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<b>Report To:</b>	<b>Education and Communities Committee</b>	<b>Date:</b>	<b>23 January 2018</b>
<b>Report By:</b>	<b>Wilma Bain, Corporate Director Education, Communities and Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/20/18/RB</b>
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<b>Subject:</b>	<b>Update on Progress of Scottish Attainment Challenge</b>		

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## 1.0 PURPOSE

- 1.1 The purpose of the report is to update the Committee in respect of the progress and impact of the Attainment Challenge in Inverclyde.

## 2.0 SUMMARY

- 2.1 The Attainment Challenge is a centrally funded Scottish Government programme with a direct aim of closing the poverty related attainment gap. It has a focus on improving outcomes in literacy, numeracy and health and wellbeing for children from disadvantaged backgrounds. There is a specific emphasis on those living in the Scottish Index of Multiple Deprivation (SIMD) Deciles 1 and 2. In Year 2 the focus was on 9 primary schools and early years establishments. This has now been extended to include the secondary sector and an additional 3 primary schools.

The Attainment Challenge team is working with school staff to identify children and families who would benefit from targeted interventions to support educational attainment. Family Support Workers are working alongside school staff within the focus schools, building relationships and providing support for vulnerable families. Training and resources are being provided to support staff in developing their knowledge and expertise.

- 2.2 Evaluations continue to be very positive and early results show significant progress. There has been a commitment from class teachers to use the most effective strategies to support learning, with an emphasis on measuring the impact of teaching approaches. The focus on ensuring that all children make appropriate progress is established and has resulted in professional dialogue and professional learning opportunities within and across schools. The secondary bid builds on and extends the work already underway within the Primary Attainment Challenge.

The role of Family Support Workers, Community Learning and Development staff and teachers within the context of an integrated and multi-agency approach in schools has led to more effective support for children and families.

- 2.3 Plans for Year 3 of the Attainment Challenge involved extending the project to include more schools, supporting more stages of the primary schools and sharing effective practice with all schools across the authority. The Secondary Project will follow a similar model to our current Primary project.

## 3.0 RECOMMENDATIONS

- 3.1 The Education and Communities Committee is asked to note the ongoing progress of the Scottish Attainment Challenge project within Inverclyde.

**Wilma Bain**  
**Corporate Director Education, Communities and Organisational Development**

## **4.0 BACKGROUND**

- 4.1 The Scottish Attainment Challenge, introduced in 2015, is a national initiative which aims to drive forward improvements in educational outcomes in Scotland's most disadvantaged communities, thereby reducing inequity.

Inverclyde was named as one of the seven local authorities to receive money for the Attainment Challenge. A further announcement in 2016 led to an increase in the fund to £750m which resulted in an additional two authorities being included. All nine authorities were selected because they have the highest concentration of children and young people living in SIMD 1 and 2. The aim of the Attainment Challenge is to close the attainment gap linked to deprivation.

Inverclyde's vision is to develop practice which is both effective and sustainable through upskilling our permanent workforce as a result of training, coaching and modelling. We will also measure the impact of current and new approaches to ensure effectiveness, before sharing across the authority.

Inverclyde's Attainment Plans set out an integrated multi-agency approach to closing the equity gap with the three workstreams of Families and Communities, Leadership and Workforce and Meeting Learning Needs developing and consolidating partnership working with services across Inverclyde. Nurturing approaches underpin all three workstreams. Progress with the plan continues to be monitored with regular reports provided for the Scottish Government.

The Attainment Challenge was initially launched at the Beacon in August 2015 when representatives from all primary focus schools and partner agencies shared in the key messages of Inverclyde's vision. In 2017, a revised Attainment Launch model was delivered to all secondary schools.

- 4.2 The end of year review was submitted to the Scottish Government at the end of March 2017, along with the revised bid for Year 3. Feedback from the Scottish Government has been very positive and our proposal to extend the scope of the project and the associated additional funding was accepted in full.
- 4.3 There have been changes in the allocation of Education Scotland's Attainment Advisor. The post continues to be a key link between Education Scotland and the Local Authority.
- 4.4 Over the course of Years 1 and 2, the Attainment Challenge Team has been invited to present at National Conferences. Case studies from Inverclyde have been highlighted as good practice nationally through Education Scotland. Links have been made with other authorities to share good practice and Inverclyde has visited, or has received visits from, several local authorities. It is worthy of note that the bid from Inverclyde has been highlighted as good practice and shared with other local authorities.

