

---

<b>Report To:</b>	<b>Education and Communities Committee</b>	<b>Date:</b>	<b>05 May 2015</b>
<b>Report By:</b>	<b>Corporate Director of Education, Communities &amp; Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/59/15/PC</b>
<b>Contact Officer:</b>	<b>Patricia Cassidy</b>	<b>Contact No:</b>	<b>(01475) 712824</b>
<b>Subject:</b>	<b>The Scottish Attainment Challenge</b>		

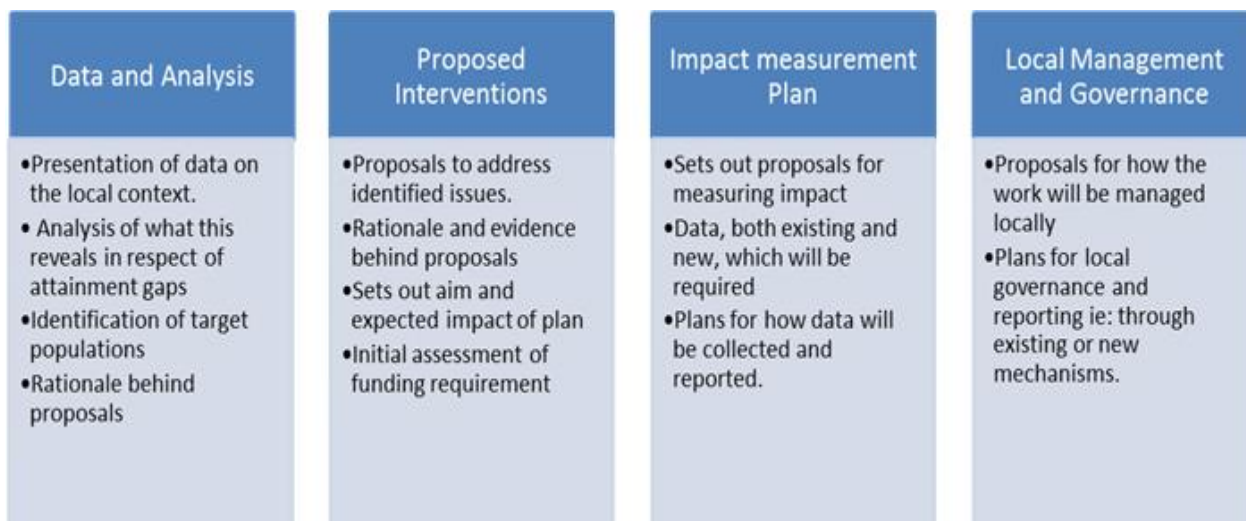
---

## **1.0 PURPOSE**

- 1.1 The purpose of this report is to provide members of the Committee with information on 'The Scottish Attainment Challenge' and to seek approval for the draft Improvement Plan.

## **2.0 SUMMARY**

- 2.1 The report provides details of the Scottish Attainment Challenge and the Attainment Fund.
- 2.2 The Scottish Attainment Challenge was announced in February this year by the Scottish Government. The Challenge will provide £20m funding in 2015/15 and a total of £100m over the next 4 years. In year 1 the funding is targeted at 7 Local Authorities with the highest concentrations of households in SIMD 1 and 2 areas. The authorities are Dundee, Glasgow City, North Lanarkshire, North Ayrshire, Clackmannanshire, West Dunbartonshire and Inverclyde.
- 2.3 The four-year Attainment Scotland Fund will be targeted initially at schools in 7 local authorities with the biggest concentrations of households in deprived areas. It will focus on improving literacy, numeracy, health and wellbeing, with the clear objective being to give all primary-school age pupils – regardless of background – the best start in life.
- 2.4 Inverclyde Council has been invited to submit a high level Improvement Plan to the Scottish Government by 8 May 2015. Thereafter a specific grant will be made based on the agreed improvement plan for the year 2015/16. Resourcing will be aligned with activity, funding for the following 3 years will need to be profiled as part of the forthcoming government spending review. Officers are working closely with colleagues in Education Scotland and the Scottish Government to develop the local plan in tandem with the developing policy framework.
- 2.5 The Improvement Plan is attached as Appendix 1 and covers the following:



- 2.6 It is proposed that 6 Primary Schools in Inverclyde are part of the Attainment Challenge: Aileymill Primary School, All Saints Primary School, King's Oak Primary School, Newark Primary School, St Andrew's Primary School and St Francis' Primary School. The selection criteria are detailed in section 4 of this report.
- 2.7 The plan outlines the proposed local implementation arrangements which include the development of a strategy for 'closing the attainment' gap and an improvement plan which includes information on data and analysis, proposed interventions, impact measurement plan and local management and governance.

### 3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee:
- notes the update and approves the submission of the draft Improvement Plan, attached as appendix 1 to the Scottish Government.
  - requests officers to report regularly to future meetings of the Committee on the progress with the programme.
  - grants delegated authority to the Corporate Director Education, Communities and Organisational Development and the Chief Financial Officer to implement the Improvement Plan within resources allocated by Scottish Government.

**Patricia Cassidy**  
**Corporate Director**  
**Education, Communities & Organisational Development**

## 4.0 BACKGROUND

- 4.1 The Scottish Government announced, in March 2015, the Scottish Attainment Challenge. The challenge will be backed by an Attainment Scotland Fund of more than £100 million over four years to drive forward improvements on educational outcomes in Scotland's most disadvantaged communities.
- 4.2 The four-year Attainment Scotland Fund will be targeted initially at schools in 7 local authorities with the biggest concentrations of households in deprived areas. It will focus on improving literacy, numeracy, health and wellbeing, with the clear objective being to give all primary-school age pupils – regardless of background – the best start in life.
- 4.3 The Scottish Attainment Challenge will draw on the experience of the London Challenge which helped transform school performance in the city, and other international experiences.
- 4.4 Complementing the Scottish Government's existing work to address attainment inequality, schools in these areas will benefit from greater access to expertise and resources – such as additional staff, materials for classrooms or resources to develop new out of school activities.
- 4.5 National and local partners will work together to identify the specific work that can be implemented successfully in classrooms and which will have a significant impact on the attainment of children from deprived communities
- 4.6 In year 1 the funding is targeted at 7 Local Authorities with the highest concentrations of households in SIMD 1 and 2 areas. The authorities are Dundee, Glasgow City, North Lanarkshire, North Ayrshire, Clackmannanshire, West Dunbartonshire and Inverclyde.

