creating specific action plans focusing on short/medium/long term impact. Families Connect – 7 schools established as working in SIMD 1 and 2 areas have engaged with the Save the Children initiative and are currently taking this forward with parents of children aged 5 and 6. Families Connect aims to support parents and carers to enhance their child’s learning. The programme provides a series of activities, techniques and games parents and carers can practise with their children, whilst in the home environment. The programme recognises the role parents play in the education of their children and the value in creating a home environment that is conducive to learning. Families Connect focuses on three key areas: social and emotional development, literacy and language development, numeracy and mathematics. Individual baselines have been completed. FLT will also be trained in this programme to ensure sustainability. <p>██████████ led a North Ayrshire Masterclass focusing on impact of poverty on attainment and the positive impact of parental engagement. All schools attended with</p>				

those schools in SIMD 1 or 2 being allocated additional places. All 7 members of the FLT also attended together with representation from the Educational Psychological Service. The research shared on this day and individual schools awareness of impact of poverty on attainment should be used by all schools to inform the work they are undertaking in 'closing the gap' and ensuring equity.

- Engaged in preparatory work with Tapestry Partnership – Leading Locality Learning.- A Family Centred Approach (FCA). An initial multi agency scoping meeting took place on the 8th June 2016, with representatives from Education, Police Scotland, 3rd Sector and Health and Social Care Partnership. As a result of this meeting, specific plans for this initiative will be in place by November 2016.
- Robert Owen Centre – final data gathering meetings have taken place with schools; draft of completed report will be available from October 2016.

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

- Job Evaluations of the Family Learning worker posts required to go through the Human Resources procedures for evaluating new posts. This challenged the pace of the recruitment process and resulted in a delay to the FLT getting underway.
- As a result of the initial scoping exercise there are significant changes to consider in relation to the Family Centred Approach work with the Tapestry Partnership; focus will be on building resilience, at home parenting and a new way of multi-agency working – this programme is in the early stages of development and a Masterclass is planned for January 2017.

5	Family learning: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate)</p>
	<ol style="list-style-type: none"> 1. Family Learning Team in place (as above). 2. Training and development days have been led by the Principal Teacher. 3. Family Learning Team will undergo appropriate training 4. Confidence of parents/carers and their capacity to support their children’s learning will increase. 5. Initial audit of parents/ school views of parental engagement will be completed within the next quarter. 	<p>Sept. 2016</p> <p>By Dec. 2016</p> <p>“</p> <p>“</p> <p>“</p>

	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>	
	<ol style="list-style-type: none"> 1. Family Learning Team (FLT) commenced employment at the start of September 2016. 2. FLT have evaluated the impact of their own learning development through self- evaluation and reflection. 3. Training on Tapestry, Save the Children, through engagement with Parent Engagement Toolkit has taken place. 4. Families Connect – individual baseline has been completed and progress will be documented throughout the programme against this baseline. 5. This is informed by the work of the National Parent Forum for Scotland (NPFs) and links have been established with this team in relation to a survey and findings. 	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></p>	
	<p>N/A – too early in the project.</p>	
<p>Medium –term outcomes</p>	<p>What medium-term outcome(s) does this initiative aim to achieve? (Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</p>	<p>By when? (estimate)</p>
	<ol style="list-style-type: none"> 1. Parents are more engaged and confident about participating in school life and the number of families involved in the programmes will show a positive outcome for children and young people. 2. A positive trend shows harder to reach families are more engaged 3. Creative approaches have been developed to engage with harder to reach families. 4. Parents and families will have been provided with appropriate strategies and highly structured programmes and materials to support learning at home. 5. There should be a measurable positive impact on pupil engagement and motivation in learning. 6. Schools will feel supported in their work with parents and some schools will acknowledge a change in culture regarding parental engagement in learning. 	<p>By end of school session – June 2017.</p>

	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	<ol style="list-style-type: none"> 1. Quantitative data will be gathered on the number of families involved in the programmes and effectiveness with building parental confidence and capacity 2. &5. Baseline data of SIMD/FME/F&CG and local information held within schools will allow for this positive impact to be measured. 3. &4. Evidence of specific strategies and the materials utilised to support learning at home. 6. Qualitative data will be collected through evaluative feedback i.e. questionnaires, focus groups, surveys from parents, pupils and schools. 	
	<p>What does this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>	
	n/a	
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>Although only at the initial stages, the Family Learning Team have worked quickly to establish themselves as a team. They have begun to build relationships within their communities and schools as evidenced by the initial visits.</p> <p>Evaluation of training and development days are showing a very positive impact with team building, motivation and skills development.</p> <p>Can you share any learning on what has worked less well or could be improved?</p> <p>Too early in the project to evaluate this.</p>		

6	Assessment and Data Analysis			
2016/17 Allocation	£209,330	Planned Half Year Spend	£57,380	
2016/17 Actual Spend	£52,936	Actual Half Year Spend	£52,936	
Staffing secured this quarter:		Staffing secured in total:		
1 x Data Analyst 1 x Performance Manager		1 x Data Analyst 1 x Performance Manager		
Expenditure breakdown				
Staffing:	These 6 months		Total this financial year	
	FTE	Costs	FTE	Costs
Teachers		£0		£0
Education/development officers		£0		£0
Educational psychologists		£0		£0
Data analysis officers	1.0	£26,027	1.0	£26,027
Family/home link worker		£0		£0
Speech and language therapists		£0		£0
Early years professionals		£0		£0
Performance Manager	1.0	£26,909	1.0	£26,909
Non-staffing <i>please specify type:</i>	Costs these 6 months		Total costs this fin. year	
	£0		£0	
	£0		£0	
	£0		£0	
Activities: <i>Please comment on progress in implementing your planned activities in the first six months of 2016/17</i>				
<p>The suite of data for schools has been extended to include standardised assessment data as well as a further breakdown of performance by SIMD. Further work has begun with a small group of schools on supporting them in further identifying and measuring the attainment gap within their specific contexts as a platform for measuring future impact of intervention.</p> <p>The North Ayrshire Progress Tracker was piloted from April-June within three clusters of schools. Feedback led to further refinements and this has now been introduced across the whole authority for all primary schools. This tool is being used alongside data packs including pivot tables of socio-economic indicators at pupil level to help schools to focus their specific work on particular groups of learners.</p> <p>Data on milestones reached in the Early Years has been collated and shared to support Early Years Centres and schools with their planning processes. In addition, the families of schools concept has been extended from primary to Early Years, using a range of</p>				

deprivation indicators as its basis to create quartile groups. Further work on enhancing milestones data and centres working collaboratively within quartiles is planned for the second half of the year.

In terms of assessment, Improving Teacher Professional Judgement Teacher Learning Communities (TLC) continue to be embedded across the authority with 50 members of staff across 25 schools being trained to lead this within their own establishment. Our NAC BGE Assessment and Data Strategy Group have three workstreams for the coming session; Developing more effective approaches to moderation and standardisation, evidence leading to achievement of a level and reporting to parents (Jan 2017) The use of standardised assessments to support planning for learning and teaching in schools continues to be embedded across our schools.

A data literacy for teachers' framework has been created to support schools in using data to inform approaches to improvement and closing the gap. To support this, data coaches have been identified in every primary school (with initial focused work being directed towards those schools with the highest levels of deprivation). A full training programme will be implemented in the second half of the year. The data literacy framework includes four thematic areas: data culture; professional learning; assessment literacy and implications for learning and teaching.

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

Professional learning activities to support the more effective use of data in schools, starting with the identified data coaches, have been delayed by approximately one month while the design and content of training and support arrangements are finalised.

Work on improving assessment judgements through more robust approaches to moderation has been affected by the publication of new benchmarks and the national approaches to moderation currently being developed. Work within NAC will build on this national model and will support our teachers with standardisation, allowing teachers to be more confident about the achievement of a level and identifying what needs to be done in their classrooms to reduce the poverty-related attainment gap.

6	Data Analysis: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate)</p>
	<ol style="list-style-type: none"> 1. Training needs in terms of data analysis will have been identified and basic data literacy will have been developed for all teaching staff. 2. Data coaches will be appointed and trained in all schools and will have developed plans for building capacity within their establishment. 3. The North Ayrshire Progress Tracker will be being used to support teachers with their professional judgements and planning to raise attainment while closing the gap. 4. School and authority analysis will focus on identifying outcomes gaps for specific groups of learners, based on individual schools' 	<p>By April 2017</p>

	contexts.	
	Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')	
	<ol style="list-style-type: none"> 1. Pre- and post-evaluations of staff, related to professional learning sessions. 2. Data capacity building plans will show desired outcomes at school level. There will be increasing evidence that teachers are aware of the effects of deprivation, the barriers and challenges faced by some of our young people and are clearer about what gaps exist in their context. 3. Teachers will know WHO they are targeting to improve equity of outcome and HOW they are using tracking information to maximise attainment. 4. Feedback from quality improvement visits will confirm the extent to which schools have identified and are working on reducing the outcome gaps. 	
	What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i>	
	N/A	
Medium –term outcomes	What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i>	By when? (estimate)
	<ol style="list-style-type: none"> 1. There will be an increase in competence levels in terms of data literacy across our establishments. 2. We will see data being used more effectively to plan for improvements. 3. Teachers will have greater ability to identify and create appropriate interventions and/or learning and teaching approaches to improve performance for different groups of learners. 4. Teachers will be clearer about “what works” in their context in terms of simultaneously “reducing the gap and raising the bar”, and will be able to demonstrate progress through data analysis. 5. Teachers will report increased confidence in their professional judgement of achievement of a level in literacy and numeracy. 	By 2018
	Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i>	

	<p>For all of the above outcomes, evidence will come from the full range of data analysis and from qualitative evidence from quality improvement visits, standards & quality reports and self-evaluation statements.</p>
	<p>What does this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>
	<p>N/A</p>
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>Engaging with schools on an individual level and developing (in partnership) approaches to improving data literacy which are tailored to their individual school context and staffing profile. This has ensured ownership and buy-in.</p> <p>Improving Teachers Professional Judgement (ITPJ) is being enthusiastically received by all establishments and the trainers are about to launch their in-school TLCs to share this good practice.</p> <p>The Progress Tracker has been piloted in three clusters as a result of the overwhelming interest shown in the first cluster.</p> <p>Can you share any learning on what has worked less well or could be improved?</p> <p>Attempting to introduce approaches to data literacy on an authority-wide scale simultaneously. We have learned that a more effective approach is a targeted one, gradually building on current expertise levels. A more individualised approach to embedding this in schools, depending on their context, is also proving to be more fruitful.</p>	

OVERALL PROGRESS AND REFLECTIONS

7	<p>Overall progress towards long-term outcomes and reflections</p>
Long –term outcomes	<p><i>The long-term outcomes of the Attainment Scotland Fund are to:</i></p> <p><i>a. Improve literacy and numeracy attainment</i></p> <p><i>b. Improve health and wellbeing</i></p> <p><i>c. Close the attainment gap between pupils from the most and least deprived areas.</i></p> <p>Are you collecting any evidence to measure these long-term outcomes in your authority? If so, please specify the type of evidence you are collecting (if not, just put 'N/A')</p>
	<ul style="list-style-type: none"> • GL Assessments (Baseline Data) • Early Learning Milestones • Pupil tracking in Numeracy/Literacy through use of NAC Pupil Tracker • NGRT - Scottish Government (reading test) • Health and Wellbeing (attitudes to self and school - via PASS) • Teacher Judgement Survey by Scottish Government (P4/P7) • Attendance and Exclusion Levels • Number of teachers, pupils, parent/carers involved in programmes/training and completion rates. • Quality Improvement Framework Nurture • Quality Improvement Framework Visits <p>We are analysing data of groups of learners e.g. utilising SIMD 1&2 or other deprivation indicators, against all pupils to show we are reducing the gap.</p>
	<p>What did this evidence show so far? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just leave blank. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>
	<p>N/A</p>
<p>Can you share any learning on what has worked well in your overall strategy to achieve impact?</p> <ul style="list-style-type: none"> • The success of the Attainment Challenge Project Board, established by the Directorate of Education and Youth Employment, the purpose of which is to govern, support and challenge the work of the workstream groups. Examples of responsibilities are: ensuring the workstream groups are meeting their objectives, milestones and targets, to provide support and guidance on key issues, to manage the high level of risks associated with the project, to oversee the financial performance and workforce planning of the project. 	

- The appointment of a Performance/Project Manager, particularly in relation to the focus on common outcomes and measures across workstreams, otherwise there would be the potential for workstreams to work independently with minimum coherence of the overall project.

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

- Funding being available within appropriate timescales to allow for the period of time required to implement our recruitment and selection procedures.

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

N/A

Reporting Period	April 2016 – March 2017
Local Authority	North Ayrshire Council
Key Contact at Authority	[REDACTED]
Attainment Advisor	[REDACTED]

Summary of Spend

Intervention	2016/17 Allocation	2016/17 Amount Spent
Professional Learning Academy	£1,055,556	£1,033,627
Robert Owen Centre	£40,000	£59,344
Nurture Groups	£1,205,519	£928,958
CAMHS and Place2Be	£120,274	£169,868
Community/Parental Engagement	£118,700	£132,271
Assessment and Data Analysis	£209,760	£210,990
Total	£2,749,809	£2,535,058

Agreed Improvement Plan

1	Professional Learning Academy	
	2016/17 Allocation	£1,055,556
	2016/17 Actual Spend	£1,033,627
Staffing secured in total:		
<ul style="list-style-type: none"> 1 x PLA Lead 4 x Principal Teachers 48 x Teachers 1 x Education Psychologist 1 x Research Assistant 2 x Speech and Language Therapist 4 x Senior Early Years Practitioners 1 x Clerical Assistant 		

Expenditure breakdown		
Staffing:	Total this financial year £983,535	
	FTE	Costs
1 x PLA Lead	1	£76,949
4 x Principal Teachers	4	£227,810
48 x Teachers (6 full-time + various small pointages)	9.4	£343,672
1 x Education Psychologist	1	£39,246
1 x Research Assistant	1	£21,599
2 x Speech and Language Therapist	2	£55,592
4 x Senior Early Years Practitioners	4	£201,459
1 x Clerical Assistant	1	£17,208
Non-staffing <i>please specify type:</i>	Total costs this fin. Year £50,092	
Resource Materials	£50,092	
Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		
<p>There has been 50% of pupils in Quartile 1 schools who live within SIMD 1 & 2 who have been directly involved in a targeted intervention. This equates to 1,100 pupils. These interventions are:</p> <ul style="list-style-type: none"> • Early & First Level numeracy framework pilots • Primary 1 maths recovery intervention • Primary 1 & 2 vocabulary development • Primary 4 & 5 reading comprehension <p>Other development currently in progress include:</p> <ul style="list-style-type: none"> • ‘Teacher Leadership in Literacy’ – <i>Supporting individual teachers in each school to identify children within SIMD 1 & 2 within their school, assess their reading skills and implement a specific intervention to raise attainment in literacy and close the attainment gap.</i> • ‘Teacher Leadership in Numeracy’ - <i>Supporting individual teachers in each school to identify children within SIMD 1 & 2 within their school, assess their numeracy skills and implement a specific intervention to raise attainment in numeracy and close the attainment gap.</i> • Nurturing Number Sense – <i>this 3 part training course explored the principles of Maths Recovery with staff. It enabled these teachers to develop a whole class approach to the delivery of numeracy with a focus high quality pedagogy.</i> • Numeracy Teatime Tasters – <i>to provide further depth of understanding to key elements within the Numeracy Frameworks through practical experiences.</i> • Supporting the Family Learning Team in literacy & numeracy – <i>to enable the team to help families within Deciles 1 & 2 in supporting their children in literacy and numeracy using the same vocabulary and strategies being used in schools.</i> • Development of the PLA GLOW site – <i>this will be launched May 2017 and will provide teaching staff with online support in strategies to close the attainment gap, relevant resources and further professional reading.</i> <p>The Early and First Level numeracy frameworks have been produced. Training for the Early Level framework is complete and the rolling programme covers staff new to the authority or</p>		

to Early Level.