## **5.0 CURRENT POSITION**

The programme is designed to achieve long term educational improvement and opportunities for children in living in areas of social deprivation. The key drivers of change are:

- Families and Communities.
- Leadership.
- Meeting Pupils Needs.
- Whole school nurturing approaches.
- Use of data.

### **5.1 Families and Communities**

Research shows that a strong factor in children's achievement is parental engagement in learning at home, however a range of barriers can hinder positive parental engagement with schools and children's learning.

We are working at a strategic, operational and community level with Community Learning

Development and Barnardo's Children Service to build on and improve parental engagement. This strengthens our capacity to work together to effectively improve educational outcomes. This includes the appointment of Barnardo's Family Support Workers whose role is to build relationships with families, carry out assessments of need, provide a tailor-made package of support for individual families or facilitate group work programmes for families. Family Learning Groups incorporate the ethos of Nurture to include the child's key attachment figure. The parent/child relationships are fostered and developed with support from practitioners who have a knowledge and understanding of attachment theory and the development of attachment behaviour.

Session 2016/17 saw an increase in the number of Barnardo's Family Support Workers appointed. In addition to the original 9 workers a further 2 workers were appointed for primary schools and 6 workers appointed for secondary schools. This support now allows every school in Inverclyde, to have access to a Barnardo's Worker. The Family Support Workers continue to build on and scale up good practice. The team have shared practice through the implementation group and have co-produced activities and interventions with parents. Family engagement and intensive one to one support has increased with referrals and associated uptake having increased significantly. Currently 160 families are receiving individual packages of support based on a wellbeing assessment. Workers ensure that families have access to support in:

- Ensuring adequate family income/resources.
- Increased access to support networks.
- Being engaged in learning.
- Improving family structure and routine.
- Improving family relationships.
- Ensuring stable and secure accommodation.
- Improving Health and Wellbeing.

Barnardo's tracking systems show that over two thirds of the families who have received support have shown positive outcomes, with the most significant gains having been in improved family relationships and improved health and wellbeing. Schools report that the very positive role models provided by Barnardo's are helping to improve family relationships and routines. Barnardo's workers are described by schools as the "missing link" to support and help families, this means that schools now have access to a resource to provide the right support at the right time that families need.

6.6 fte Community Learning and Development (CLD) workers are now in place to work with families and communities across primary and secondary attainment challenge schools. CLD workers run more generic family or adult learning opportunities through primary schools. For example, they offer Steps to Excellence – a leadership programme for parents, child psychology, family cookery, Families Connect and a Walking Bus to improve attendance. In any one month as many as 87 families from primary schools are participating in CLD learning sessions. The workers have attended joint training with school staff on approaches to numeracy and literacy. In this way, CLD workers can better help families with numeracy and literacy by using the same methods as the schools. Within the secondary project, CLD workers engage with S1 to S3 pupils, who have been identified by the school, through a series of targeted programmes to tackle low attendance, health and well-being, sociability, resilience in an informal education setting. The total number of pupils currently engaged with CLD Attainment Challenge, secondary is now at 151.

Schools welcome the increased accreditation that CLD workers have provided for youngsters and parents and the improved confidence through taking part in award programmes. Improved partnership working has increased the opportunities available from families.

Both CLD and Barnardo's Family Support Workers have provided support for the holiday lunch clubs. These have provided a lunch for all members of a family and associated activities linked to the development of literacy. This has involved strong partnership working with Inverclyde Libraries and Family Support Workers from Early Years Establishments. A comprehensive recent report to the Education and Communities Committee reported that over 6,000 lunches were provided during summer 2017.

## **5.2 Nurture**

Nurturing approaches in schools help children to build the social and emotional skills they need to cope with the expectations of school life. Within all of our schools in Inverclyde, we are working towards developing nurturing approaches.

As part of a comprehensive package of support, Coaching and Modelling Officers (CMO) for Nurture are working with class teachers and Nurture teachers to identify children and plan appropriate interventions to support progress. The CMO's provided appropriate health and wellbeing assessments to carefully target and plan for the needs of the children and to allow for tracking and monitoring of progress. Currently 93 pupils are attending nurture classes in primary schools. Nurture groups have been established in each of the secondary schools and each school has formed an implementation group to further promote nurture. Over 450 secondary staff have completed training on attachment theory, with the final school to complete training in February.