Its aim is to drive forward improvements on educational outcomes in Scotland's most disadvantaged communities.

### 4.7 Table 1 Inverclyde primary schools

Primary	Total SIMD 1&2	Ranking	Roll	Percent	Ranking	total weight
All Saints Primary	301	2	364	82.69%	1	3
King's Oak Primary	274	3	365	75.07%	4	7
Newark Primary	321	1	480	66.88%	8	9
St Francis' Primary	186	7	225	82.67%	2	9
Aileymill Primary	256	4	369	69.38%	6	10
St Andrew's Primary	198	6	273	72.53%	5	11
Whinhill Primary	199	5	335	59.40%	9	14
St Joseph's Primary	105	11	135	77.78%	3	14
St Michael's Primary	174	8	260	66.92%	7	15
St Patrick's Primary	125	9	277	45.13%	11	20
Lady Alice Primary	120	10	278	43.17%	12	22
St John's Primary	94	12	196	47.96%	10	22
St Mary's Primary	83	13	328	25.30%	13	26
Ardgowan Primary	59	14	332	17.77%	14	28
St Ninian's Primary	30	15	314	9.55%	15	30
Gourock Primary	16	17	228	7.02%	16	33
Moorfoot Primary	16	16	347	4.61%	18	34
Kilmacolm Primary	11	18	232	4.74%	17	35
Inverkip Primary	4	19	313	1.28%	20	39
Wemyss Bay Primary	3	20	188	1.60%	19	39
<b>Total</b>	<b>2575</b>		<b>5839</b>	<b>44.10%</b>		

4.8 Inverclyde has a wide variation in the size of its schools, some small, with a spread of pupils from SIMD areas 1& 2 across the population. In order to select the schools to participate in year 1 the following factors were considered:

- The total number of pupils from SIMD 1&2 per school
- The percentage of pupils from SIMD 1&2
- The number of children who are looked after or have previously been looked after

The number of pupils and the percentage of pupils in SIMD 1 & 2 were given a weighting to reflect both of these risk factors.

There are 180 pupils in Inverclyde primary schools who are looked after or have previously been looked after, over 100 of these pupils are within the 6 identified schools. The six schools highlighted in table 1 in the Attainment Challenge were chosen based on this data.

- 4.9 It should be noted that St Joseph's Primary School has 105 pupils from a school population of 135 from SIMD 1 & 2. The Corporate Management Team have requested that officers look to provide enhanced support to this school and prioritise it for inclusion in year 2.
- 4.10 The Corporate Management Team has identified employability and poverty as key change areas for addressing the attainment gap. These areas will be addressed through the family support strand of the Improvement Plan.
- 4.11 Existing resources used to address deprivation in two of the Attainment Challenge Schools will be evaluated, and if appropriate, redistributed to schools not engaged in the Attainment Challenge.
- 4.12 A bespoke improvement plan, appropriate to local circumstances, will be agreed for each school or cluster of schools. This will include an agreement to gather, in a proportionate way, the data that will be required to measure the impact of the interventions supported

## **5.0 LOCAL PROGRESS**

- 5.1 A range of meetings have taken place with head teachers, partners, Scottish Government and Education Scotland since the announcement. Head Teachers and senior managers were invited to attend the recent National Raising Attainment Learning Session which provided an opportunity to familiarise the team with the improvement methodology and to develop local plans.
- 5.2 A steering group, chaired by the Corporate Director of Education, Communities & Organisational Development with representatives from Education Services, Head Teachers, Safer Communities, Community Learning & Development and the Health & Social Care Partnership (HSCP) will be formalised.
- 5.3 The draft strategy and improvement plan have been finalised and if the Committee approves, it will be submitted to the Scottish Government for 8 May 2015.
- 5.4 It is anticipated that the plan will develop over the coming year and is expected to be flexible to meet local needs and to be able to scale up any successful interventions.
- 5.5 Interventions will be evidence based and monitored to identify impact. Some interventions will evidence impact in the short term, however some interventions will evidence improvement over a longer period of time.

## **6.0 GOVERNANCE**

- 6.1 It is proposed that this work reports to CMT via the Corporate Director Education, Communities and Organisational Development and to the SOA 6 Best Start in Life subgroup of the Inverclyde Alliance as outlined in table 2 below.

The steering group is tasked with developing a strategy for 'closing the attainment gap' in Inverclyde and devising an improvement plan which includes information on data and analysis,