Training in the First Level framework takes place over 3 sessions delivered as in-service or twilight sessions. Out of 49 schools, 42 have completed sessions 1 & 2, the remaining schools are on Arran and will be trained over the in-service day in May 2017. This will mean 100% of school staff in the 49 schools are trained by May 2017. The Teacher Judgement Survey helped us identify 5 schools within Quartile 1 who would benefit from further in-class support to enhance teaching and learning in numeracy using the framework. This covered pupils from primaries 2, 3 and 4 and meant that 414 pupils within deciles 1 or 2 were the focus of targeted support. Pre-intervention assessments were carried out and the post-intervention assessment will be complete in May. This will give us clear data around the impact on these pupils' numeracy skills.

Observations by Senior Early Years Practitioners following the implementation of the Early Level Framework have identified that numeracy engagement has increased in the playroom. One Early Years Centre has noted that boys' levels of engagement has increased. Some Early Years establishments have shared the new approach to numeracy learning with their parents and carers and some have adapted their planning to ensure it is linked to the Early Level Framework. All have stated that the numeracy input within playrooms is of a higher quality.

The Speech and Language therapist has worked with P.1 & P.2 staff from two Quartile 1 schools where a particular need in vocabulary development had been identified. This was identified using the results from the Teacher Judgement Survey: in one school 46% of P.1 pupils had not achieved the Early Level in Talking and Listening by the end of P.1. Vocabulary development is a key element within children's skills in Talking and Listening. The intervention impacted 79 pupils across both schools: 84% of these pupils resided within deciles 1 or 2. The RAPT assessment was carried out pre and post interventions. In one school 75% of pupils assessed have shown an improvement in both the quality of spoken information and the grammatical structure used. In the other school 71% of pupils assessed have shown an improvement in the quality of spoken information. 43% of pupils assessed have shown an improvement in the grammatical structure used. Detailed data can be seen in **Appendix 1**. Using qualitative measures from staff around confidence levels, teachers reported a 100% positive increase in their ability to identify specific vocabulary needs. With the appointment of an additional Speech and Language Therapist we have doubled our capacity for the coming year.

Head Teachers considered their Improvement Plan priorities along with the results from the Teacher Judgement Survey. From schools within Quartiles 1 and 2, 9 expressed a need for intervention to support children's skills in reading comprehension. 4 schools became part of Cohort 1 and the further 5 formed Cohort 2. Each school had an initial input on creating a reading culture and then P.4 and 5 were targeted for intervention. These year groups were chosen based on the results of the SSLN which highlighted a dip in attainment from P.4-7; this was confirmed by the Teacher Judgement Survey. PM Benchmarking was used as the tool by which progress was measured, as well as qualitative questions. Results showed that a small majority of pupils made progress, but that the biggest gains were within groups of pupils with average or above average levels of ability. We will use comparative data from cohort 2 upon completion in May 2017 to ascertain whether this trend is repeated and the

intervention approach will be amended accordingly. Staff were questioned on the impact of the training and almost all staff reported that they were using the strategies in their teaching and had identified an improvement in the depth of discussions. Cohort 1 data is available in **Appendix 2**.

There are 45 out of 50 primary schools represented in the 'Teacher Leadership in Literacy' programme and 44 out of 50 in the 'Teacher Leadership in Numeracy' programme. Those schools not involved had difficulties in sourcing cover. Full impact data for these groups will be available in June 2017.

Teatime Tasters have proven popular and have provided depth to the Early and First Level Numeracy framework. Since August 3 different teatime taster sessions have been offered and 55 teachers have attended. 88% of the teachers who attended 'Be slick with a counting stick' strongly agreed that the workshop provided them with useful ideas to take back to the classroom and 83% strongly agreed that the workshop increased their knowledge and understanding of early/first level numeracy. 100% of the teachers who attended 'What the heck is a Rekenrek?' strongly agreed that workshop provided them with useful ideas to take back to the classroom and 83% strongly agreed that the workshop increased their knowledge and understanding of early/first level numeracy. 69% of teachers who attended the 'Beadstring' workshop indicated that they had gained new practical ideas that could be easily differentiated. In year 3 we will adopt a more modular approach with staff trained in implementing a 'Test of Change' to track the impact of strategies on children's attainment.

Commissioned teachers have developed sets of task cards to support the Early and First Level Frameworks. These will be uploaded to the GLOW site and available to all practitioners following the launch in May 2017.

Slippage from plans: *Please comment on slippage from your original plans for implementing a*

Slippage has been identified related to the training of the Private and Voluntary sector on the Early Level Numeracy Framework. Our plans for addressing this include support from the Early Learning and Childcare Team. Training for Modern Apprentices and Childminders is planned for May 2017.

One school had been identified as having concerns around numeracy development. This was identified through professional discussion with the leadership team and the data from GL Assessments. Further investigation and assessment using the Maths Recovery Baseline Assessment confirmed this and a target group of 13 pupils were identified. The pupils predominantly lived within SIMD 1 & 2 and all had identified needs. The intervention is ongoing with progress being tracked and final results are due in May 2017. This model for numeracy intervention will be broadened in Year 3.

Within numeracy interventions, we have worked hard to address slippage issues which were related to lack of staffing capacity. PLA members of staff have now identified specific times across the week where schools can work directly with the team.

Our capacity to delivery our plans for literacy support and interventions has been negatively impacted by staff absence. The key element affected has been our plan for developing approaches and support interventions in writing.

Appointment of backfill staff remains an issue, however with an increased number of probationers being appointed for session 2017/18 we hope to appoint a further 4 class teachers.

1	Learning Academy: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate)</p> <p>Status <i>(completed / ongoing / no progress)</i></p>
	<ol style="list-style-type: none"> 1. PLA building is complete and equipped to provide inspiring learning. 2. PLA Team is established to provide high quality training. 3. First Level Numeracy Framework is introduced to all schools in North Ayrshire. 4. Training will be extended to the Private and Voluntary sector for Early Years – practitioners will attend and have increased awareness of approaches to Early Numeracy. 5. Teachers and Early Years Practitioners report increased confidence, knowledge and skills in teaching Numeracy. 6. Increased skills in the teaching of listening and talking through Professional Learning Network. 7. Intervention to support vocabulary development is designed and piloted in two schools. 8. The reading comprehension intervention pilot project will target 4 schools. Pre and post intervention data will be collected and analysed. 	<ol style="list-style-type: none"> 1. Complete 2. Ongoing 3. Complete 4. Complete 5. Complete 6. Complete 7. Complete 8. Complete
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>	
	<ol style="list-style-type: none"> 1. PLA building completed and opened in August 2016. 2. N/A 3. Attendance record to show numbers of schools/participants who have received training. 4. Attendance record to show numbers of Early Years centres within private and voluntary sectors/participants who have received training. 5. Qualitative feedback from participants. 6. Qualitative feedback from participants. 7. Pre and post assessments using the RAPT assessment. Pre and post qualitative questionnaires on staff knowledge and confidence. 8. Pre and post assessments using the PM Benchmarking assessment. Pre and post qualitative questionnaires on staff knowledge and confidence. 	

	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></p>	
	<p>See Appendices 1 and 2</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Medium –term outcomes</p>	<p>What medium-term outcome(s) does this initiative aim to achieve? (Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</p>	<p>By when? (estimate)</p> <p>Status (completed / ongoing / no progress)</p>
	<ol style="list-style-type: none"> 1. 49/50 North Ayrshire primary schools have completed the 3 module training on the First Level Numeracy Framework. 2. 9 schools will have training around creating a reading culture in order to help sustain and enhance targeted work on reading comprehension interventions 3. The second cohort of schools in the reading comprehension intervention project will complete the programme. Pre and post intervention data will be collected and analysed. 4. Research Assistant appointed and trained to gather, analyse and present qualitative and quantitative data in order to support the team in evaluating the impact of work to close the attainment gap. 5. Within both literacy and numeracy the gap in attainment between learners in SIMD 1 and 2 against those in SIMD 3-10 is reduced. 6. Shared format for data analysis and presentation will be agreed 7. Each school has a leader of literacy and numeracy engaged in training to support their ability to plan and implement a literacy/numeracy intervention designed to assist in closing the gap in attainment. 	<ol style="list-style-type: none"> 1. Completed 2. Completed 3. Ongoing 4. Ongoing 5. ongoing 6. ongoing 7. ongoing
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>	
<ol style="list-style-type: none"> 1. Evaluations of the training demonstrate the participation of 49/50 schools. 2. Evaluations of the quality of training and of the quality of their reading culture following the training. 3. Pre and post assessments using the PM Benchmarking assessment. Pre and post qualitative questionnaires on staff knowledge and confidence. 4. Data reports are created around the qualitative data collected and also around the pre/post intervention assessments. Staff team are able to analyse these reports and use this analysis to shape further work. 		

5. Analysis of the reduction of the gap in attainment between learners in SIMD 1 and 2 against those in SIMD 3-10 using the GL Assessment data.
6. N/A
7. Attendance and evaluations demonstrate participation in this training. Data around the impact of these interventions will be evidenced through Maths Recovery Assessments and analysis of the SSLN papers.

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.*

See Appendices 1 and 2 for details on findings. However, the majority of evidence will be available in June 2017.

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

Evaluation sessions are held by PLA staff after each training session to ensure continuous improvement. All training sessions are internally quality assured and changes are made in a responsive manner based on feedback from participants.

Recently we have significantly tightened our focus to ensure we use the range of data available to target those young people in SIMD 1 and 2 who require additional support to raise their attainment. This approach runs in parallel to our focus on delivering excellence for all learners in our schools particularly those in areas of greatest deprivation.

A very clear focus on our reframed performance measures has helped us ensure we are gathering appropriate data in a robust and consistent manner.

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

We have worked hard to develop and improve our performance measures and ensure these are shared with all team members. We are working to further develop our approaches to gathering evidence in a consistent and robust manner.

Challenges exist around the type of assessment used relating to reading interventions. In retrospect, the PM Benchmarking tool was not suitable for the PLA purposes. For the next round of reading interventions Wechsler Individual Achievement Test (WIAT) will be used, mainly due to the more robust measures and a clearer link to the content of the intervention.

Challenges around communication have been identified and we have worked hard to overcome these. Specific issues we have addressed include our approach to sharing the work plan for the coming year, consistent approaches to communicating with stakeholders, internal communication and partnership working. We now have a communication strategy in place which was written collaboratively and is agreed by all team members.

2	Robert Owen Centre	
2016/17 Allocation	£40,000	
2016/17 Actual Spend	£59,344	
Expenditure breakdown		
Staffing:	Total this financial year £0	
	FTE	Costs
Not Applicable	0.0	£0
Non-staffing <i>please specify type:</i>	Total costs this fin. Year £59,344	
	£0	
	£0	
	£0	
Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		
<p>The Robert Owen Centre continues to support us with the external evaluation of our work to close the poverty-related attainment gap. We are currently formulating research questions and agreeing the focus of this evaluation for year 3. This will include qualitative feedback on the impact of in-school support and an analysis of the impact of our workstreams, particularly the Professional Learning Academy.</p>		
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the year 2016/17</i>		
n/a		

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

	<p>A report will be provided by the Robert Owen Centre relating to the work they have carried out and the evaluation of the PLA.</p>	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>	
	<p>n/a at this time.</p>	
<p>Medium –term outcomes</p>	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate)</p>
	<p>n/a</p>	
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	<p>As above.</p>	
	<p>What does this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>	
<p>As above.</p>		
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>External evaluation of the impact of our work will be reported in due course.</p> <p>Can you share any learning on what has worked less well or could be improved?</p> <p>n/a</p>		

3	Nurture Groups	
2016/17 Allocation		£1,281,564
2016/17 Actual Spend		£928,958
Staffing secured in total:		
Teachers Nurture Assistants Principal Teachers Research Assistant		
Expenditure breakdown		
Staffing:	Total this financial year £901,400	
	FTE	Costs
Teachers	16	£665,446
Nurture Assistants	16	£170,232
Principal Teachers	1	£50,820
Research Assistant	1	£14,902
Non-staffing <i>please specify type:</i>	Total costs this fin. Year £27,558	
Training Costs	£10,882	
Teacher Cover Costs	£2,176	
Resources Support to 15 nurseries @ £500 ea	£7,500	
Boxall Profiles	£4,000	
Pulsion IT Tool	£3,000	
Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		
<p>The 15 nurture bases continue to provide a vital, high quality support to 76 children, 20 of those children are identified as LAAC. The children receive 15 hours of teaching and learning to support the development of their wellbeing, enabling them to learn within mainstream classrooms. As of March 2017, a total of 46 children have successfully transitioned back into a mainstream setting. There are currently 20 children going through the transition process and 38 children in total are awaiting a place within their school's nurture room.</p> <p>The nurture groups continue to support children in the afternoon sessions. There are 140 children attending a diverse range of groups. All children attending the afternoon sessions are identified using the Boxall profile and are supported to learn through a focus on developing their wellbeing. One head teacher has commented, "Older children really want to engage, the afternoon groups are really valuable – We can't do without them."</p>		

Time within the week is given to supporting parents and each of the fifteen groups takes an approach best suited to the needs of their particular parents. For example: one group offers a walking group and this means parents meet each other and talk in an informal and supportive way. This has been very successful and other nurture groups plan to try this model. Another group has developed a book lending session to encourage parents to come in to school. Nurture staff meet with parents to share and discuss children's learning targets. All parents are participating in the nurture research through the submission of questions and discussions.