The CMOs for Nurture have provided training, advice and support to Senior Management Teams, teachers and support staff. Lomond View Academy has developed a partnership with Kibble Education and Day Care Centre to develop skills of staff to cope with pupils who have had adverse childhood experiences.

Nurturing principles are well embedded in our primary schools and this very good practice is now being taken forward in our secondary schools. We continue to monitor our attendance, and attendance data linked to SIMD has been discussed as part of data meetings.

## **5.3 The development of leadership and workforce**

The quality of leadership and the quality of learning and teaching in the classroom will have a significant impact upon the attainment of all children. This continues to be a focus within the Attainment Challenge programme.

The Challenge Programme involves the development of support tailored to the needs of individual schools including extra staffing and resources to support learning within and beyond the classroom and an agreed commitment to the gathering of data to evaluate the impact of interventions

Over the course of the year the commitment of head teachers and the staff in our schools has been outstanding. They have willingly participated in all aspects of the Challenge and associated training. This is allowing us to develop and build on best practice in learning and teaching.

The Secondary Attainment Project Team Officers have now taken up their positions full time. They are now better placed to provide support to all secondary schools. This has resulted in a significant improvement in the professional engagement and developments taking place in schools. There has been a comprehensive planned programme of Professional Learning developed to support all staff. It is anticipated that the secondary interventions will continue to build on the excellent progress and work of the Primary Challenge.

The sixth cohort of Uplifting Leadership is now running and over a hundred and fifty participants have completed the course. This has meant an increase in staff willing to take on leadership roles at all levels. There has been, and continues to be, a very high uptake amongst our schools of leadership courses run nationally by the Scottish College for Educational Leadership (SCEL).

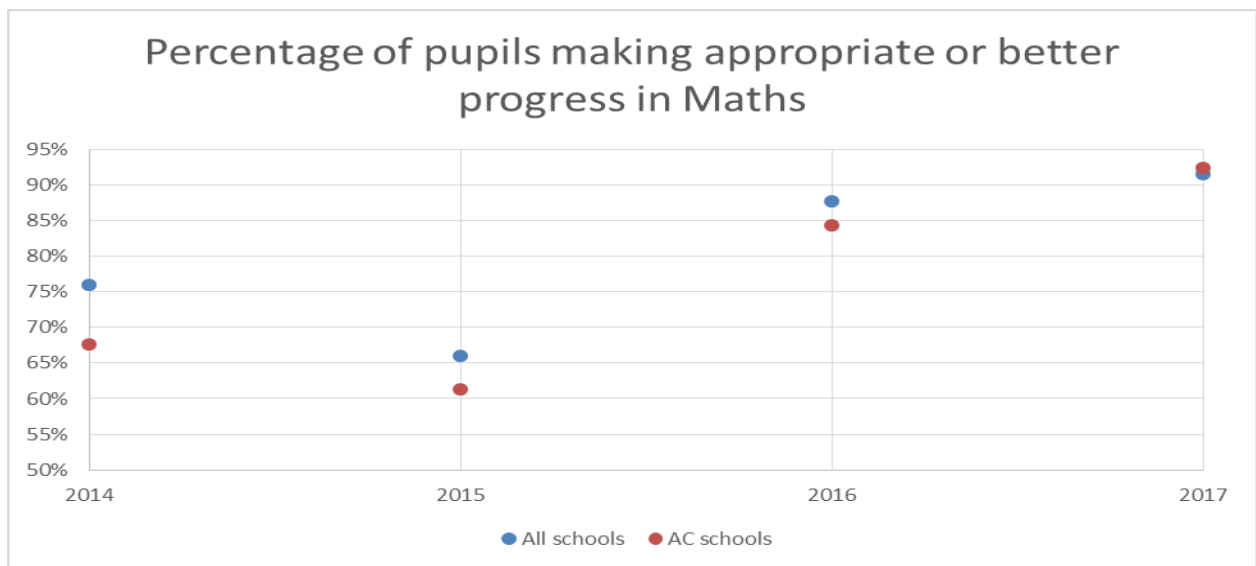
The opportunity for collaboration amongst head teachers has been a notable success of the Attainment Challenge. Head teachers report that they very much welcome the opportunity to meet regularly with a focus on sharing data analysis, best practice to raise attainment and experiences of partnership working. Head teachers and authority officers have received support from leaders involved in the London Challenge, Education Scotland and renowned world leaders in education.