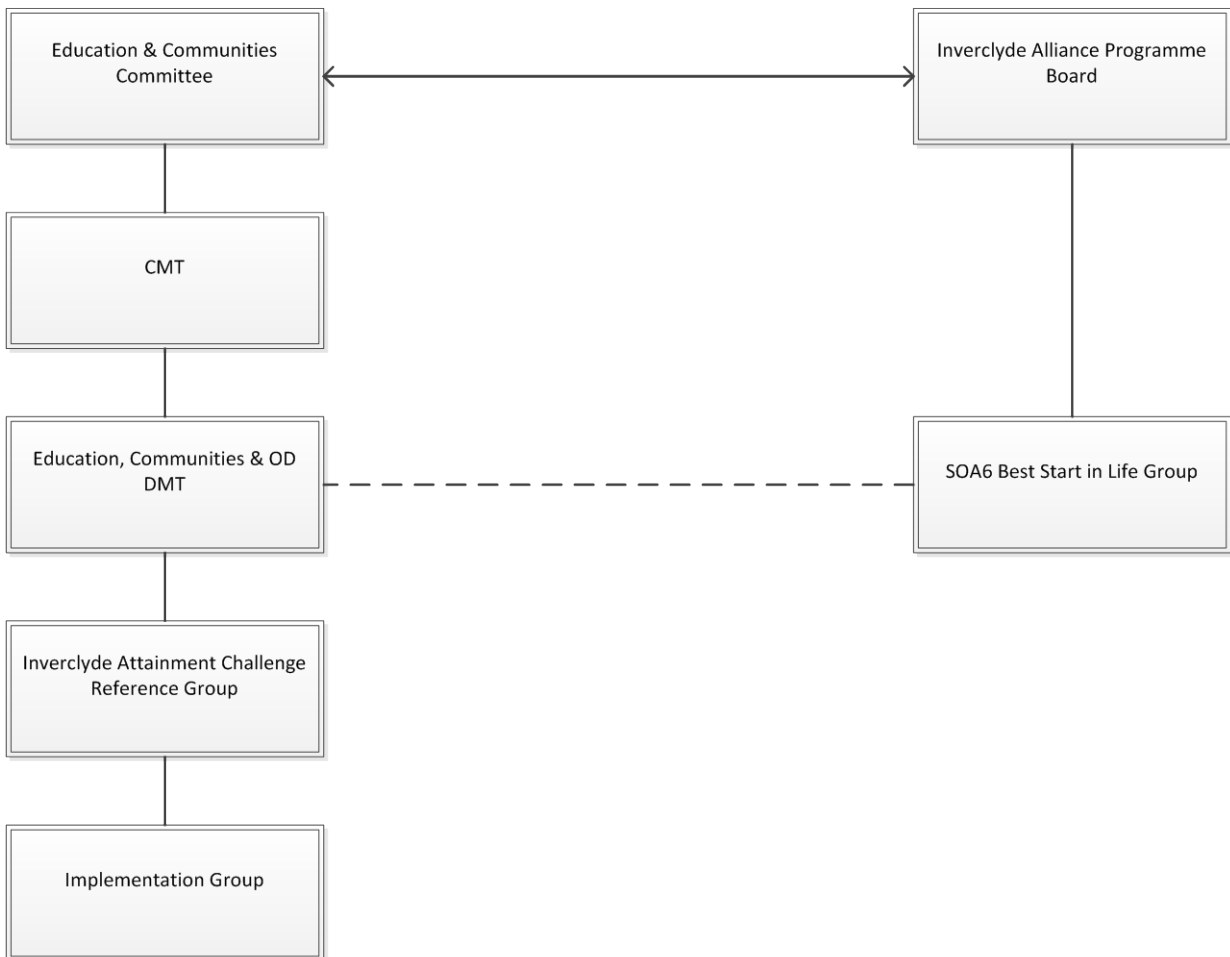
proposed interventions, impact measurement plan and local management and governance. Initial discussion and group work has identified areas for improvement that could be addressed through the attainment challenge and underpinned by high quality learning and teaching:

- Developing policy and guidance on closing the attainment gap
- Family engagement and support
- Increasing attendance
- Further development of evidence based initiatives e.g. nurture approaches
- Development of learning communities, ‘buddying’ support
- Raising the expertise of the workforce
- Embed inclusion principles and support for children with additional support needs.
- Develop leaders of learning at all levels
- Support for children with mental health services

The implementation group will include representatives from schools, third sector, employability, community learning and development and the HSCP

The key areas of activity are outlined in appendix 1. Plans will be in place for each area and associated costs worked up.

## 6.2 Table 2 Inverclyde Local governance structure



## 7.0 NEXT STEPS

7.1 The draft strategy and improvement plan will be submitted to the Scottish Government once it has Committee approval. Colleagues in the Scottish Government have indicated that in the first year the improvement plan will need to develop from the initial submission.

7.2 In the absence of national testing, work is underway to review current school level data to develop standardisation of current assessment across all primary schools. This will establish a baseline and

to enable consistent monitoring and tracking. This will involve staff training and peer review between staff and schools.

## 8.0 IMPLICATIONS

### Finance

#### Financial Implications:

- 8.1 The Challenge is backed by an Attainment Scotland Fund of more than £100 million to 7 Local Authorities over four years. £20m is available for 2015/16.

The Scottish Attainment Fund allocation will be aligned with activity. A specific grant will be made based on the agreed improvement plan. The working group is developing an improvement plan with a view to sustainability and is identifying any additional capacity required and finalising the associated costs.

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
Primary Schools	Employee Costs	2015/16	£172,195	N/A	Total Management / Support
Primary Schools	Employee Costs	2015/16	£229,010	N/A	Total Family Support
Primary Schools	Employee Costs	2015/16	£136,500	N/A	Total Nurture
Primary Schools	Employee Costs	2015/16	£193,170	N/A	Total Meeting Learning Needs
Primary Schools	Employee Costs	2015/16	£125,610	N/A	Total Learning and Teaching
Primary Schools	Supplies & Services	2015/16	£120,000	N/A	Total Resources
	<b>Total</b>		<b>£976,485</b>		

### Legal

- 8.2 There are no legal implications.

### Human Resources

- 8.3 The delivery of the plan will requires increased capacity to:
- support the targeted work with children and families,
  - support improvements in the quality of learning and teaching and leadership
  - focus on improvements in literacy, numeracy and health and wellbeing
  - co-ordinate the activity in schools and centrally to establish robust data sets, provide monitoring, evaluation and reporting on impact and progress
  - develop partnerships to support family learning and improve mental health and wellbeing.

### Equalities

- 8.4 The initiative is targeted to reduce the attainment gap in schools in SIMD areas 1 & 2 and tackle inequality.

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.

## **Repopulation**

8.5 There are no known repopulation implications.

## **9.0 CONSULTATIONS**

9.1 Consultations have taken place with Head Teachers, HSCP, CMT, community planning partners, Education Scotland and the Scottish Government.