There has been 22 members of the nurture team staff who have completed the Nurture Accreditation. North Ayrshire are developing their own nurture group training for the future as well as developing training looking to support children's development of self-regulation to support sustainability. The nurture team continue to attend regular maintenance training sessions which helps to ensure a high standard of provision as nurture staff have the opportunity to share professional practice and to participate in training sessions provided by other professionals, including Occupational Therapy, Educational Psychology and speech and language therapy. Moderation activities are also planned.

Whole school Primary nurture training has been delivered to every primary school in North Ayrshire. A member of the Senior Management Team, an early adopter and a member of the Early Years class attended the two day training course from each school. A rollout of training for Early Level is the next step in ensuring that there is authority wide understanding of nurture theory and principles. A programme of call backs is being supported and facilitated by Educational Psychological Services.

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

The progress of three nurture groups have been affected by long-term staff sickness absence.

3	Nurture Groups: evidence on short and medium-term outcomes	
Short-term outcome	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate)</p> <p>Status <i>(completed / ongoing / no)</i></p>

		progress)
	<ol style="list-style-type: none"> 1. Training has been delivered to enhance staffs' knowledge and understanding of attachment related practice. 2. Nurture groups have identified the second "phase" of children and begun the pre placement assessments for new children joining the NG . 3. Nurture group staff will participate in the first phase of training and the subsequent identification of targets to develop whole school nurturing approaches. 4. Working parties have been established and will address: Parental engagement and measuring impact of the NG work with families; supporting children's development of self-regulation skills; and literacy learning within the nurture group. 5. To support children's development of self-regulation skills. 6. Provide literacy learning within the nurture group. 	<p>Complete</p> <p>Complete</p> <p>March 2017</p> <p>June 2017</p> <p>June 2017</p> <p>June 2017</p>
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>	
	<ol style="list-style-type: none"> 1. Level of attendance at nurture training courses, calendar and agenda of nurture training package courses which includes staff training evaluations. 2. Boxall profiles, SDQs, range of questionnaires. 3. School Improvement Plans, call back sessions, school targets related to nurture. 4. Working parties to present measures and impact of nurture group work with families and present findings to the larger nurture team. 5. Observations made by staff of children documented through observation records and comments in the child's plan relating to self- regulation. 6. Timetables, success in children meeting their literacy targets within the child's plan. Examples of 'pupil voice'. <p><u>Qualitative Data</u></p> <p>School staff report that nurture intervention is having a positive impact on children. A number of examples are outlined below:</p> <ul style="list-style-type: none"> • Through formal discussions with the PT Nurture, the Strategic Nurture Group and the Nurture Co-ordinators' group, staff have reported examples of children demonstrating improved self-confidence and improved eye contact. • Nurture group staff report a reduction in the number of incidents of upset amongst previously unsettled children. • Nurture group staff report children have improved skills in self-regulation and that children are aware they can continue to draw support from nurture group staff following their transitions back to mainstream class. • Class teachers report children learning and socialising within the class. • Head teachers report that children's confidence has improved. 	

	<ul style="list-style-type: none"> Parental feedback is very positive. 	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></p>	
	<p>See detail at medium-term outcomes and Appendix 3.</p>	
Medium – term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? (Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</p>	<p>By when? (estimate) Status (completed / ongoing / no progress)</p>
	<ol style="list-style-type: none"> Children will learn within their mainstream classes. Children will develop and maintain positive relationships within their mainstream classes and communities. Nurture group staff will support HT and other key staff members in developing whole school nurturing approaches. Parents will continue to report positive developments in relation to the impact within the home environment. Evaluation of the Quality of the Service provided to young people and their families. 	<p>Following child's 4 term nurture intervention.</p>
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>	
	<ol style="list-style-type: none"> Evidence of former nurture pupils tracking of attainment progress over time within the mainstream classroom. Teacher, staff and parental feedback of observation of nurture pupils, captured through the staged intervention review process by achievement awards. As per 1 above As per 2 above. Evaluation of the school plan will reflect on the effectiveness of the nurture approach in schools. Self-evaluation activities in relation to the quality improvement framework will be validated by senior manager's discussions with nurture, school and senior school staff. 	

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 measures being used to track children's progress in the nurture groups are the Boxall profile, SDQs and BIOs. Results show a significant shift in all three assessments, See **Appendix 3**.

Primary 1 baseline data is being collected. Schools are tracking children's literacy and numeracy levels.

Qualitative data has also been collected via parent questionnaires and child questionnaires. Nurture teachers, class teachers and head teacher observations and comments have also been sought.

The qualitative data shows that nurture is having an impact on children's school lives – their ability to focus and learn in class, their ability to make and maintain friendships. Analysis of parent questionnaires show that parents value the nurture intervention and recognise that there is a need for wellbeing interventions, "I think this will really help as he loves coming to school. Being in the small group will help and hopefully we will see a change in him for the good,".

Using the North Ayrshire Quality Improvement Framework, a series of Quality Assurance visits have been undertaken. Visit one focused on ensuring continuity of provision and the embedding of the 6 nurture principles across the 15 nurture groups. The evidence collated from visit one showed that the six principles of nurture are not only embedded within our nurture rooms but that nurturing approaches are ceding into the wider school environments. The second round of visits is currently underway, with a focus on teaching and learning. Findings so far show that good quality play is being used to support children's developing wellbeing. Observations of practice within nurture rooms have shown that there are consistent high levels of connectedness and emotional support present across all 15 nurture groups.

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

Through the gathering of qualitative data we are able to demonstrate the positive impact that nurture groups are having on children's learning, their friendships and peer relationships and generally on their lives.

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

Staffing of some nurture bases was delayed in their implementation due to the difficulties in securing backfill staff.

Where sickness absence of staff occurs in nurture bases, there is no sickness absence cover funding and a procedure requires to be adopted to ensure that any bases affected can

continue to run smoothly when these instances occur.

4	CAMHS and Place2Be	
2016/17 Allocation	£120,274	
2016/17 Actual Spend	£169,868	
Staffing secured in total:		
CAMHS Development Officers x 2		
Expenditure breakdown		
Staffing:	Total this financial year £75,943	
	FTE	Costs
Project Officer	0.6	£34,013
Development officer	1.0	£41,930
Non-staffing <i>please specify type:</i>	Total costs this fin. Year £93,925	
Resource Materials	£4,925	
Place2Be	£89,000	
<p>Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i></p> <p>CAMHS Significant progress has been made in facilitating partnership working with Third Sector, Health and Social Care Partnership etc and different agencies within Education and Youth Employment e.g. Family Learning Team and Community Connectors.</p> <p>Guidance Documents on how to make an appropriate CAMHS referral are in place, which include exemplars to assist staff.</p> <p>There has been closer engagement with targeted schools, with areas of need identified and supports agreed.</p> <p>Appropriate resources to promote positive mental health and effect emotional regulation have been identified and this information shared with all schools. Schools are already purchasing new materials e.g. Playback ICE and training is in place.</p> <p>There is a Pilot programme in place relating to 'Mindfulness' which will be evaluated and a further rollout considered.</p> <p>CLPL sessions are underway which has resulted in a clearer understanding of schools' requirements and support from CAMHS team to deliver.</p> <p>Place2Be</p>		

Place2Be services have been established in 6 primary schools for three years of the attainment challenge. This funding was matched by NHS Ayrshire and Arran. Place2Be raises around 30% of the overall costs itself.

Place2Be is fully operational in the following schools

A Service Manager who is an experienced clinician manages the 6 schools in North Ayrshire and supervises each School Project Manager (SPM). The main focus has been developing relationships across each community, including CAMHS, local third sector agencies, school staff, parents and children. To achieve this, Place2Be :

- Attended CAMHS meetings to brief local teams on our work.
- Held staff briefing sessions for school staff in each school.
- Attended Parents Council meetings and attended parents evenings in each school.
- Introduced and then promoted the service and Place2Talk through Whole Class Work, Circle Time Sessions and Assemblies Place2Be also held a training session for a number of staff focused on supporting children in the playground.

The school based service comprises of three distinct areas; **one-to-one** support for children (**Place2Be**) who are referred by teachers, parents or external agencies A referral from an external agency is seen as a priority, for children with the most urgent needs.

Weekly one to one counselling sessions provide support to children who have a sustained need for intense work.

The service uses assessment processes in each school to begin one-to-one work with individual children, including meeting parents and the one-to-one work is now operational in all 6 of the targeted schools

To date, there have been **49** referrals to this service across the six targeted schools. While some of these children's parents declined the service, **43** children are currently attending sessions. Ongoing monitoring and evaluation of this service is robust.

Place2Talk is a lunch/break time self-referral service that allows each school pupil who has parental consent to visit Place2Be whenever something is worrying them. The service provides a quiet place for children to talk and play during a busy school day. It has a permanent presence in the 6 schools and open to all pupils through self referral. This aspect of the service proves an invaluable way for Place2Be staff identify potentially more serious problems which might otherwise go unnoticed, at an early opportunity. This early intervention to support potential mental health difficulties for children should, in the long term, support the avoidance of any need for medical intervention or difficulties for children at a later stage.

To date, in North Ayrshire schools, there have been **356** group sessions held and **423** individual sessions.

Finally, Place2Be offers teachers and school staff **our Place2Think** service, a reflective space to review the behaviour and challenges faced by staff of individual children and to provide practical strategies to deal with challenges. To date (March 2017), there have been **165** consultations/sessions with school based staff. Some of the issues explored were: understanding communication behind children's behaviour, advice on how to manage/deal

with class issues, and support to reflect and manage own emotional responses to child/children/class. As well as issues relating directly to children, staff have benefitted from ongoing advice and updates on self care.

Parent Partnerships

69 parent partnership sessions have been held with parents with children in one to one counselling and 41 sessions held with parents of other children in the schools. Parent partnership work has also involved building relationships with hard to reach families who find it challenging to engage with formal school institutions.

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

Delay in sharing information/guidelines re CAMHS referrals because of introduction of pan-Ayrshire 'Request for Assistance' paperwork.

While the design and structure of the GLOW tile are complete and resources are in place, this is only now ready to go 'live'.

Partnership working with NHS on updating the PMA pack has been postponed due to our involvement in the pilot of WRAP and Greater Glasgow Health Board taking this on.

4	CAMHS/ Place2Be:	
	Evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<p>CAMHS</p> <ol style="list-style-type: none"> 1. Officers are now more actively engaged with CAMHS team and are much more aware of procedures, time taken to formulate diagnoses, co-morbidity issues etc. 2. Staff in schools are engaging with officers, assisting in the review of curricular materials, advising of training needs etc. 3. Professional contacts and dialogue has taken place to improve joint working. 4. CLPL programme has been planned and topics identified with CAMHS team on board to assist with delivery. Three sessions on 'What is mental health' delivered, further dates to be agreed. 	<p>Complete</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

	<p>Place2Be All schools are now fully operational and offering the full service (3 aspects: Place2Talk/Place2Think and Place2Be).</p>	Complete
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>	
	<p>CAMHS</p> <ol style="list-style-type: none"> 1. N/A 2. Feedback from schools, minutes of meetings, evidence of materials changed. 3. Specific meetings taking place with minutes as evidence. 4. CLPL Programme, showing scheduled dates etc. <p>Place2Be</p> <p>Evidence will come from numbers accessing the service and feedback directly from the service users about impact and outcomes for individuals. While this evidence is being gathered, the service supports individual children and information will not be shared openly due to data protection considerations. However, Place2Be are now looking to work directly with teachers to ascertain whether we can begin to see clear links between the delivery of the service and improved attainment in pupils accessing Place2Be.</p>	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></p>	
	<p>The CLPL Programme has been developed and training dates scheduled.</p>	
<p>Medium-term outcomes</p>	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate)</p> <p>Status <i>(completed / ongoing / no progress)</i></p>

	<p>CAMHS</p> <ol style="list-style-type: none"> 1. Support materials for staff and pupils available on GLOW etc. 2. New curricular resources utilised and evaluated. 3. Schools participating in CLPL designed to support mental health agenda. 4. Improved partnership working between agencies supporting young people. <p>Place2Be</p> <ol style="list-style-type: none"> 1. As a result of services being utilised, improved outcomes for children and young people is anticipated i.e. improved social and emotional wellbeing and improved engagement with life and learning. 	<p>Ongoing Complete Ongoing</p> <p>Ongoing through the life of the project.</p> <p>Ongoing through the life of the project</p>
<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>		
<p>CAMHS</p> <p>Completion of specific aims/ objectives</p> <p>Face/face meetings with 26 targeted schools highlighted staff development needs/issues re H/WB curriculum/emotional regulation etc.</p> <p>Scheduled meetings with assorted partners – 15 in total - > greater understanding of roles and potential for supporting families</p> <p>Attendance at CLPL sessions/dedicated meetings – all schools represented</p> <p>Place2Be</p> <ol style="list-style-type: none"> 1. Evidence through surveys and evaluations from teachers/parents and the users will be gathered. We are also looking to gather qualitative and quantitative evidence directly from teachers about learner attainment. 		
<p>What does this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>		
<p>Greater clarity now exists around the authority's mental health agenda and this has been shared with all head teachers.</p> <p>Significant progress has been made in facilitating partnership working with Third Sector, Health and Social Care Partnership etc.</p>		

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

Delivery of presentations to head teachers and staff has encouraged an appreciation of the importance the authority places on promoting positive mental health in children and young people.

Staff have a greater awareness of the role of positive mental health in raising attainment.

Staff have a greater understanding of when a CAMHS referral is/is not appropriate.

Schools are now actively seeking advice/input from CAMHS officers e.g. advice re referrals/delivery of peer support programme, dedicated CLPL.

Partnership working has brought agencies from within Education and Youth Employment, Health and Social Care Partnership etc together to raise awareness of respective roles in supporting children and their families.

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

The expectation on the pace of progress has not been realised due to the gradual nature of knowledge building and implementation.