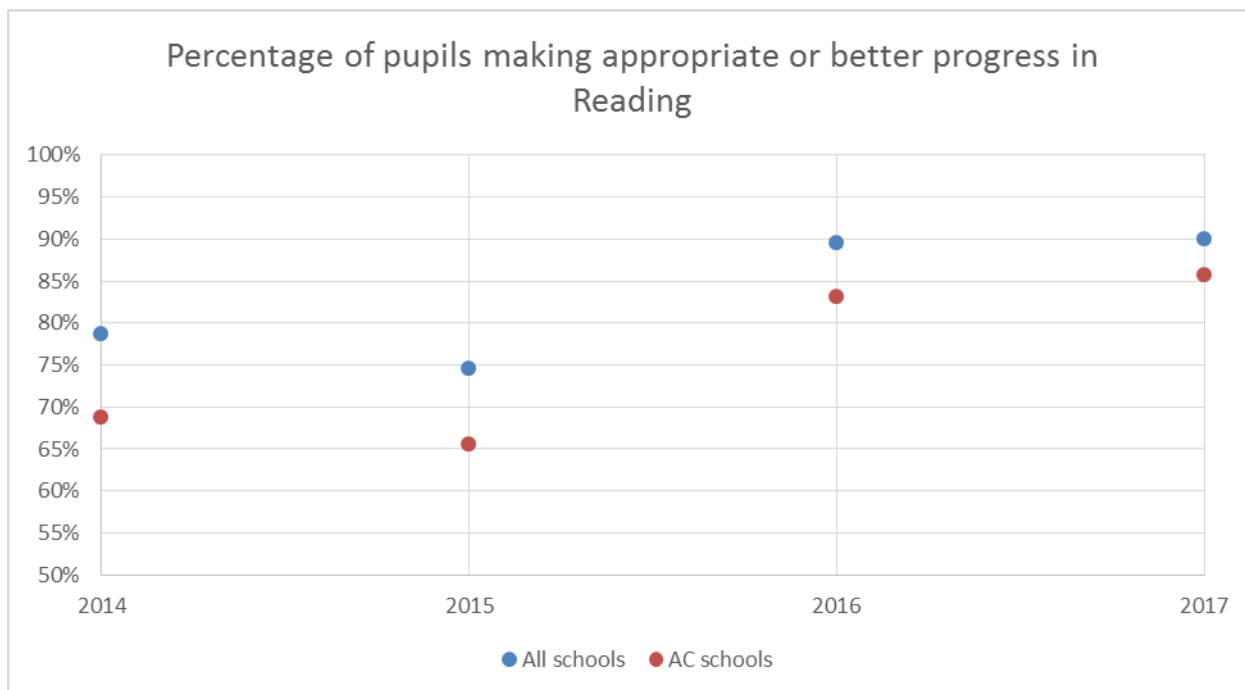
## 5.4 Meeting Learning Needs

Our initial targets for the primary attainment challenge for standardised testing for literacy and numeracy were quickly overtaken and standardised tests for literacy and numeracy continue to show an upward trend for attainment for all and a narrowing of the gap linked to deprivation. The greatest gains been made in numeracy. Much work has taken place to ensure that professional teacher judgments are more accurate and robust. This has enabled schools to identify their attainment gap relative to the school profile. Our teacher judgements show a rising trend in all aspects of attainment. Whilst we suspect some of the rise in attainment is due to underreporting last year, the gap between performance in literacy and numeracy in primary schools has narrowed by 5%. It should be noted that the original Attainment Challenge cohorts (P1/2 in 2015/16) will not yet contribute to the nationally collated professional judgements.

The Scottish Government is in the process of identifying key indicators which will allow Attainment Challenge authorities to report consistently on closing the attainment gap relative to nationally agreed indicators. In addition, Inverclyde Authority has identified key targets that have been highlighted within the authority improvement plan. Data packs issued to each primary and secondary school has allowed Senior Management Teams (SMTs) and class teachers to focus on the data linking attainment to deprivation using SIMD bandings, PIPs scores and value added information and allocate support appropriately.