## **10.0 BACKGROUND PAPERS**

10.1 Report by the Joseph Rowntree Foundation on Closing the Attainment Gap in Scotland published in May 2014 is available at <http://www.jrf.org.uk/publications/closing-attainment-gap-scottish-education>

# The Scottish Attainment Challenge



April 2015



<b>TABLE OF CONTENTS PAGE</b>	
1.0	Vison and context
2.0	Governance and local management
3.0	Data
4.0	Strategy / improvement plan
5.0	Resources

1.0	<b>VISION AND CONTEXT</b>	
1.1	<p><b>INVERCLYDE COUNCIL</b></p> <p>Inverclyde is located in West Central Scotland and is one of the most attractive places in Scotland to live and work. The population of Inverclyde is 81,000 people. The main towns of Greenock, Port Glasgow and Gourock sit on the Firth of the Clyde. The towns provide a contrast to the coastal settlements of Inverkip and Wemyss Bay which lie to the South West of the area and the picturesque villages of Kilmacolm and Quarriers Village which are located further inland, and offer a further dimension to the area's diversity, particularly in social, economic and physical terms. Inverclyde has an ambitious schools estates programme, which has delivered, and will continue to deliver, new and refurbished schools which are amongst the best built schools in the country. These schools are not only helping to develop a strong sense of community but have been built with innovation and sustainability at the forefront of design.</p>	
1.2	<p><u>Nurturing Inverclyde</u></p> <p>Inverclyde Council, in partnership with the Inverclyde Alliance, has taken The Scottish Government's <i>Getting it Right for Every Child</i> framework a step further and has made a commitment to get it right for every citizen and community. Our focus is on making Inverclyde a place which nurtures all its citizens, ensuring that everyone has the opportunity to have a good quality of life and good mental and physical wellbeing. Nurture is about growth and development both emotionally and economically. There are a number of challenges facing Inverclyde, both currently and for the foreseeable future. Some significant issues include:</p> <ul style="list-style-type: none"> <li>• A reducing population</li> <li>• Economic downturn in local, national and global economies</li> <li>• Areas with significant levels of deprivation</li> <li>• Limited economic opportunities</li> <li>• A growing elderly population</li> <li>• Reduction in public funding</li> </ul> <p>Addressing the challenges we face in Inverclyde not only requires a dedicated effort from the Council, but from all partner agencies working within the area. We will nurture all our citizens and communities so that there is no poverty of expectation and no poverty of opportunity.</p> <p>We are using both universal and targeted approaches to address the needs of all our communities. We aspire to ensure that no matter where someone lives in Inverclyde, they will achieve the best possible outcomes in their lives. There is a growing focus on early intervention and prevention. If children get the right support from their parents from birth, if the right kind of services are provided to our citizens at the right time in their lives, they are less likely to reach a crisis point where they might require a more intensive intervention to deal with that crisis.</p>	
1.3	<p><b>THE SCOTTISH ATTAINMENT CHALLENGE – CONTEXT</b></p> <p>The Scottish Attainment Challenge was announced in February this year by Scottish Government. The Challenge will provide £20m funding in 2015/16 and a total of £100m over the next 4 years. In year 1 the funding is targeted at 7 Local Authorities with the highest concentrations of households in SIMD 1 and 2 areas. The authorities are Dundee, Glasgow City, North Lanarkshire, North Ayrshire, Clackmannanshire, West Dumbarton and Inverclyde.</p> <p>Its aim is to drive forward improvements on educational outcomes in Scotland's most</p>	

disadvantaged communities.

Inverclyde has a wide variation in the size of its schools, some small, with a spread of pupils from SIMD areas 1& 2 across the population. In order to select the schools to participate in year 1 the following factors were considered:

- The total number of pupils from SIMD 1&2 per school
- The percentage of pupils from SIMD 1&2
- The number of children who are looked after or have previously been looked after

The number of pupils and the percentage of pupils in SIMD 1 & 2 were given a weighting to reflect both of these risk factors.

There are 180 pupils in Inverclyde primary schools who are looked after or have previously been looked after, over 100 of these pupils are within the 6 identified schools. The six schools in the Attainment Challenge were chosen based on this data.

Primary	Total SIMD 1&2	Rank	Roll	Percent	Rank	Total Rank
All Saints Primary	301	2	364	82.69%	1	3
King's Oak Primary	274	3	365	75.07%	4	7
Newark Primary	321	1	480	66.88%	8	9
St Francis' Primary	186	7	225	82.67%	2	9
Aileymill Primary	256	4	369	69.38%	6	10
St Andrew's Primary	198	6	273	72.53%	5	11
Whinhill Primary	199	5	335	59.40%	9	14
St Joseph's Primary	105	11	135	77.78%	3	14
St Michael's Primary	174	8	260	66.92%	7	15
St Patrick's Primary	125	9	277	45.13%	11	20
Lady Alice Primary	120	10	278	43.17%	12	22
St John's Primary	94	12	196	47.96%	10	22
St Mary's Primary	83	13	328	25.30%	13	26
Ardgowan Primary	59	14	332	17.77%	14	28
St Ninian's Primary	30	15	314	9.55%	15	30
Gourock Primary	16	17	228	7.02%	16	33
Moorfoot Primary	16	16	347	4.61%	18	34
Kilmacolm Primary	11	18	232	4.74%	17	35
Inverkip Primary	4	19	313	1.28%	20	39
Wemyss Bay Primary	3	20	188	1.60%	19	39
Total	2575		5839	44.10%		

#### 1.4 SCOTTISH ATTAINMENT CHALLENGE - NATIONAL AND LOCAL VISION

##### NATIONAL

The Scottish Attainment Challenge will focus on improving literacy, numeracy, health and wellbeing, with the clear objective being to give all primary-school age pupils, regardless of background, the best start in life.

The Challenge will run for four years from 2015/16, national funding of £7m is confirmed for year 1 and it is anticipated that a total of £100m will be available over 4 years, subject to government spending review. The aim is to improve outcomes for children and young people and as such is expected to realise long term impact.