5	Community/Parental Engagement	
2016/17 Allocation	£118,700	
2016/17 Actual Spend	£132,271	
Staffing secured in total:		
Principal Teacher of Family Learning Family Learning Workers x 6		
Expenditure breakdown		
Staffing:	Total this financial year £128,531	
	FTE	Costs
Principal Teachers	1.0	£29,286
Family Learning Workers	6.0	£99,245
Non-staffing <i>please specify type:</i>	Total costs this fin. Year £3,740	
Resource Materials	£2,145	
Training Materials	£1,595	
	£	
Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		
<p>The Family Learning Team arranged meetings with every head teacher from all 25 schools. This was by way of introducing the Team to begin building relationships and to establish the baseline for what was happening in schools by way of parental engagement. The Principal Teacher accompanied Family Learning Workers in 22/25 of these to ensure that collection of data was as standardised as possible.</p> <p>A questionnaire-style document called 'School Prompts' was used to gather information from these meetings. One of the Prompts which was used to gauge family engagement in these schools was "Current parental engagement activities?" It was important to establish what we meant by "engagement" rather than "involvement" to ensure that there was a common understanding of the difference. Most of the data we collected reflected involvement and not engagement.</p> <p>Prompt: Current parental engagement activities? We collected additional data from this exercise which showed that almost all schools demonstrated that they provided many opportunities for 'involvement', these can be captured under 4 broad headings: Curriculum-related, Volunteers, School Events and Parent/Family Groups.</p>		

Curriculum-related activities included:

- Tips on homework
- Curriculum evenings
- Open afternoons
- Meet the teacher etc

Volunteering opportunities included:

- Helping on trips
- Fundraising
- Breakfast clubs
- Support in class etc

School Events included parents attending:

- Assemblies
- School shows
- Transition programmes
- Family Fun Nights (Bingo, Games) etc

Parent/Family Learning Events included:

- Save the Children Programmes in – FAST and Families Connect
- Parent Groups which met weekly
- Centre Stage Bus
- Cooking on a budget etc

Communication

Schools were using a variety of methods to communicate with parents, many schools have 'Twitter' accounts; newsletters were sent out on a variety of different timescales, e.g., monthly or termly and by different groups – sometimes whole-school, departments or classes. Text messages 'drops' are used in most schools to remind parents about forthcoming events or to communicate about school-related matters, with one school sending texts to give facts and tips about class-based learning. Facebook is also used, but is more problematic in its management. Some schools also have their own web-site, but often head teachers reported that it was difficult to ensure that information was always up-to-date. Some head teachers and the senior management in the schools, had introduced opportunities for parents and their children or just the parents to come in and have a cup of tea to meet them.

From this data, we concluded that almost all schools had a high level of parental involvement but that there was far less evidence of opportunities where parents/families and children could learn together. Another prompt asked about the barriers to parental/family engagement, "Barriers school has to parental engagement?".

Prompt: Barriers school has to parental engagement included:

- Fear
- Travelling families
- Use of language e.g. workshop
- Cost involved
- Time
- Literacy levels
- Cultural differences
- Childcare
- Motivation
- Working Parents etc...

In a high proportion of schools, it was reported that food was an important factor when engaging with parents and families. In many of the activities we have therefore persuaded schools to offer hot rolls, snacks and refreshments to encourage as wide a response as possible.

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

The timeframes in recruiting staff has taken longer than anticipated.

One to one targeted support requires further development, with an evaluation tool utilised in future.

5	Family learning: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<ol style="list-style-type: none"> 1. Family Learning Team in place (as above). 2. Training and development days have been led by the Principal Teacher. 3. Family Learning Team will undergo appropriate training 4. Confidence of parents/carers and their capacity to support their children’s learning will increase. 5. Initial audit of parents/ school views of parental engagement will be completed within the next quarter. 	<p>Complete Complete Complete Complete Complete</p>
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put ‘N/A’)</p>	
	<ol style="list-style-type: none"> 1. Family Learning Team (FLT) commenced employment at the start of September 2016. 2. FLT have evaluated the impact of their own learning development through self- evaluation and reflection. 3. Training on Tapestry, Save the Children, through engagement with Parent Engagement Toolkit has taken place. 4. Families Connect – individual baseline has been completed and progress will be documented throughout the programme against this baseline. 5. This is informed by the work of the National Parent Forum for Scotland (NPFS) and links have been established with this team in relation to a survey and findings. 	

	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p> <p>Please refer to data outlined in medium-term outcomes below.</p>	
<p>Medium –term outcomes</p>	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<ol style="list-style-type: none"> 1. Parents are more engaged and confident about participating in school life and the number of families involved in the programmes will show a positive outcome for children and young people. 2. A positive trend shows that more families affected by deprivation are more engaged 3. Creative approaches have been developed to engage with harder to reach families. 4. Parents and families will have been provided with appropriate strategies and highly structured programmes and materials to support learning at home. 5. There should be a measurable positive impact on pupil engagement and motivation in learning. 6. Schools will feel supported in their work with parents and some schools will acknowledge a change in culture regarding parental engagement in learning. 	<p>By end of school session – June 2017.</p>
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p> <ol style="list-style-type: none"> 1. Quantitative data will be gathered on the number of families involved in the programmes and effectiveness with building parental confidence and capacity 2. &5. Baseline data of SIMD/FME/F&CG and local information held within schools will allow for this positive impact to be measured. 3. &4. Evidence of specific strategies and the materials utilised to support learning at home. 6. Qualitative data will be collected through evaluative feedback i.e. questionnaires, focus groups, surveys from parents, pupils and 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.

(See Appendix 4 for additional information.)

Findings

In developing these activities and programmes, the Team's findings, which have informed how family learning will be taken forward, will be key in promoting successful engagement will be:

1:1 TARGETED SUPPORT

Family Learning Workers have only recently started 1:1 targeted work. There is no official referral system, there has been a mixture of parent and school referrals. The Team is developing an evaluation tool to capture this work. Future ongoing work in this area will provide the data for this and will be measured using the evaluation tool, the pupil candidate number to track the children's progress and also qualitative data gained by talking to the parents involved and school staff.

INCREASE IN ENGAGEMENT OF FAMILIES WITH THEIR CHILD'S LEARNING

A baseline of current schools' evaluation will be established using HGIOS 4, 2.5 Family Learning. In the next round of Senior Manager Meetings, Senior Managers will ask head teachers to measure the school's impact of working with families to improve learning and achievement using a matrix designed by the Family Learning Team.

ADDITIONAL INFORMATION

Community Engagement

As well as developing relationships with all 50 schools in North Ayrshire, the Family Learning Team has promoted and developed further opportunities for parental/family engagement within communities, in North Ayrshire, such communities are found within localities or school clusters. The Team has engaged in and works with partners including; Area Inclusion Officers; Community Nurseries; Early Years Family Link Workers; Active Schools co-ordinators; Beith Trust; Fullarton Community etc.

Social Media

The Family Learning Team promotes its work through its Twitter account. The account has been established for 2 months and has 185 followers who can see and share information about the work done in family learning across schools in North Ayrshire. Education Scotland, Parent Hub and the SPTC follow and engage with us. Regular monitoring the account will be used to measure the impact the Team is having on our 'followers', and to ensure that we are reaching as wide an audience as possible. We are in the process of creating our own Facebook page to create further interest in our work and to promote interaction.

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 team continues to work on reducing the barriers against active engagement, which are perceived by families to exist.

6	Assessment and Data Analysis	
2016/17 Allocation	£209,760	
2016/17 Actual Spend	£210,990	
Staffing secured in total:		
Data Analyst Performance Manager		
Expenditure breakdown		
Staffing:	Total this financial year £105,956	
	FTE	Costs
Data Analyst	1.0	£52,154
Performance Manager	1.0	£53,802
Non-staffing <i>please specify type:</i>	Total costs this fin. Year £105,034	
GL Assessments	£95,000	
Resource Materials	£10,034	
Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		
<p>North Ayrshire – Leading Learning - Improving Teacher Professional Judgement Professional Development programme</p> <p>Data Analysis:</p> <ul style="list-style-type: none"> • Data coaches have been appointed in all primary and secondary schools • A data literacy framework has been developed to underpin the work of this workstream • A programme of 4 data literacy training sessions has been co-designed by the data team and senior officers. Delivery of this is currently underway for head teachers and will follow in the coming months for data coaches • Further analytical tools have been developed to support schools with focusing on outcomes of specific groups (including for example bubble charts displaying CfE levels vv SIMD and population size) • Investigation of potential data visualisation solutions to support schools with the analysis of progress is underway • A bespoke professional learning session on data analysis, interpretation and presentation was commissioned and delivered to our secondary head teachers and central senior officers. <p>Twenty four participants in the GTCS accredited Professional Development programme “Leading Learning – Improving Teacher Professional Judgement”, delivered by Tapestry Partnership, successfully completed and met the criteria for GTCS Professional Recognition with respect to the Standard for Career-Long Professional Learning.</p>		

Over the seven sessions participants from both primary and secondary schools completed 14 hours of support session learning demonstrating very high standards aligned to SCQF Level 11 (Masters). Participants maintained a very high quality Professional Learning Log detailing evidence of critical reflection and evaluation of professional reading, research, educational issue papers and relevant web sites and they related this material to their own professional practice. In addition, they recorded and evaluated reflections on related practical assessment tasks taken forward in their own school context. Participants also presented and answered questions on their own learning journey, the impact on their colleagues and the benefits for children and young people as a result of the programme and its practical implementation within schools. This summative assessment for the programme was moderated by representatives of both North Ayrshire council, both officers and Head Teachers, and the Tapestry Partnership. The process was supported and confirmed by the leader of the Tapestry Quality Team.

Assessors were most impressed by the high level of commitment and quality of the work carried out in North Ayrshire schools. They also felt that they were very confident, very able and that the standards of their assessment were very high.

Almost all of the participants were able to demonstrate outstanding levels of impact within their own establishment and very high levels of sustainability of the “Teacher Learning Community” model to take forward future improvements within the school. This will provide a legacy of continued improvements to teacher’s confidence in North Ayrshire schools in terms of judgements they make to support raising attainment.

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

The timing of the in-depth training for data coaches has been delayed because of personnel changes in the leadership of this workstream.

6	Data Analysis: evidence on short and medium-term outcomes	
Short-term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>

	<ol style="list-style-type: none"> 1. Training needs in terms of data analysis will have been identified and basic data literacy will have been developed for all teaching staff. 2. Data coaches will be appointed and trained in all schools and will have developed plans for building capacity within their establishment. 3. The North Ayrshire Progress Tracker will be being used to support teachers with their professional judgements and planning to raise attainment while closing the gap. 4. School and authority analysis will focus on identifying outcomes gaps for specific groups of learners, based on individual schools' contexts. 	<p>Complete</p> <p>Complete</p> <p>Complete</p> <p>April 2017</p>
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p> <ol style="list-style-type: none"> 1. Pre- and post-evaluations of staff, related to professional learning sessions. 2. Data capacity building plans will show desired outcomes at school level. There will be increasing evidence that teachers are aware of the effects of deprivation, the barriers and challenges faced by some of our young people and are clearer about what gaps exist in their context. 3. Teachers will know WHO they are targeting to improve equity of outcome and HOW they are using tracking information to maximise attainment. 4. Feedback from quality improvement visits will confirm the extent to which schools have identified and are working on reducing the outcome gaps. <p>What does this evidence show on the extent to which the above outcomes have been achieved to date? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></p>	
Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<ol style="list-style-type: none"> 1. There will be an increase in competence levels in terms of data literacy across our establishments. 2. We will see data being used more effectively to plan for improvements. 3. Teachers will have greater ability to identify and create appropriate interventions and/or learning and teaching 	<p>By 2018</p>

	<p>approaches to improve performance for different groups of learners.</p> <p>4. Teachers will be clearer about “what works” in their context in terms of simultaneously “reducing the gap and raising the bar”, and will be able to demonstrate progress through data analysis.</p> <p>5. Teachers will report increased confidence in their professional judgement of achievement of a level in literacy and numeracy.</p>	
<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>		
<p>For all of the above outcomes, evidence will come from the full range of data analysis and from qualitative evidence from quality improvement visits, standards & quality reports and self-evaluation statements.</p>		
<p>What does this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>		
<p>The medium-term outcomes have a target of 2018, full information will be available in due course.</p>		
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative?</p> <p>Engagement of head teachers with the data literacy programme has been very positive. This depth of analysis is increasingly reflected in quality improvement visits.</p> <p>Leading Learning - Improving Teacher Professional Judgement Professional Development programme has been successful with all 24 participants meeting the criteria for GTCS Professional Recognition.</p> <p>Can you share any learning on what has worked less well or could be improved?</p>		

OVERALL PROGRESS AND REFLECTIONS

7	Overall progress towards long-term outcomes and reflections
Long –term outcomes	<p><i>The long-term outcomes of the Attainment Scotland Fund are to:</i></p> <p><i>a. Improve literacy and numeracy attainment</i></p> <p><i>b. Improve health and wellbeing</i></p> <p><i>c. Close the attainment gap between pupils from the most and least deprived areas.</i></p> <p>Are you collecting any evidence to measure these long-term outcomes in your authority? If so, please specify the type of evidence you are collecting (if not, just put 'N/A')</p>
	<ul style="list-style-type: none"> • GL Assessments (Baseline Data) • Early Learning Milestones • Pupil tracking in Numeracy/Literacy through use of NAC Pupil Tracker • NGRT - Scottish Government (reading test) • Health and Wellbeing (attitudes to self and school - via PASS) • Teacher Judgement Survey by Scottish Government (P4/P7) • Attendance and Exclusion Levels • Number of teachers, pupils, parent/carers involved in programmes/training and completion rates. • Quality Improvement Framework Nurture • Quality Improvement Framework Visits <p>We are analysing data of groups of learners e.g. utilising SIMD 1&2 or other deprivation indicators, against all pupils to show we are reducing the gap.</p>
	<p>What did this evidence show so far? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just leave blank. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free. If not, just leave blank.</u></i></p>
	<p>As detailed in the workstreams above.</p>
<p>Can you share any learning on what has worked well in your overall strategy to achieve impact?</p> <p>The implementation of the Attainment Challenge Project Board in monitoring and tracking of the project and sharing of information across workstreams.</p> <p>The focused approach to the development of measures across the workstreams.</p> <p>Can you share any learning on what has worked less well or could be improved?</p>	

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

Monitoring Agreement and Progress Report

Reporting Period	-	February 2016
Lead Author	-	North Ayrshire Council
Key Contact at Authority	-	[REDACTED]
Attainment Advisor	-	[REDACTED]

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Introduction

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

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

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

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

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

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

Monitoring Agreement and Progress Report

1	Create a North Ayrshire Professional Learning Academy to lead evidence-based pedagogical practice with a focus on Literacy and Numeracy		
2015/16 Allocation	£1,356,000	Planned Spend to Year End	£141,963
		Actual Spend to 31/01/2016	£88,083
Staff Resources: Teachers Early Years Practitioners Speech and Language Therapist	Agreed in Plan: 35 teachers as Leaders of Learning & Teaching, and other staffing including a Psychologist Assistant	Secured: Four Principal Teachers, 2 Class Teachers and 2 Early Years Practitioners were in place by 2.11.15. A Speech and Language therapist was appointed in January 2016.	
Progress to date (please comment on areas of progress and slippage from plans):			
<p>Strategic Approach National and International research acknowledges that a key intervention within all education systems to effectively drive improvement and increase attainment is the quality and skill of the teacher. Moreover, key messages from established school improvement programmes (that is, those sustained for at least 8 years) include working across schools to build capacity and raise attainment. Launching a Professional Learning Academy with a clear, strategic vision is a critical component of North Ayrshire's attainment challenge which will impact positively on the attainment of our children and young people.</p> <p><i>'To improve schools one must invest in people, support people and develop people.'</i> (Schlacty, 1990)</p> <p>Following a recruitment drive across the authority, The Professional Learning Academy Team, consisting of 6 teachers, 2 Senior Early Years Practitioners and a Speech and Language Therapist are in place. Remits of all staff have been discussed individually and collegially, and agreed. Significantly, all of our work has a clearly agreed rationale and, as such, weekly evaluative and planning sessions occur in order that all of our planned frameworks, delivery, interventions and decisions are based on extensive justification of need. For example, in relation to the summit in Washington in 2014, incorporating 80 school leaders from many countries including the UK, where they highlighted that there is not a widespread understanding of what constitutes effective pedagogy (Strong et al, 2011; Hammer et al, 2009), we conducted sharing practice visits where the PLA team observed lessons in 25 establishments across all sectors (Early Years, Primary and Secondary.) In reporting back, we had a professional dialogue workshop on what</p>			

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

Location

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

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

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

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

Promotion of Raising Attainment through the PLA

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

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

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

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

return in terms of the impact on children and young people. In other cases, we have adapted training to suit our local context.