We have maintained our initial focus on pupils making appropriate progress in their first year (and beyond) of primary school. Last year we reported a significant improvement in this aspect and this has continued. The tables below show the amount of pupils making appropriate or better progress in reading and maths in their first year of primary school according to standardised tests.





The graph below shows teacher judgements for the Broad General Education.

## Teacher Judgements for the Broad General Education

P1 – Early level							
Listening and talking		Reading		Writing		Numeracy	
2017	2016	2017	2016	2017	2016	2017	2016
86.14	78.78	84.60	78.25	82.80	75.46	87.68	78.09
P3 – First level							
Listening and talking		Reading		Writing		Numeracy	
87.39	69.23	76.69	64.94	72.48	55.86	74.14	59.77
P7 – Second level							
Listening and talking		Reading		Writing		Numeracy	
83.81	73.85	77.54	69.26	68.63	57.91	74.40	60.84
S3 – Third level							
Listening and talking		Reading		Writing		Numeracy	
92.59	78.48	90.03	77.76	88.95	76.04	82.21	79.63

The graph below shows a collation of teacher judgements identifying the gap between SIMD 1 and 2 and SIMD 9 and 10. Almost half of our pupils live in SIMD 1 and 2, so the comparison of percentages should be treated with some caution as the numbers of pupils involved will be significantly different. Despite this, the initial picture is positive and shows the reducing gap linked to deprivation.

	2016			2017		
	SIMD 1&2	SIMD 9&10	Gap	SIMD 1&2	SIMD 9&10	Gap
Primary Literacy	50%	76%	26%	65%	86%	21%
Primary Numeracy	58%	84%	26%	70%	91%	21%

The Coaching and Modelling Officers (CMOs) continue to provide support and guidance to class teachers about methodology, structure of lessons, as well as planning and assessment. They have worked alongside class teachers in all focus schools, modelling high quality teaching and effective learning activities as well as providing valuable professional learning sessions. The feedback from all training sessions has been very positive and the impact of the training can be seen in classroom practice. Feedback from head teachers has commended the work of the Coaching and Modelling Officers in upskilling teachers' skills in the classroom.

Over the last year the Attainment Challenge Team have delivered:

- Sessions on nurture, adolescence and attachment theories. This has resulted in a better understanding from all school staff of their role in developing and promoting the emotional wellbeing of all pupils.
- Sessions on improving teacher skills in teaching maths and numeracy. This has included the use of recovery programmes, increased confidence in the Early Stages of Arithmetical Learning, Talking About Numbers and training support staff to best meet the needs of pupils.
- Literacy sessions have promoted dialogic teaching, reciprocal reading and active literacy. CMOs have raised awareness of recovery programmes that can be used for those who have barriers to learning for whatever reason.
- Making learning visible to the learner underpins all practice promoted through the Attainment Challenge and promotes a consistent message of high quality teaching in all schools.
- Progression pathways through CfE levels have been produced for literacy and numeracy. The pathways take into account the national Benchmarks and will allow for better transitions between classes and from school to school.

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## 5.5 Next Steps

While it is recognised that teacher recruitment and backfill continues to present challenges, the Attainment Challenge team is committed to continuing to develop a sustainable model for improvement, focusing on building capacity of staff through:

- Improved cooperation and partnership working with staff across all schools.
- Increased implementation of effective interventions to meet the needs of young people.
- Improved skills and knowledge of teachers to plan and deliver evidence based interventions.

- Increased range and quality of Professional Learning opportunities.
- Improved quality of learning and teaching in classes.

The Attainment Challenge team will work closely with the Scottish Government to develop and implement the Broad General Education Improvement Tool allowing even greater analysis of data and benchmarking.

Inverclyde will also support the development of the West Partnership, the new regional improvement collaborative.

## 6.0 IMPLICATIONS

### 6.1 Finance

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
Attainment Challenge			£2,887		Fully funded by the Scottish Government according to plan submitted

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
N/A					

### 6.2 Legal

There are no legal implications.

### 6.3 Human Resources

There are no human resources implications

### 6.4 Equalities

Has an Equality Impact Assessment been carried out?

Yes See attached appendix

No This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

### 6.5 Repopulation

There are no repopulation implications



## **7.0 CONSULTATIONS**

7.1 The Attainment Challenge Implementation Group was consulted in the preparation of this report.

## **8.0 CONCLUSIONS**

8.1 N/A

## **9.0 BACKGROUND PAPERS**

9.1 N/A