##### LOCAL

‘To support the Nurturing Inverclyde vision by making Inverclyde the best place in Scotland to learn’

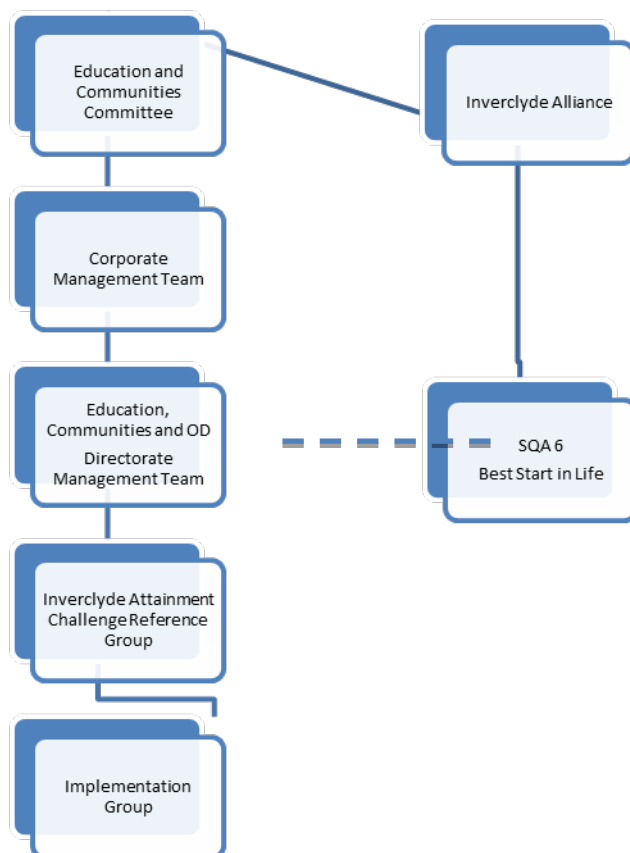
The aspirational local vision is to develop practice which is both effective and sustainable. In order to narrow the attainment gap, parental engagement, workforce expertise, support for children with additional support for learning needs and leadership will be transformed. Our vision is that every school will be a nurturing school, with benefits to the pupils of improved attendance, attainment and well-being.

There will be opportunities for leadership development at all levels,, recognition of and use of staff skills to develop practice across the community of schools. The programmes implemented for literacy, numeracy and health and well-being will be evidence based. All changes to practice will be monitored for impact and effectiveness. Practice which has been measured for impact and found to be effective will be shared across the authority leading to long term improvements. The focus for our six attainment challenge schools will initially be on improving outcomes for all children in P1, with this focus extending in forthcoming years.

## 2.0 GOVERNANCE AND LOCAL MANAGEMENT

### 2.1 GOVERNANCE

The governance of the Attainment Challenge will be primarily within existing structures as detailed below:



### 2.2 LOCAL MANAGEMENT

The Education Senior Management Team will be responsible for overseeing the implementation of the Inverclyde Attainment Challenge.

The Inverclyde Attainment Challenge Strategy Group will be tasked with devising a plan that will result in an increase in the overall level of attainment in all six Challenge schools, as well as closing the attainment gap in each establishment. The membership of this group will be drawn from the members of the Advisors' Group and representatives from the Implementation Group. The Strategy Group will meet once per term to review the progress of the programme and to determine next steps.

The Implementation Group will be responsible for executing the decisions made by the Strategy Group. The Head of Education (Lead Officer) will lead the work of the Implementation Group. The group will meet on a fortnightly basis to report on progress, to share successes and to explore solutions to problems encountered.

The Advisors' Group will normally meet as part of the Development Group, providing advice and acting as critical friends. Individual members of the group may be called upon by the Lead Officer, on occasions, to support the work of the Implementation Group.

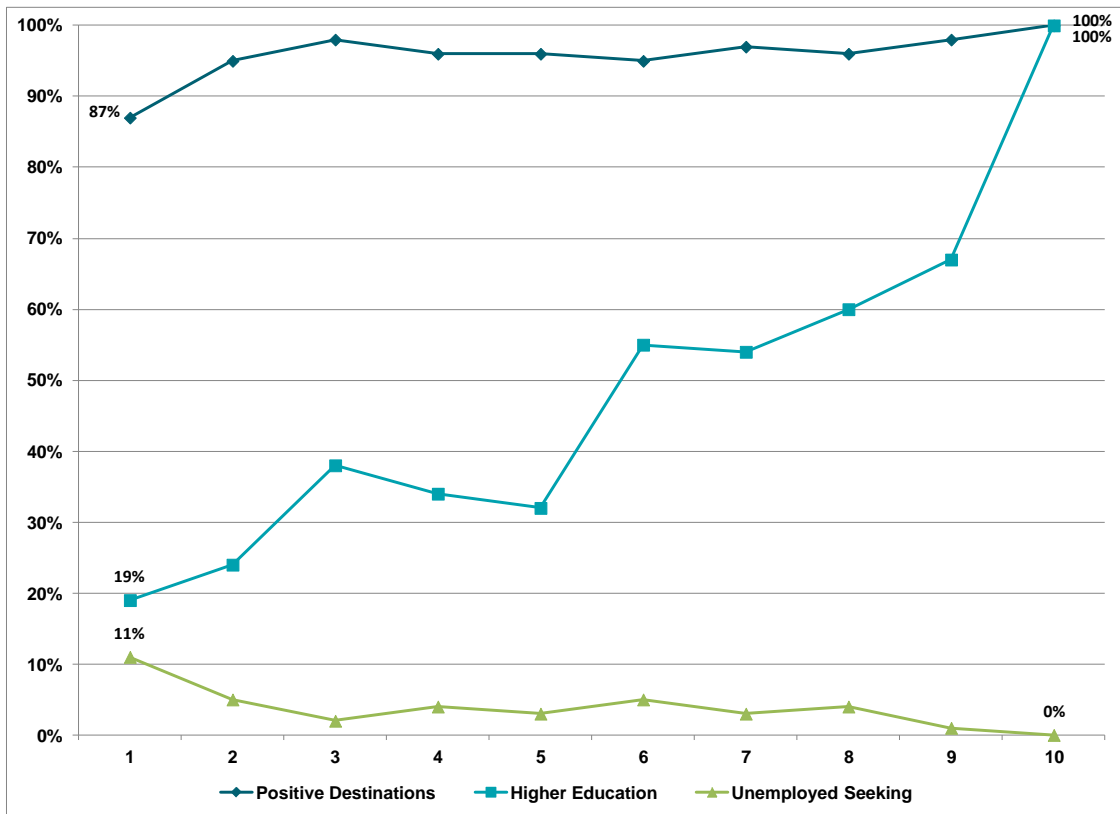
### 2.3 Inverclyde Attainment Challenge Reference Group