Consistency of Approach.

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

Consultation – Meeting the Needs of Children and Young People

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

Ensuring Cohesion within, across and beyond the education authority

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evaluation

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

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

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

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

Comment examples:

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

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

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

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

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

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

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

Next steps:

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

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

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

Slippage from Plans

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

Monitoring Agreement and Progress Report

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

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

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

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

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

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

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

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

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

4 Nurture groups have been running successfully with starting dates between August and November [redacted] A fifth school, [redacted] has recently started.

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

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

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

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

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

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

Building Modifications and other initiatives
 PS Nurture Base has been delayed due to building modifications and the re-assignment of a new 2 year old provision. This enabled [redacted] Primary School to be included the Nurture Group development.

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

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

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

Comment examples:
 "I now have a much deeper understanding of attachment and its' impact on behaviour. I appreciate how the Nurture Principles can be used to improve outcomes for young people."
 "Feel it clearly set out expectations of Nurture within the authority."
 Staff also committed to follow up actions at a personal and establishment level and identified future training needs.

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

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

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

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

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

"I'm doing well with mornings" - long may this continue! We had a family gathering at the weekend, she was very well behaved in the hotel with 26 guests!"
 Child E's last review -
 "I can see such a difference in Child E at home since coming to the Rainbow Room, she listens more and tries to do more for himself".
 (Mum)

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

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

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

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

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

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

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

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

Primary School -

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

Primary School -

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

Primary School -

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

Primary School -

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

Next steps:

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

Monitoring Agreement and Progress Report

2 b) Health and Wellbeing – two teachers to support the work of the Child and Adolescent Mental Health Service with a focus on Primary	2015/16 Allocation		Planned Spend to year end £44,872	Actual Spend to 31/01/2016 £0
	£92,000			
Staff Resources:	Teachers x 2	Agreed in Plan:	Secured:	Teachers 0.5FTE (Advert published, closing date 07 Feb)
<p>Progress to date (please comment on areas of progress and slippage from plans)</p> <p>Within this proposal, we committed to employing two teachers to work with the CAMHS team to support the attainment and achievement of children and young people with a range of mental health issues.</p> <p>We also committed to implementing a schools counselling service in our schools. As part of this initiative, we will engage a third sector schools counselling provider (Place 2Be) to deliver a targeted counselling service providing children, parents and staff with in house counselling to support their wellbeing.</p> <p>A key aim of both programmes being offered is to build capacity in our practitioners to support the mental health and wellbeing of our children and young people. Career Long Professional Learning (CLPL) will be offered for all practitioners across the authority in addition to the extensive support offered to our targeted schools.</p> <p>There has been initial difficulty in recruiting staff with the right experience to ensure an effective delivery of this programme.</p> <p>However, we now have the services of an experienced practitioner with a recent background in supporting young people with mental health issues. This background, along with extensive school leadership experience, will now support our aims in meeting the priorities established.</p> <p>The next steps include:</p> <ul style="list-style-type: none"> • becoming familiar with the services' supports already in place for pupils with mental health issues in North Ayrshire in primary and secondary schools; • to begin to identify the strengths and weaknesses in current models of delivery by CAMHS, Psychological Services etc.; • to begin to consider the effectiveness of current Health and Wellbeing programmes; and • to identify good practice locally and nationally with a view to establishing a package of training designed to enhance the knowledge and confidence of staff 				

<p>We are in the process of recruiting a second person to support this work supporting young people with mental health issues.</p>	
<p>We have agreed a partnership delivery model with the third service provider Place 2B. Six schools have been identified to participate in this part of the workstream. The selection of the schools has been determined by analysing the data set in Appendix 4.2.</p> <p>Initial work has taken place to introduce the schools to the organisation and the work they will be involved in.</p>	
<p>Reflections on Impact (Please comment on what looks and feels different for schools and children as a result of the Att. Scotland Fund. What impact is it having?)</p>	<p>None as yet</p>
<p>Next steps:</p>	<p>Initial next steps as already detailed.</p>

Monitoring Agreement and Progress Report

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

<p>Reflections on Impact: (Please comment on what looks and feels different for schools and children as a result of the Att. Scotland Fund. What impact is it having?)</p> <p>Not applicable at this stage.</p>
<p>Next steps:</p> <p>Not applicable at this stage.</p>

Monitoring Agreement and Progress Report

4	Assessment and data analysis to inform future practice		2015/16 Allocation	£130,000	Planned Spend to year end £128,904	Actual Spend to 31/01/2016 £11,952	Staff Resources: 1 Data Analyst 1 Performance Manager	Agreed in Plan: 1 Data Analyst (Dec 2015) 1 Performance Manager (Dec 2015)	Secured: 1 Data Analyst (Dec 2015) 1 Performance Manager (Dec 2015) Additional graduate intern (Dec 2015) (data analysts) funded by North Ayrshire Council (Feb 2016) for 1 year	Progress to date (please comment on areas of progress and slippage from plans):
	Strategic Approach "Teachers, schools and parents need a clear, coherent consistent set of evidence and data locally and nationally to help them to self-evaluate and plan further improvements to achieve excellence and equity for every child in their care." National Improvement Framework for Scottish Education 2016									

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

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

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

Consultation and communication with key stakeholders - principally pupils and parents - will be built into the approach. Keeping all stakeholders on board with

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

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

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

An extensive digital package of standardised assessment has been introduced to all schools - all schools must complete P1 Baseline - Sept/May, Progress Test English (PTE), and Progress Test Maths (PTM) in P3, P6 and S2 in May 2016. To date all schools have completed the P1 baseline and analysis is currently underway. Initial feedback has been provided to all schools both in terms of the performance of the whole cohort and individual learners. Teachers are currently using this rich data source alongside their professional judgement to plan for next steps in learning. Further support will be provided to class teachers in how to use data to maximum effect in the planning process. In addition to this digital package of standardised assessment each school has been set up with a separate account to meet the requirements of the National Improvement Framework in terms of completion of the NGR1 and P4 and P7. All schools have a designated Assessment Co-ordinator who has undertaken training from GL assessment and is leading on these

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

developments within school.

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

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

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

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

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

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

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

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

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

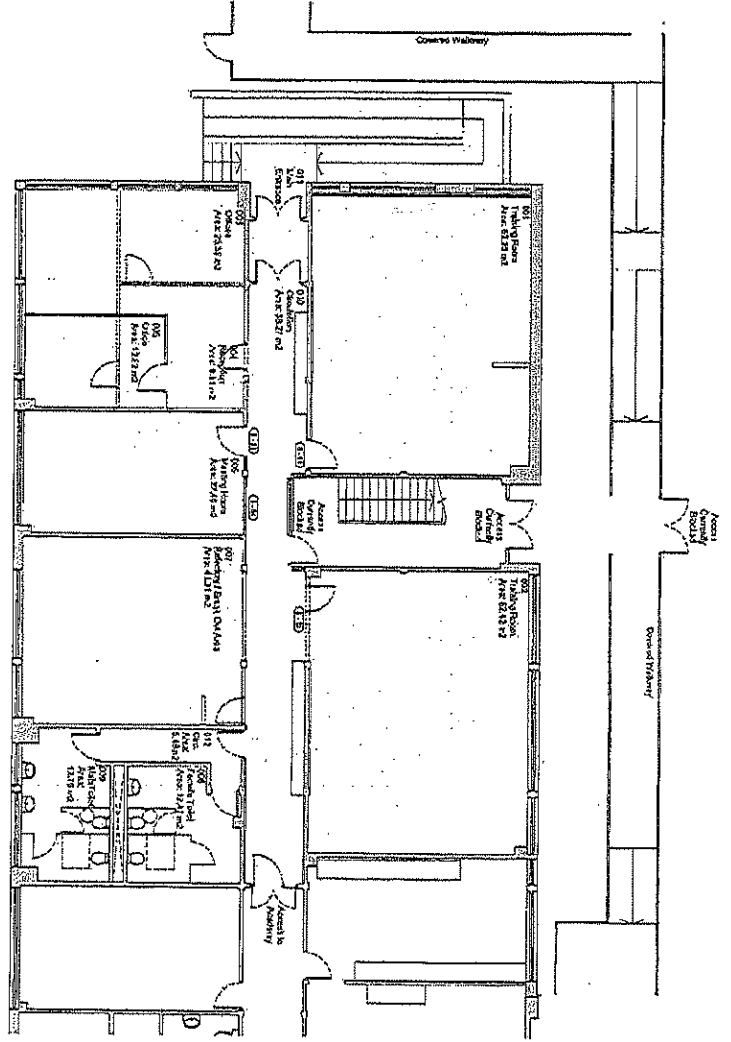
Next steps:

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

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

Monitoring Agreement and Progress Report

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



Notes:
 1. All dimensions are to the centerline of walls unless otherwise noted.
 2. All dimensions are in feet and inches.
 3. All dimensions are to the centerline of walls unless otherwise noted.
 4. All dimensions are in feet and inches.
 5. All dimensions are to the centerline of walls unless otherwise noted.
 6. All dimensions are in feet and inches.
 7. All dimensions are to the centerline of walls unless otherwise noted.
 8. All dimensions are in feet and inches.
 9. All dimensions are to the centerline of walls unless otherwise noted.
 10. All dimensions are in feet and inches.



PROJECT INFORMATION

PROJECT NAME: [Redacted]

OWNER: [Redacted]

DATE: [Redacted]

SCALE: 1/8" = 1'-0"

Appendix []

Architects

[Redacted]

[Redacted]

[Redacted]

Overall Status of Project		<input type="checkbox"/> Red	<input checked="" type="checkbox"/> Amber	<input checked="" type="checkbox"/> Green
PROJECT BOARD DATE: 11 January 2016				
PROJECT NAME:	Professional Learning Academy, [REDACTED]	PROJECT DESCRIPTION:	Refurbishment and alteration of existing rooms within Auchinharvie Academy to form new Professional Learning Academy	
CLIENT SERVICE:	Education & Youth Employment	LEAD OFFICER (S):	[REDACTED]	
PROJECT BUDGET:	£400,00 (TBC)	MAIN CONTRACTOR:	[REDACTED] As variation to construction of [REDACTED]	
TIMESCALES / MILESTONES				
Stage 1 – Preparation & Brief		August 2015		
Stage 2 – Concept Design		September 2015		
Stage 3 – Developed Design		October 2015		
Stage 4 – Technical Design		November - January 2016 (to completed within next 2 weeks)		
		Hubb process to be confirmed		
		NAC sign off of design and acceptance of Hubb proposals to be confirmed		
		Tender acceptance: February 2016 (anticipated 3 / 4 week mobilisation period)		
Stage 5 – Construction Start		March 2016 (Under review)		
Stage 6 – Handover & Close Out		April / May 2016 (6 weeks construction)		
Stage 7 – In Use		May 2016		
PROJECT UPDATE				
<u>Progress Update:</u>				
<ul style="list-style-type: none"> The design team, comprising architect, M&E Engineers, Structural Engineer and cost consultant have undertaken surveys and developed technical drawing and specification through discussion at client briefing meetings. At the design team meetings project scope, specification and costs have been reviewed to align the project scope with the confirmed budget at the time. Some changes have been requested on the understanding that additional monies may be made available to fund and have been incorporated by the design team. (e.g glazed screens, sliding doors, wider door openings, tea prep, full refurbishment of male & female toilets.) Further changes such as teaching storage walls and omission of booths to training CO2 have still to be incorporated within the design & cost projections. (Recent request and preliminary design and pricing information had already been sent to Keir Scotland at the time of the change request) Client & Design Team are meeting loose furniture supplier on Friday this week to finalise scope of FF&E. This will also clarify scope of fitted furniture and also confirm FF&E costs / budget. Enabling asbestos survey has been undertaken and some removal works are scheduled to be complete weekend 15-17 January 2016. Agreement and sign off of proposed scope will allow design team to complete information for Building Warrant submission. This information would then be issued to the contractor and the Hubb financial close. 				



process could conclude with NAC agreement.