Officer	Title
Patricia Cassidy	Corporate Director
Alana Ward	Libraries, Museum and Archives Manager
Andrina Hunter	Service Manager, Health Improvement, HSPC
Sharon McAlees	Head of Service, Social Work, HSPC
Anne Glendinning	Service Manager, Social Work, HSPC
Maggie Paterson	Lead Officer CLD
John Arthur	Head of Safer and Inclusive Communities
Liz Varrie	Quality Improvement Officer
Norman Greenshields	Quality Improvement Officer
Tom Tracey	EIS Local Officer
Shaun Lundy	Team Leader, Economic Development

### Inverclyde Attainment Challenge Implementation Group

Officer	Title
Elsa Hamilton	Acting Head of Education (Lead Officer)
Angela Edwards	Head of Inclusive Education, Culture and Corporate Policy
Linda Wilkie	Acting Quality Improvement Manager
Gordon Manson	Quality Improvement Officer
Sheena Beaton	Quality Improvement Officer
Isabel Lind	Head Teacher – Aileymill Primary School
Angela Kennedy	Acting Head Teacher – All Saints Primary School
Mairi McFarlane	Head Teacher – King's Oak Primary School
Alan Connick	Head Teacher – St Andrew's Primary School
Ann Marie Mullen	Head Teacher – St Francis Primary School
Janet Leicester	Head teacher – Newark Primary School
Margaret Nash / Paula Dudgeon	Educational Psychology
Louise McVey	Early Years Collaborative Programme Manager
Helen Kirk	Early Years Collaborative Data Officer

2.4	<p><b>SCHOOL LEVEL PARTNERSHIPS</b></p> <p>Schools within the attainment challenge group will develop supportive partnerships at school level. The six schools will at times work as one cluster, with school management coming together regularly to monitor the improvement plan, to discuss strategies, identify success and consider data. There will be opportunities for staff in schools to come together to develop practice, to share ideas and to consider improvements in learning and teaching.</p> <p>The six schools will also organise in pairs across geographical lines, leading to closer links for staff. Communities of learning will be formed across the stages involved in the challenge. The QIO team and Psychological Services will be part of the partnerships for each school. As well as offering practical support they will have a role as critical friends, supporting and challenging each partnership group.</p>	
2.5	<p><b>PARENTAL AND PUPIL INVOLVEMENT</b></p> <p>Parent councils from the six schools will be invited to a “Setting the Scene” event to share the vision and outline plan for the Attainment Challenge. Further consultation and collaboration in a variety of ways to suit the needs of all parents will take place at school level. The attainment challenge schools will be charged with sharing data and discussing the issues around attainment with parents in a meaningful way. Parents should be able to see positive results from the attainment challenge and be encouraged to enter into discussions with the schools about the important role they have in supporting the children in the school.</p> <p>Pupils have a key role in identifying their achievements and in discussing how best to measure these. Pupils will have enhanced involvement in planning for their own learning.</p>	
3.0	<p><b>DATA</b></p>	
3.1	<p><b>ATTAINMENT CHALLENGE</b></p> <p>The Attainment Challenge priorities will be identified and measured by national and local data in relation to family engagement and support, literacy, numeracy and health and well-being. It will also draw on data on key change areas such as poverty, and raising attainment.</p> <p>Where data does not exist we will establish a baseline at the beginning of the project and set targets appropriately. The following illustrates the range of data which will be appropriate to identifying the need for as well as the impact of these proposals.</p>	
3.2	<p><b>IMPACT OF SIMD ON ATTAINMENT</b></p> <p>There is a evidenced link between SIMD and attainment which starts early in a child’s life and continues into his / her adult life.</p> <p><b>POSITIVE DESTINATIONS</b></p>	



The table and graph above attempt to show that where leavers live could have an effect on their destination on leaving school. For example:

- In general, leavers who live in the more deprived areas are less likely to enter positive destinations on leaving school than those from the less deprived areas.
- This is displayed in the graph which shows there is a 13 percentage point difference in the positive destination percentages in SIMD 1 and SIMD 10.
- Leavers who live in the less deprived areas are more likely to enter higher education in comparison to leavers who live in the more deprived areas. The proportion of leavers entering HE from SIMD 10 is 100% and in comparison the proportion of leavers entering HE from SIMD 1 is 19%.
- Leavers from the more deprived areas are more likely to be unemployed seeking than leavers from the less deprived areas. Using SIMD 1, 11% of leavers become unemployed seeking compared to 0% from SIMD 10.

**ATTAINMENT IN MATHS AND READING**

	START			END			COHORT	MATHS VALUE ADDED		READING VALUE ADDED	
	MATHS	READING	PHONICS	MATHS	READING	PHONICS		NUMBER	PERCENT	NUMBER	PERCENT
<b>2015</b>											
<b>ALL SCHOOLS</b>	49.1	49.1	50.1				749				
<b>AC SCHOOLS</b>	49.0	49.0	50.1				273				
<b>2014</b>											
<b>ALL SCHOOLS</b>	48.6	48.5	49.2	49.5	51.1	49.9	815	577	75.6%	598	78.4%
<b>AC SCHOOLS</b>	46.5	46.7	47.2	46.2	47.9	48.3	307	187	65.4%	190	66.4%
<b>2013</b>											
<b>ALL SCHOOLS</b>	49.9	50.9	48.9	51.5	54	49.5	808	566	77.0%	629	85.6%
<b>AC SCHOOLS</b>	47.7	49.8	47.0	49.8	51.2	47.9	296	173	73.3%	194	82.2%
<b>2012</b>											
<b>ALL SCHOOLS</b>	49.9	49.7	48.4	50.9	52.8	48.4	795	592	78.3%	627	82.9%
<b>AC SCHOOLS</b>	49.6	49.3	47.3	49.8	51.7	47.4	291	211	77.3%	227	83.2%