Cost Update:

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

Next steps:

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



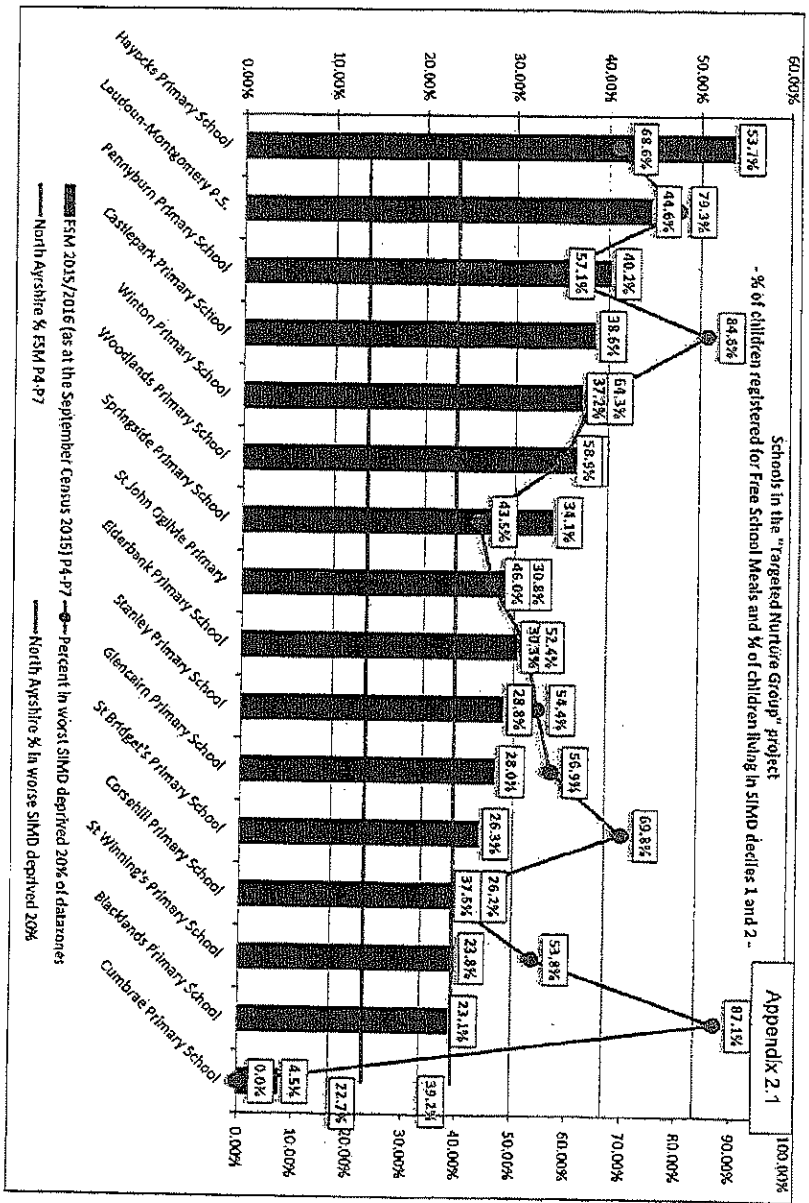
Programme:		No.		Risk	Mitigating Action	Owner	Target date for completion
<ul style="list-style-type: none"> - E&Y originally indicated that it would be preferred if works could perhaps be completed mid - March 2015 - Once briefed, the Project Manager from Amours prepared an initial programme dated 26 October 15 which indicated that the earliest date which works could complete procuring via the Hubb process would be at the end of March / beginning of April - The programme assumed that project scope and contractor tender could be signed off by NAC December 15 with contractor appointed first week in January 16. - Through discussions with their it has been advised that the works may take 6 weeks to complete, however a reasonable lead in period of 3-4 weeks will be required to procure materials which have been specified. - The Project Manager from Amours has updated the project plan based on the current position and notes that the works may now complete May 16. 							
1	Changes in client requirements	Design sign off at key milestones, change log to be prepared and implications on costs and programme to be reported	PM	As programme completion			
2	Clarity in budget allocation	Client to confirm budget to allow contractor negotiations to conclude	Client	January 2016			
3	Appointment of staff / accommodation not ready	Staff will be located temporarily within Cunningham House	Client	Until works complete			
<p style="text-align: center;">ACTIONS REQUIRED TO PROGRESS (for Project Board)</p>							
No.	1	Agreement of budget					
	2	Sign off of design proposals to allow design team to finalise proposals and allow contractor negotiation to conclude.					
	3	To acknowledge the proposed programme.					
<p style="text-align: center;">AGREED ACTIONS (following Project Board)</p>							
No.		Lead Officer		Target date for completion			
FINANCIAL SUMMARY							
Original Budget (£)	Revisions (£)	Current Budget (£)	Projected Expenditure (£)	Variance (£)	FO		
£250,000	+ £150,000	£400,000	£400,000				



Calendar for Early Level Numeracy Pilot Schools/EYC

Activity	Dates
Meeting with HT to introduce the Pilot Project and discuss dates (20 mins)	Jan 28 th – Feb 1 st
Permission slips for pupils handed out (returns will be collected at initial twilight training)	Jan 28 th – Feb 5 th
Introduction to Pilot Project for staff (twilight, 30 mins)	Feb 1 st – Feb 11 th
Baseline assessment of children with support from Professional Learning Academy staff (returns will be collected at initial twilight training)	Feb 17 th – Feb 19 th
Children/Staff questionnaires (returns will be collected at initial twilight training)	Feb 5 th – Feb 11 th
2 x training sessions for staff (twilights, 45mins each): use of Early Level Numeracy Progression Framework	Feb 22 nd – March 4 th
Parent workshops (led by Educational Psychologists in partnership with PLA) morning or afternoon sessions	Feb 22 nd – March 24 th
Time to implement the use of Numeracy Framework into practice	Feb 22 nd – March 24 th
Support period from PLA staff	Feb 22 nd – March 24 th
Further time to develop use of Numeracy Framework in practice	April 13 th – June 3 rd
Support period from PLA staff	May 16 th – June 3 rd
Final child assessment with support from PLA staff (returns will be collected at feedback session)	May 16 th – June 3 rd
Final children/staff/parent questionnaire (returns will be collected at feedback session)	May 16 th – June 3 rd
Feedback Session (twilight 45 mins) (Evaluation of effectiveness of framework)	June 7 th – June 17 th





Author: [REDACTED]
Title: *Project Manager*
Department: *Change Team*
Date: *09 December 2015*
Last updated: *07 February 2016*



NORTH AYRSHIRE
COUNCIL

PROJECT INITIATION DOCUMENT

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

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Document control

Document History:

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

Document Approval:

Name	Designation	Project Role	Signature	Date
[Redacted]	Exec Director	Sponsor		

Distribution:

Name	Designation	Service Group/Service	Project Role
[Redacted]	Head of Service	Education & Youth	Joint Lead
[Redacted]	Senior Manager	Education & Youth	Employment

INTRODUCTION

1.1 Purpose of PID

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

1.2 Background and Overview of Project

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

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

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

Diagram 1

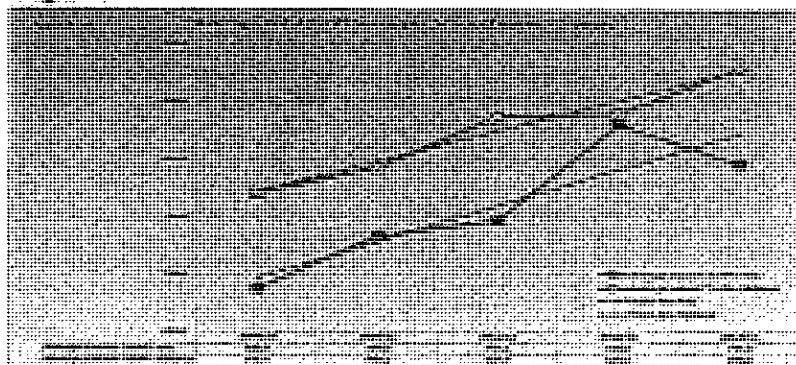
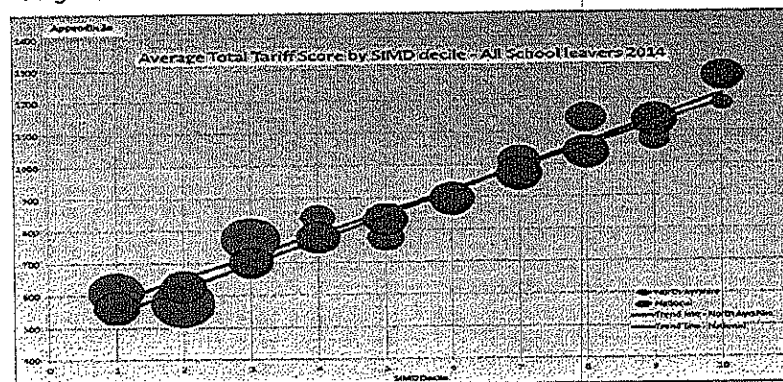


Diagram 2



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

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

The Attainment Challenge

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

1.3 Project Objectives

This project fits within the Directorate Key Priority:

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

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

1.4 Project Aims

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

1.5 Project Benefits/Outcomes:

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

1.6 Project Evaluation

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

Project Costs

Initial Assessment of Funding Required (High Level)	Year 1	Total - 4 Yrs
Community and Parental Engagement		
Local Democracy PB Grants (6 Locality Partnerships)	£120K	£480
Principal Teacher Family Learning	£13K	£149K
Family Learning Workers x 6	£38K	£456K
Production and publication of materials	£1K	£5K
Accommodation and Hospitality (training sessions)	£1K	£4K
Total	£173K	£1,094m

2. PROJECT DEFINITION

2.1 Project Scope

2.1.1 In Scope

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

2.1.2 Out of Scope – n/a

2.2 Approach

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

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

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

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

2.3 Project Plan

To be developed.

2.4 Stakeholder List, Analysis and Communication plan

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

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

2.5 Project Dependencies

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

2.6 Key Constraints

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

3.0 PROJECT ORGANISATION STRUCTURE

Project Structure

Person	Designation	Role
[Redacted]	Head of Service (Schools)	Chair
[Redacted]	Executive Director (Education and Youth Employment)	Member
[Redacted]	Head of Service (Children and Young People)	Member
[Redacted]	Head of Service (Connected Communities)	Member
[Redacted]	Head of Service (Finance)	Member
[Redacted]	Lead Educational Psychologist	Member
[Redacted]	Attainment Advisor	Member
[Redacted]	Early years (Daily EY Centre)	Member

Programme Board

Person	Designation	Role	High Level Areas of Responsibility
[Redacted]	Head of Service	Joint Lead	
[Redacted]	Senior Mgr	Joint Lead	
TBC	Education Psychologist	Member	
TBC	Teacher - Primary	Member	
TBC	Principal Teacher Family Learning	Member	

4.0 PROGRAMME/PROJECT CONTROLS

4.1. Project tolerances:

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

4.2 Change control process

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

4.3 Meetings and Reporting

4.3.1 Meetings

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

4.3.2 Reporting

Report	Purpose	Distribution	Frequency

Reporting Period	April 2016 – March 2017
Local Authority	North Ayrshire
Key Contact at Authority	[REDACTED]
Attainment Advisor	[REDACTED]

Summary of Spend

Intervention	2016/17 Allocation	2016/17 Amount Spent
Literacy - Assessment and Data Analysis	£100,895	£66,693
Numeracy	£52,882	£0
Health and Wellbeing – Nurture Group	£419,288	£59,447
Community/Parental engagement	£167,150	£9,724
Total	£740,215	£135,864

Agreed Improvement Plan

1	Literacy – Assessment and Data Analysis	
2016/17 Allocation	£100,895	
2016/17 Actual Spend	£66,693	
Expenditure breakdown		
Staffing:	Total this financial year £49,209	
	FTE	Costs
Graduate Analyst	1.0FTE	£20,940
Teacher Cover	1.8FTE	£28,269
Non-staffing <i>please specify type:</i>	Total costs this fin. Year £17,484	
Data Coaches Allowance	£17,484	
Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		

Data Coaches have been appointed in all secondary schools and will develop plans for building capacity in their establishment.

Training needs are currently being identified and will be developed for all teaching staff.

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

n/a

1	Literacy – Assessment and Data Analysis: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<ul style="list-style-type: none"> There will be more evidence that teachers at all levels are increasingly aware of the effects of deprivation and the barriers and challenges faced and are clearer about what the ‘gap’ means in their context. Teachers will know what they are targeting to improve equity. 	<p>Ongoing</p> <p>Ongoing</p>
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put ‘N/A’)</p>	
	<p>n/a</p>	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put ‘N/A’. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></i></p>	
<p>n/a</p>		

Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? <i>(Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<ul style="list-style-type: none"> • There will be an increase in competence levels in terms of data literacy across establishments. • We will see data being used more effectively to plan for improvements. • Teachers will have a greater ability to identify and create appropriate interventions to improve performance for different groups of learners. • There will be evidence that teachers at all levels are increasingly clear about what works in terms of how to simultaneously ‘close the gap and raise the bar’ 	All ongoing
	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put ‘N/A’)</i></p>	
	n/a	
	<p>What did this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put ‘N/A’.</i> <u><i>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.</i></u></p>	
n/a		
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative? n/a</p> <p>Can you share any learning on what has worked less well or could be improved? n/a</p>		

2	Numeracy	
2016/17 Allocation	£52,882	
2016/17 Actual Spend	£0	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
Teachers		£
Non-staffing <i>please specify type:</i>	Total costs this fin. year	
	£0	
	£0	
	£0	
Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		
<p>The Numeracy activity within secondary will be covered by the PLA, with staff being aligned to progress this area. Therefore, the decision has been taken not to fill the post of Secondary Numeracy Lead.</p>		
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the year 2016/17</i>		
n/a		

2	Numeracy: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	n/a	
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>	

	n/a	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></p>	
	n/a	
Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? (Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</p>	<p>By when? (estimate) Status (completed / ongoing / no progress)</p>
	<p>The detail with regard to outcomes will be covered within the PLA reporting procedures.</p>	
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>	
	n/a	
	<p>What did this evidence show? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></p>	
	<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative? n/a</p> <p>Can you share any learning on what has worked less well or could be improved? n/a</p>	

3	Health and Wellbeing – Secondary School Nurture Group	
2016/17 Allocation	£419,288	
2016/17 Actual Spend	£59,447	
Expenditure breakdown		
Staffing:	Total this financial year £51,500	
	FTE	Costs
Nurture Teachers	6.0FTE	£39,674
Nurture Support Assistants	6.0FTE	£11,826
Assist Educ. Psychologist	1.0FTE	£0
Research Assistant	0.5FTE	£0
Non-staffing <i>please specify type:</i>	Total costs this fin. Year £7,947	
Resource Materials	£447	
WRAP Training/ICE Packs	£7,500	
	£	
Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		
<p>The workstream is in the early stages, with some secondary schools currently participating in training of their nurture teachers and nurture assistants.</p>		
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the year 2016/17</i>		
<p>There has been a delay in the commencement of some nurture teachers due to the lack of backfill teachers available.</p>		

3	Health and Wellbeing – Secondary School Nurture Group: evidence on short and medium-term outcomes	
Short-term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>