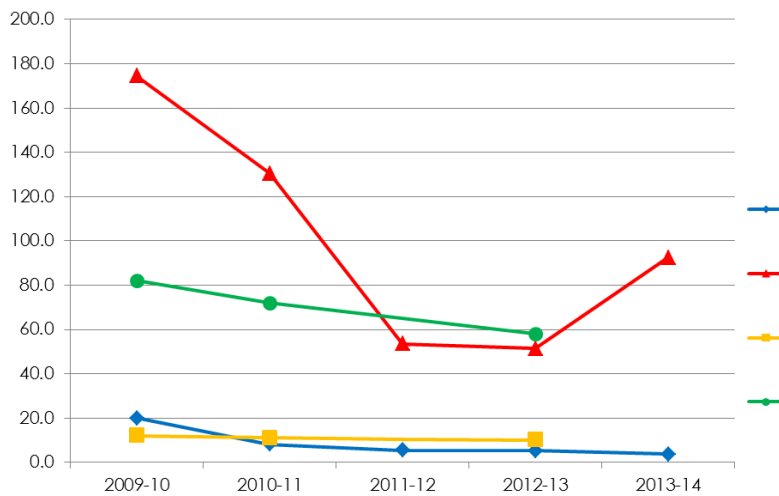
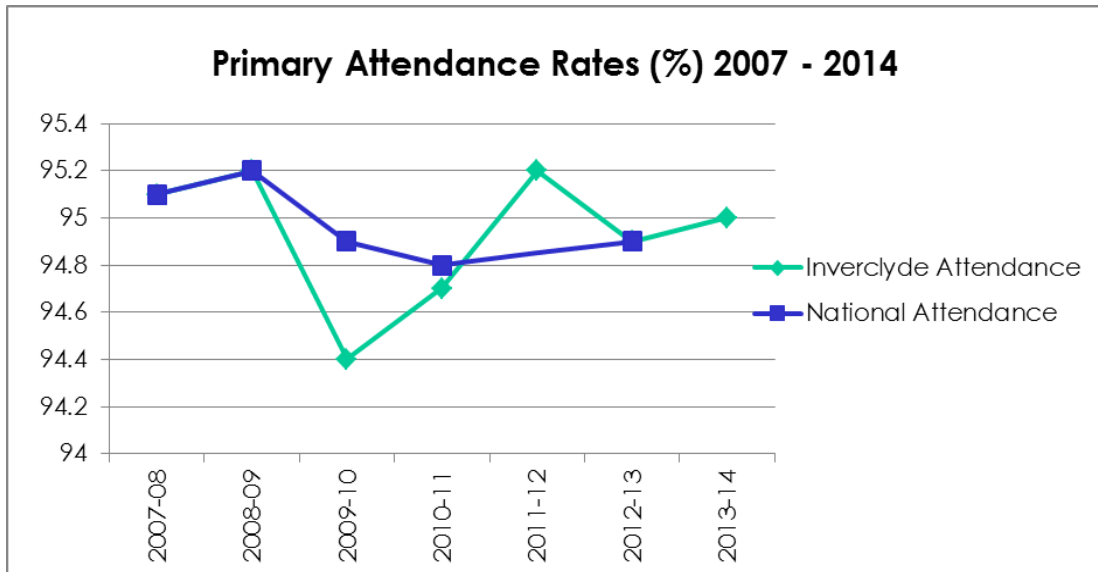
<b>2011</b>												
<b>ALL SCHOOLS</b>	<b>49.5</b>	<b>49.2</b>	<b>48.2</b>	<b>49.9</b>	<b>52.9</b>	<b>48.5</b>	<b>839</b>	<b>610</b>	<b>76.3%</b>	<b>700</b>	<b>87.6%</b>	
<b>AC SCHOOLS</b>	<b>48.0</b>	<b>47.3</b>	<b>46.5</b>	<b>48.8</b>	<b>53.1</b>	<b>47.5</b>	<b>320</b>	<b>228</b>	<b>75.5%</b>	<b>274</b>	<b>90.7%</b>	
<b>2010</b>												
<b>ALL SCHOOLS</b>	<b>51.5</b>	<b>52.9</b>	<b>48.1</b>	<b>50.9</b>	<b>52.6</b>	<b>48.4</b>	<b>810</b>	<b>554</b>	<b>72.2%</b>	<b>598</b>	<b>78.0%</b>	
<b>AC SCHOOLS</b>	<b>52.2</b>	<b>46.1</b>	<b>50.5</b>	<b>51.1</b>	<b>46.7</b>	<b>50.4</b>	<b>266</b>	<b>156</b>	<b>61.2%</b>	<b>188</b>	<b>73.7%</b>	

This table evidences the gap in attainment between the schools in the Attainment Challenge who have the highest number of children in SIMD 1 and those in other schools in Inverclyde.

Data is provided in numeracy and literacy over a 5 year period and evidences a consistent attainment gap.

### 3.3 DATA FOR MEASURING IMPROVEMENT

The following tables are examples of measurement which will be used as measures of the effectiveness of the Attainment Challenge Interventions.



### 4.0 STRATEGY / IMPROVEMENT PLAN

4.1 A bespoke improvement plan, appropriate to local circumstances, will be agreed for each school or cluster of schools. This will include an agreement to gather, in a proportionate way, the data that will be required to measure the impact of the interventions

The improvement plan will cover the following:

Data and Analysis	Proposed Interventions	Impact measurement Plan	Local Management and Governance
<ul style="list-style-type: none"> <li>•Presentation of data on the local context.</li> <li>• Analysis of what this reveals in respect of attainment gaps</li> <li>•Identification of target populations</li> <li>•Rationale behind proposals</li> </ul>	<ul style="list-style-type: none"> <li>•Proposals to address identified issues.</li> <li>•Rationale and evidence behind proposals</li> <li>•Sets out aim and expected impact of plan</li> <li>•Initial assessment of funding requirement</li> </ul>	<ul style="list-style-type: none"> <li>•Sets out proposals for measuring impact</li> <li>•Data, both existing and new, which will be required</li> <li>•Plans for how data will be collected and reported.</li> </ul>	<ul style="list-style-type: none"> <li>•Proposals for how the work will be managed locally</li> <li>•Plans for local governance and reporting ie: through existing or new mechanisms.</li> </ul>