	<ul style="list-style-type: none"> Recruitment of Nurture Teachers and Nurture Assistants, as well as support staff. Recruitment of Counsellors for all secondary schools. Training will be delivered for staff. Staff will identify targets to develop whole school nurturing approaches. Working parties will be established to establish parental involvement, measuring and monitoring impact. 	All ongoing
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p>	
	n/a	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></p>	
	n/a	
Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? (Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<ul style="list-style-type: none"> Children will develop and maintain positive relationships within their mainstream classes and their communities. Whole school nurturing approaches will be developed. Parents will report a positive development within the home environment. An evaluation of the quality of service provided to young people and their families will show a positive trend. Output from 1:1 Counselling will show positive outputs within the class environment and at home. A 'crisis counselling' service for children and young people will be utilised with positive feedback. There will be improved outcomes for young people educationally, emotionally and socially. Staff will feel supported in their learning about good mental health in children and young people, through training CLL activities and developed resources. 	All ongoing

	<p>Are you collecting evidence to measure these outcome(s)? <i>If so, please specify which type of evidence for which aim (if not, just put 'N/A')</i></p>	
	n/a	
	<p>What did this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></i></p>	
	n/a	
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative? n/a</p> <p>Can you share any learning on what has worked less well or could be improved? n/a</p>		

4	Community and Parental Engagement	
2016/17 Allocation	£167,150	
2016/17 Actual Spend	£9,724	
Expenditure breakdown		
Staffing:	Total this financial year	
	FTE	Costs
PT Family Learning	1.0FTE	£0
Family Learning Workers	5.0FTE	£9,724
Non-staffing <i>please specify type:</i>	Total costs this fin. year	
Training Materials	£0	
Production/Publication of materials	£0	
	£	
Activities: <i>Please comment on progress in implementing your planned activities in the year 2016/17</i>		
<p>Due to the timeframes relating to recruitment and selection, our Family Learning Workers have either very recently commenced employment or are still to come on board. Therefore, information relating to activities will be available for the next Highlights and Challenges Report.</p>		
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the year 2016/17</i>		
n/a		

4	Community and Parental Engagement: evidence on short and medium-term outcomes	
Short –term outcomes	<p>What short-term outcome(s) does this initiative aim to achieve? <i>(Short-term outcomes are often in the form of changed awareness, skills, motivation, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i></p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<ul style="list-style-type: none"> Recruitment of Family Learning Workers. Recruitment of support of volunteers to lead community/parental workshops. Training and Development for the Family Learning Team. Initial audit of parents/school views of parental engagement will be completed. 	<p>Complete Ongoing Ongoing Ongoing</p>

	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p> <p>n/a</p>	
	<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></p> <p>n/a</p>	
Medium –term outcomes	<p>What medium-term outcome(s) does this initiative aim to achieve? (Medium-term outcomes are often in the form of changed actions, practice, etc. Please be specific in the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</p>	<p>By when? (estimate) Status <i>(completed / ongoing / no progress)</i></p>
	<ul style="list-style-type: none"> Parents are more engaged and confidence relating to their participation in school life has increased. Harder to reach families are more engaged. Appropriate strategies have been developed to support learning at home. Pupil engagement and motivation is showing a positive trend. Schools will feel supported in relation to parental engagement and learning. 	<p>All ongoing</p>
	<p>Are you collecting evidence to measure these outcome(s)? If so, please specify which type of evidence for which aim (if not, just put 'N/A')</p> <p>n/a</p>	

	<p>What did this evidence show? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'. <u>This part only needs to be completed at the end of year report, but if you already like to share findings, please feel free.</u></i></p>
	n/a
<p>Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative? n/a</p> <p>Can you share any learning on what has worked less well or could be improved? n/a</p>	

OVERALL PROGRESS AND REFLECTIONS

5	Overall progress towards long-term outcomes and reflections
Long –term outcomes	<p><i>The long-term outcomes of the Attainment Scotland Fund are to:</i></p> <ul style="list-style-type: none"> <i>a. Improve literacy and numeracy attainment</i> <i>b. Improve health and wellbeing</i> <i>c. Close the attainment gap between pupils from the most and least deprived areas.</i> <p>Are you collecting any evidence to measure these long-term outcomes in your authority? If so, please specify the type of evidence you are collecting (if not, just leave blank)</p>
	<p>We are currently working on the documentation of measures and what evidence will be provided.</p>
	<p>What did this evidence show so far? <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just leave blank. <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></i></p>
	<p>n/a</p>
<p>Can you share any learning on what has worked well in your overall strategy to achieve impact?</p> <p>The Secondary workstreams are in the early stages and will be in a position to report at the Half Year Progress Report.</p>	
<p>Can you share any learning on what has worked less well or could be improved?</p> <p>As Above</p>	
<p>Is there anything else you'd like to share or give feedback on?</p> <p>n/a</p>	



Glasgow City Council

Report by Executive Director of Education

Item 4

April 2017

Glasgow's Improvement Challenge 2015 – 2020

Supporting families to be better able to support their child's learning and development

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

Supporting families to be better able to support their child's learning and development

For the last two years, schools involved in the Challenge were encouraged to develop family learning programmes and to bid for funds to support this work.

For the last few years, nurseries and primary schools were able to bid for monies to support Families In Partnership projects which promoted children learning alongside their parents or carers. These projects are designed by each nursery and school bespoke to suit their own context. In the best practice, staff design the project in partnership with the parents. This year, building this strand into GIC has enabled us to extend the number of nurseries and schools involved. Around 90 schools and nurseries secured funding for a range of projects which were supported through funding from the Integrated Grant Fund and the Scottish Attainment Challenge. Positively an increasing number of bids were for collaborative working, where schools had worked together on proposals for family engagement.

'Two members of staff have been fully trained in Forest School. In partnership with Glasgow City Council Countryside Rangers, our first block of six sessions have been great successes as evidenced by children and parental responses. The children who took part in Forest School were chosen by considering families who may be considering periods of difficulty in their lives. They responded well to learning together in a natural woodland environment.'

Bonnybroom Nursery

'Stay and Play afternoons for parents/carers of early level targeted learners. Parents took part in a session in how they could support their child with phonological awareness. Then the parents played a game with their child in an environment where they felt confident to be supported and ask questions. Parents' evaluations were very positive and parents felt more able to support their children. Many added they had a better understanding of how their children learn in class.'

Blairdardie Primary School

We created a bespoke family programme for targeted families which included a four week evening/afternoon parenting programme, a weekend away to an outdoor centre, a fish and chips night with the focus on having fun with number and a family walk to promote health and wellbeing. Parents were very positive in their evaluations. It motivated families to spend purposeful time together, showed them how families can encourage maths in their homes and encouraged families to use their leisure time in a way that improves family life and is free.

Caledonia Primary School

In 2016/17, in recognition of the Community Learning and Development practices and approaches required, Educational Services entered into a partnership arrangement with Glasgow Life, as the lead Community Learning Agency in the City. A Family Learning Team consisting of six Family Learning Officers and a Senior

Managers have been working to develop Family Learning in six designated Improvement Clusters across the city. We are reviewing the impact and learn the lessons from this approach before reassessing how best to extend the initiative across all areas of the city.

Family Learning Officers are currently aligned to Clusters 1,5,6,8, 12 and 30. It was agreed Glasgow Life should initially work with the 6 Improvement Clusters identified above. This decision was based on a range of criteria, including the alignment of two clusters within each of the three geographic areas of the city (NE, NW and S), SIMD data and perceived readiness of response.

The benefit of identifying a smaller number of improvement clusters is to allow a trial of the proposed delivery model, and associated Community Learning approaches, and to refine and improve both the model and approaches through appropriate evaluation and consideration of sustainability before extension to additional Improvement Clusters.

The Improvement Clusters identified were:

Cluster	Primary Schools	Geographic Area
1	Annette St PS, Cuthbertson PS, Holy Cross PS, St Bride's PS	S
5	Antonine PS, Camstradden PS, Langfaulds PS, St Clare's PS	NW
6	Alexandra Parade PS, Golfhill PS, Dalmarnock PS, Quarrybrae PS, Sacred Heart PS	NE
8	Cadder PS, Caldercuilt PS, Highpark PS, Parkview PS	NW
12	St Mungo's PS, St Roch's PS, St Stephen's PS, Wellshot PS	NE
30	St Constantine's PS, St Saviour's PS, Tinto PS	S

In order to ascertain the broad needs of each cluster, two methodologies were employed. Desk research information was referred to from the Glasgow Improvement Challenge, Equity for All Headteachers Conference, March 2016. Information was provided in a template format completed by each cluster, in which Headteachers proposed how they would wish to engage in Family Learning, what partners and resources would be required and what outcomes would be achieved. This information was reviewed and supplemented by Focus Group meetings with Headteachers in each of the Improvement Clusters.

The information provided by Cluster Headteachers confirmed that there are a broad range of community based issues which are having detrimental effects on children's

attainment in school. These are characterised as literacy issues, often as a result of ethnic minorities' language and literacy competencies; levels of parental engagement and support for school-based initiatives; the lack of core skills and values to support child learning; family physical and mental health issues and general high levels of disadvantage evidenced by SIMD figures.

Headteachers suggested a mix of potential interventions that require a broad mix of skills and competencies on behalf of community-based staff and Community Learning partners to deliver high quality interventions to realise the identified outcomes on a sustainable basis. In addition to programme delivery, Community Learning staff or partners aligned to delivery of these programmes also require the ability to conduct monitoring and evaluations against outcomes in a consistent and professional manner. Community Engagement, Community Learning and Community Targeted approaches require high and intensive levels of staffing to be effective and to achieve sustainable results.

The Glasgow Improvement Challenge Plan for Family Learning acts as the central document and framework for the development of local action plans for each of the six identified clusters. Each Family Learning Officer uses the framework as the basis for their planning approach, while ensuring that specific local plans are tailored and responsive to need established by the engagement of Headteachers, Challenge Leaders of Learning, children and parents. A range of engagement approaches are being adapted and adopted with parents such as Parent and Pupil Forums, social engagement with parents and information sessions.

All action plans refer to the collection and analysis of local community profile and school attainment data and the identification of the key learning focus of respective schools. This information is consistently collected on a Family Learning Improvement Model spreadsheet for each school.

The Glasgow Improvement Plan for Family Learning underpins the need to upskill the Family Learning Workforce resource through a range of approaches including: training school staff in Play, and training parent volunteers in essential skills such as food hygiene and debt management. Family Learning Officers are committed to continual professional development, examples of which include phonological awareness, Read Write Count, and digital literacy training.

The action plans include a wide range of programmes developed in response to community need identified through consultation and these include breakfast, homework, book and family learning clubs and literacy improvement programmes such as support of the National Young Readers programme, Family ESOL, Paired reader engagement and development initiatives and language and literature activities supported by Storytelling.

In terms of health and wellbeing, the plans include the development and delivery of a range of programmes including family dance, outdoor learning and Play at Home, as well as healthy cooking and diet programmes. Action plans have also encompassed the development of parental and home life skills through learning which includes paediatric first aid, emotional literacy and positive parenting. All plans underpin the

need to ensure that families have a range of positive and interesting learning experiences to reduce isolation, increase cultural participation, change attitudes to learning and improve wellbeing including family outings, cultural visits, celebratory events and social evenings.

A key focus of the family learning action plans at a local level has been on engagement and each Family Learning Officer has articulated their intention to develop their action plans based on consultation with Headteachers, Challenge Leaders of Learning, as well as Pupil and Parent Councils, and with families through coffee mornings, focus groups and information sessions.

All Family Learning Officers recognise in their action plans the need to enrich and expand programmes by working in partnership. An internal requisitioning system is used to secure services across internal Glasgow Life services including Museums, Libraries and Sport. A partnership database of external partners is available to each Cluster Improvement area to extend and enrich practice.

Implementation and Progress

The Family Learning Team are responding positively to the challenge and intensive nature of the work, from professional and learner engagement to course design, delivery, coordination and evaluation. Team members consistently report that they feel valued and respected to develop their work in a creative and supportive environment which respects and encourages their professional judgement. All Family Learning Officers have protected time for professional development, as a result of which most Officers have undertaken training in Literacy for All, Glasgow Counts, Read Write Count, Wee Play, National Reading Challenge, critical and digital literacy, reading strategies and phonological awareness.

A review of the action plans has resulted in the identification of eight curricular areas:

- Literacy
- Numeracy
- Health and Well Being
- Parenting Skills
- Home Skills
- Active Citizenship (support of school and wider community)
- Financial Well-being
- Social Connectedness

Family Learning Clubs have been established in almost half of all identified Cluster Improvement Primary Schools to provide a supportive, nurturing environment for families to share experiences and act as a self-support group, maintaining progress and pace in line with the attainment challenge. In addition to social outcomes, each Family Learning Club is beginning to develop strong learning content to support families in Literacy, Numeracy and Health and Well Being.

The Family Learning programme has developed good quality programmes in response to these areas and is starting to demonstrate tangible benefits for learners. Families are already progressing onto other learning and development. For instance in one cluster alone, 16 individual referrals have been made to ESOL, family art or

family sports activities.

All regular attendees reported a desire to continue their learning and have been actively encouraged to shape this. The National Young Readers programme is being delivered across eight primary schools and is helping parents to encourage children to read for enjoyment and encourage book ownership, Family ESOL programmes have identified language barriers to learning and as a result, ESOL classes are being developed to support core literacy to enable parents to encourage, engage with and enhance their children`s learning.

Feedback from family ESOL learners indicates that parents are improving their ability to support their children. Innovative approaches incorporating storytelling have been introduced to support language and reading. This has been very well received by families and feedback from Headteachers and Challenge Leaders of Learning has been very positive. Paired reading initiatives are being encouraged and volunteers have been recruited from senior High School programmes to support literacy in the feeder primary school.

Universal Programmes

Most family learners are benefitting from a developing range of universal family learning programmes, which have been researched and implemented based on documented learner needs in a relatively short time scale. The Family Learning Team has delivered a total of 82 programmes since 1 September 2016 to engage over 3,800 learners.

Over 50 targeted high quality family learning programmes have been established to engage over 1,600 learners.

Where there is a Family Learning Club, all parents who attend, report that they highly value the social contact with other parents provided through the Club. They identify the development of valuable parental skills to support their children. They report that they feel more confident to support their children`s learning and have good access to high quality resources such as Story Sacks, Read, Write, Count and library resources to reinforce home-learning. Some parents report that their confidence has developed sufficiently to allow them to adapt literacy learning methods and resources for home-learning. There is anecdotal evidence that some parents are now creating stories on the walk home from school, reading numbers on buses to reinforce numeracy and introducing goals from the `Wee Play` programme into family life. Both parents and children report positive impacts on their learning. Most children report that they are enthusiastic about the Family Learning Club. They are actively taking story sacks or library resources home and are very proactive in encouraging parents and new friends to join in. Parents report that the club provides an opportunity to socialise with fellow parents and share family learning experiences. Most importantly all parents highly value the protected time afforded to interact directly and personally with their child. Some parents report that the relationship with their children has improved and they are now able to work and communicate better together. As a result, these parents indicate that they are in a better position to identify their children`s social, emotional or learning issues earlier.

Through the Family Learning Club, most parents report significant attitudinal change in respect of their child`s learning. They more fully understand what the school is

trying to achieve and their role in supporting their child's learning. Most learners are developing their confidence to converse in English, where previously communication was exclusively in their first language. The school reports that reluctant Family Learners are more confident in accessing the school to actively learn alongside their child in school and that more parents are actively assisting their child outwith school. All children are very enthusiastic about learning with their parents and are actively involved in influencing their parents to attend. The school reports that the Family Learning Officer is proactively involved in joint planning. All children report that they are more confident about learning together with their parents. A few children with limited English language skills are now able to read out loud and can read and pronounce words and are reinforcing their own skills by teaching their parents.

Cuthbertson Primary

For many parents as speakers of other languages other than English, an ESOL programme has been established. Evaluation of these programmes demonstrates improved English speaking, listening and literacy skills. As a result, parents are better able to understand forms and other communications sent home from school. Most learners report that improved confidence in English is allowing them to access more external support, which is also helping to reduce feelings of social isolation and exclusion.

The Wee Play Session provides an inclusive and welcoming environment for most parents attending from an Ethnic Minority background. Most parents report that they enjoy working with others in a group context. Most parents confirm that they have increased awareness of the value of physical activity and are aware of practical play techniques which can be used at home. Some parents confirm that they are interacting more positively with their family as a result and some parents advise that their English communication skills are improving.

St. Saviour's Primary

The Health and Wellbeing strand has been principally supported through Play Programmes, designed to promote awareness of physical activity and the importance of play in the home. Healthy eating programmes are adopting fun and interactive approaches to cooking, diet and nutrition which can be easily employed at home to promote family health. Most parents confirm that they have awareness of the value of physical activity and are aware of play techniques that can be practically adapted for home use. In addition the Paediatric First Aid Course has raised awareness of health issues and parents report that the skills developed are increasing awareness of wellbeing in the home. All parents involved in Fun and Cooking Programmes report that they enjoy experimenting with food and sharing this experience with their children. Some parents report that they are changing their attitudes and behaviour towards food and eating.

Social outings and trips are being used to encourage social interaction and cohesion, and to reinforce literacy and numeracy learning. Trips to the Mitchell Library Book Festival and the Science Centre provided an opportunity for large numbers of families principally from multi-ethnic backgrounds to socialise and integrate and to enjoy learning together. Parents were able to act as role models for their children's learning outwith the school and home environments. Some parents experiencing extreme poverty report that provision of food and transport allowed them to

participate in a cultural event, which otherwise would not have been accessible to them.

There is evidence that in some clusters effective joint working is emerging between family learning and school staff. Challenge Leaders of Learning and Family Learning Officers have planned and co-designed a family digital Learning programme. They have worked collaboratively on a joint evaluation system built around How Good Is Our School and established cluster-wide Partnership Directories.

Partnership Working

Good examples of partnership working are evident within Family Learning practice. Work with the National Trust has been successful in attracting £97,000 from the Early Years, Children and Communities Early Intervention Fund.

The Early Words Together programme will engage 220 volunteers across the city to support over 300 disadvantaged families to improve language and literacy skills and improve parental relationships and involvement across 24 Primary schools and 12 nurseries. Strong partnership links with colleges are emerging in particular with Glasgow Clyde College. These links are proving particularly effective in enriching the Family Learning programmes available, and defining clear progression pathways for further learning.

The Govanhill Housing Association is working effectively in parallel with the Cluster Improvement Group and the Family Learning Officer to offer more effective routes to meaningful community engagement and promotion of family learning opportunities to communities at grassroots levels. The NHS Health Improvement Teams are supporting the health and wellbeing agenda through a series of effective programmes on cooking, diet and nutrition and dental hygiene. The work of the NHS is complemented by organisations such as North Glasgow Healthy Living Centre and Urban Roots. Some of the Family Learning Officers have established links with their corresponding multiagency Joint Assessment Teams as a mechanism to identify disadvantaged families with intensive need.

“Drumchapel Together” has grown from Cluster Improvement group to bring about positive change in cultural attitudes and behaviours in relation to learning. The group aims to create better experiences for families around health and wellbeing outcomes.

The Family Learning Team are working internally across Glasgow Life to embed action plans and ensure richer and more seamless provision and support across services such as Libraries, Museums and Communities.

Planning

The citywide Family Learning Action plan leads and articulates well with local Glasgow Life action plans. Evidence shows that local Cluster Improvement Groups, the Family Learning Team and the GIC Operational Group provide the governance to ensure that plans are progressing well. Additional development sessions within the Family Learning Team have focused on the efficacy of the team to achieve

identified plan objectives through a focus on team culture, collaborative working and quality assurance.

The Family Learning Manager has met with the Glasgow Council of Voluntary Organisations to agree mechanisms for Voluntary Organisations to work collaboratively to assist in the challenge. Glasgow Life Family Learning Team attended a GCVS workshop on 23rd November to encourage and guide voluntary organisations on effective involvement with family learning and the Improvement Challenge.

The Family Learning Manager is part of the overarching strategy group for Glasgow's Improvement Challenge to ensure Family Learning impacts within the Challenge.

Engagement

A strong emphasis is being placed on engaging effectively with learners to identify needs and to identify pathways onto family learning programmes. The Family Learning Team has engaged with over 2,200 learners over a six month period. Family Learning Officers have developed a good mix of engagement approaches. By working collaboratively with school staff they have attended Parents Evenings, as well as community events. Family Learning Officers are also using a range of direct individual methods including face to face engagement at the school gates, texts and phone calls. As a result of the engagement approaches, in excess of 500 "Let's Learn" Questionnaires have been returned and analysed.

Engagement at the school gates is helping to ensure that the opinion of the most disengaged and hardest to reach parents is being captured. There is a strong focus on ensuring that approaches are inclusive whenever possible with leaflets, and communication translated into Mandarin and Arabic.

Family Learning Officers have researched community profiles and have a good understanding of their local community profile and their associated needs. They use Glasgow Population of Health Statistics and SIMD data.

An analysis of the time deployed by Family Learning Officers shows that almost 40 percent of their time has been spent engaging with parents and communities to get a deeper understanding of learner needs and aspirations. An additional 40 percent of their time has been committed to engaging with key education staff to get a broad perspective of learning community needs and the available educational resources and programmes. The team attended the Equity for All Conference to establish an awareness of the team and its offer and approach across all schools. Almost 20% of the Family Learning Officer time has been directed to engagement with partners to build knowledge of the range of local skills that can more effectively contribute to the Improvement Challenge as it relates to families.

Initial feedback from Headteachers suggests that in many cases these engagement approaches have shown signs of success:

"I wouldn't hesitate to say that I feel very positive about the impact it will have for our school and our families in helping engage families in positive experiences for pupils which in turn will help raise attainment and achievement."

“The response was very positive and each week we have had between 12 and 25 families attending.”

The learning gained from these approaches is being distilled into a family engagement toolkit which will be made available to all schools in 2017/18. It is also anticipated that the document will support consistent standards of parental engagement amongst Family Learning Officers and partnership agencies.

Summary and Next Steps

The Family Learning Team has made good progress in a relatively short period of time. They have engaged effectively with local communities and learners and deployed a good range of programmes to meet community need. The programmes they deliver are showing signs of real and practical impact for learners. In most cases good relationships have been developed with schools and local partners and good platforms and networks are being established and/or engaged to support future development.

The team will now focus on continuing to improve the quality and impact of each of these aspects. The family learning engagement toolkit will establish a standard and reference practise methods for more widespread and meaningful parental engagement. Family clubs will be established in the Spring Term to attract more families into supportive, social and nurtured learning environments.

The Voluntary Sector and National Agencies will be invited to submit expressions of interest to support Family Learning within the context of Improvement Challenge, leading to the establishment of Challenge Improvement Networks within Cluster Improvement Areas. Sustainability will be a key focus, supported through more engagement and support of volunteers and by developing capacity of parents to be involved in running family learning clubs.

The Family Learning Team is committed to evidencing that programmes are delivered meet individual, family and community needs through robust community engagement approaches. The Family Learning Team is also focussed on addressing the needs of the most disadvantaged, through targeted provision to ensure equity for all, reduce barriers to access and participation and grow family learning values. To achieve this, the workforce (including volunteers) must be suitably prepared and trained.

There is a need to consolidate the Family Learning offer across Glasgow Life services and partners across the city into an offer that is more easily recognised and accessed by learners and practitioners. Key to this will be the roll out of the Family Club initiative.

The operational model will be reviewed and co-designed in conjunction with Education Services, Education Scotland and Glasgow Life to ensure that the best mix of targeted and universal programmes can be delivered within the resources identified.

The Family Learning Manager works closely with the chair of the local authority Family Learning Strategy Group. A Family Learning Strategy has been written and moderated against Education Scotland’s Family Learning Review document. This

will ensure that Family Learning is integrated within both Education Services and Community Learning and Development plans to be sustainable.

The CLD aspects are being evaluated using the Glasgow Life Outcome Evaluation tool. Impact on attainment remains the locus of headteachers within their normal tracking of children's progress. It remains early in this process to see causal links between Family Learning and raised attainment.

Appendix 1

Glasgow's Improvement Challenge 2015-2020

Improving and Empowering

Family Learning – helping our parents¹ be better able to support their child's learning

Background

'Family learning' refers to any learning activity that involves both children and adult family members, where learning outcomes are intended for both, and that contributes to a culture of learning in the family. Family learning improves the life chances of all families.

From Family Learning Works The Inquiry into Family Learning in England and Wales Chaired by Baroness Howarth of Breckland, OBE, October 2013 published by NIACE

What does excellent family learning look like? NIACE suggests that the hallmarks of excellent family learning provision can be outlined in five principles:

1. Family learning is about engaging families in learning together. Family learning programmes are about working with the adult and the child. Their primary purpose concerns learning. Every member of a family is a potential lifelong learner in their own right; every member of a family needs access to learning, through a range of pathways and access points.
2. Family learning is about empowering families to take control. It is about listening to families, starting from where they are, providing opportunities for learning in contexts and for reflective practice. It requires the active involvement of families in the development and shaping of services and the recognition of their expertise.
3. Family learning recognises context and culture. Family learning programme organisers develop and manage a range of interventions depending on context, culture, timing and access issues; and work in partnership with local, national and international organisations and agencies to bring together all aspects that touch families' lives.
4. Family learning starts from a positive not a deficit model. Practitioners strive to understand and build on adults' strengths, knowledge and skills. It is important that those working in family learning recognise economic, social and cultural power, and do not unwittingly participate in the victimisation of disadvantaged families.
5. Family learning is planned, funded and delivered at a strategic level, whether local or national. Programmes have clear learning outcomes, agreed study arrangements, trained and qualified staff, adequate resources and clear progression opportunities.

In Glasgow, we have actively promoted support for families through programmes such as Families In Partnership or through parenting programmes. Glasgow Life

¹ Parent refers to any person who is caring for the child. This could be the birth parent, a close relative or kinship carer, a foster carer or a residential care worker.

deliver adult learning programmes across the city. However, we have not taken an evidence-based systemic approach to family learning.

To do this, we need to build capacity in our schools and nurseries. School and nursery staff are well placed to support parents with their learning but they do not have the time to be able to deliver programmes consistently as well as their 'day job'. We need to work with partners, particularly Glasgow Life and colleges, to maximise the opportunities for parents to extend their learning.

What are the characteristics of the most effectively designed family learning programmes?

In 2009, Ofsted carried out a small-scale survey of 23 local authority adult and community learning services that were offering family learning provision.

As well as exploring delivery models, the report gave examples of features of effective family learning programmes that were observed. Where family learning programmes were effective, Ofsted identified the following features:

- Teaching and learning were good or outstanding with most provision enriched by external visits to extend learning, promoting a group identity and providing an incentive for regular attendance.
- There was a planned approach to learners' development, beginning with short taster courses and workshops, progressing to short, wider family learning courses and on to family, literacy, language and numeracy provision.
- Provision was planned throughout the year, with some programmes offering longer courses in the summer term.
- Programmes were offered in a range of venues, including schools, Sure Start children's centres, libraries, family centres, pupil referral units, teenage parents' projects and youth centres.
- Opportunities for intergenerational family learning were available, together with a clear and appropriately defined proportion that was adult focused, particularly in family literacy, language and numeracy courses.
- Strategies were implemented to ensure that the learning needs of both adults and children were met, building on the needs of participants.
- Planning demonstrated clearly identified outcomes for both parents and children linked to the adult Skills for Life core curriculum, personal targets or the national curriculum and there were regular opportunities for formative as well as summative assessment.
- Family learning courses were jointly planned by the children's teacher and adult learning tutor, to ensure that all learners' needs were met.
- Staff were selected, recruited and developed through the local authority in order to meet local and national priorities.
- Team teaching by family learning staff and class teachers or teaching assistants enabled flexible and responsive teaching.
- Schools supported family learning delivery with learning support assistants, family workers or mentors, with many adults who had attended family learning themselves progressing to these roles, thereby using their own experience to provide effective support.

- Providers consulted widely with parents and carers, schools and partners through face-to-face conversations, evaluations of learning sessions, inductions and celebration events, to determine local needs.
- Careful consideration was given to the range of challenges that learners faced and providers deployed a range of strategies to make provision accessible to targeted groups, for example by offering free crèche facilities to learners and offering courses at venues and times to suit learners.

As part of a two-year research study carried out by NRDC on behalf of LSIS between 2007 and 2009, a number of additional success factors were outlined in the report to help local authorities, schools and teachers plan effective family literacy provision.

These additional factors were:

- strong leadership, with managers who had a strong educational background and were able to understand school structures, as well as head teachers who recognised the benefits of family literacy and the role of parents in their children's learning;
- a flexible approach by local authorities to family learning, including a willingness to maintain programmes when adult enrolments were low to keep schools engaged and allow interest in provision to grow;
- local authorities developing strong relationships with schools and developing partnerships with colleges, which enabled access to qualified adult literacy tutors;
- celebration assemblies held by schools where children could see their parents gaining qualifications;
- use of parent support or liaison officers and learning champions to recruit parents;
- practitioners starting from where the parents and children were in terms of their understandings of literacy and their literacy skills; and parents-only sessions linked directly to the school curriculum and included information for parents on how, as well as what, children are taught in school;
- commitment and regular attendance from parents who formed good relationships and supported each other;
- home-time activities set so that parents could support their children at home in between sessions.