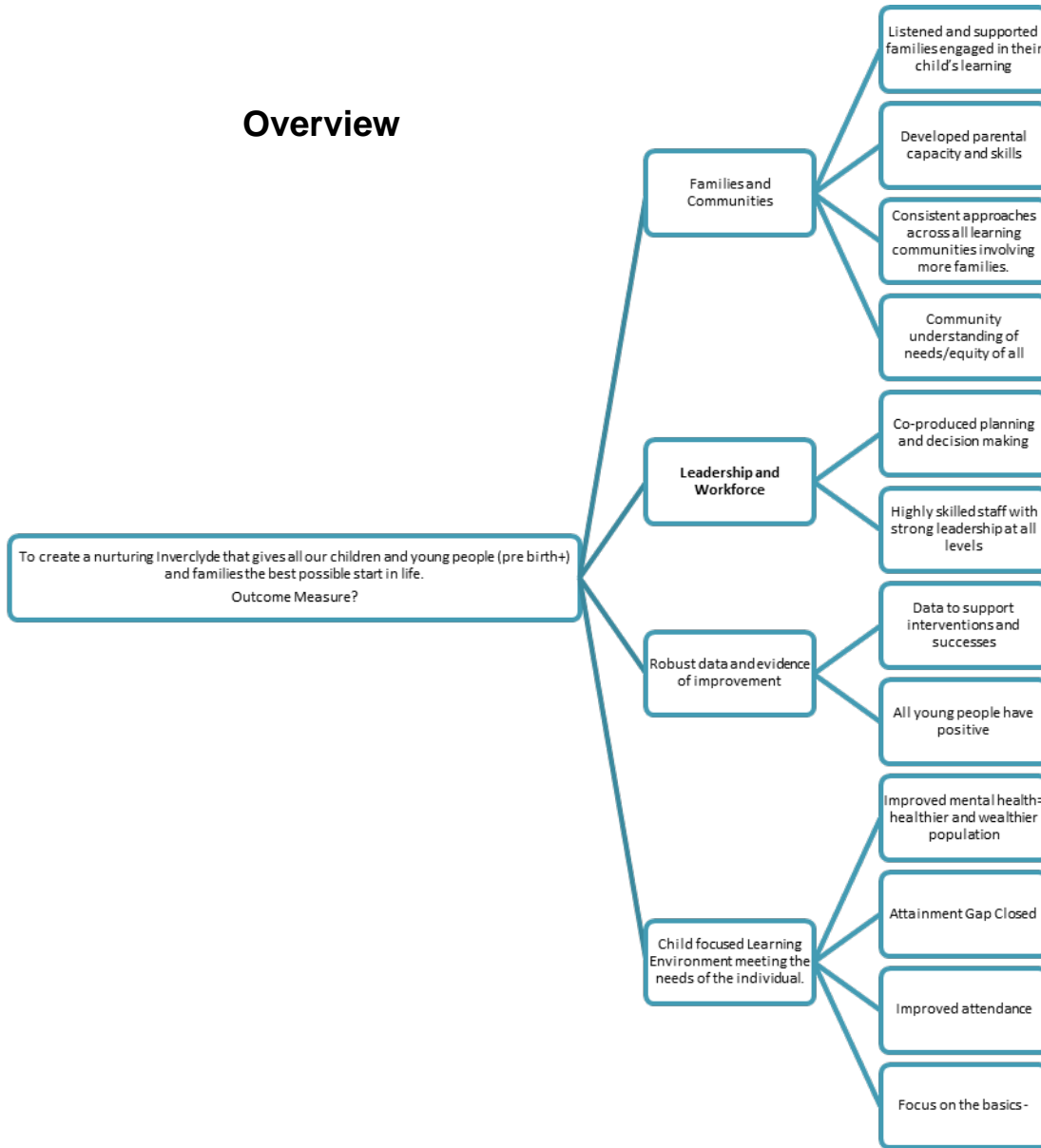
The details for year 1 of the attainment challenge are contained in the driver diagram on the following page. In the first year the focus will on the early stages of primary school. This will address the gap at the earliest stage of primary education and will link and build on the current work in Early years and the Early Years Collaborative. It is proposed that the programme is rolled progressed across other schools in a phased way and moves into the other stages of primary. The identified benefits from tests of change will be incorporated across clusters and other schools as they emerge. Any new interventions for subsequent years will be identified based on the impact and analysis of the progress in Year 1 and scaled up to include children in middle primary. It is anticipated that the main drivers will remain constant over the course of the challenge.

4.2 Learning and Teaching

The Attainment Challenge schools will plan together for effective teaching and learning in order to meet the needs of all learners. The priorities for improvement are literacy, numeracy, health and wellbeing. All teachers have a responsibility to develop, reinforce and extend learning in these areas. All teachers should demonstrate an enquiring and critical approach to their professional practice and development and engage in systematic professional dialogue; the Attainment Challenge will support and develop these skills, leading to an improvement in classroom practice. Teachers will be supported to evaluate and adapt their classroom practice rigorously based on the results of data collected.

Success will be demonstrated by children becoming more independent and successful in their learning, by having greater knowledge and more secure understanding, and by being able to use the knowledge that they have more effectively.

# Overview



## Theory of what actions will ensure aims are reached

A vertical dashed red line separates the theory of actions from the rest of the page. To the right of this line are 15 empty rectangular boxes for notes. Three black arrows point from the boxes back towards the diagram on the left.

<b>5.0</b>	<b>RESOURCES</b>	
5.1	Resources have been categorised into 6 categories – management, family support, nurture, meeting learning needs, learning and teaching and resources.	
5.2	The management structure will support the governance and analytical roles of the attainment challenge. Posts are likely to include a project leader, an administrative officer, data / SEEMIS officers.	
5.3	Family support resources will be based on the development of a partnership with Community Development and Learning, Economic Development and Barnardo’s Family Support Services. Posts are likely to include 6 Family Support Workers.	
5.4	Nurture developments will establish the whole school nurturing approach. This will build on evidence based interventions and the implementation of Inverclyde Council’s Educational Psychology Nurturing Pack. Posts are likely to include a Development Officer and 2 nurture teachers.	
5.5	Meeting learning needs and learning and teaching will focus on evidence based programmes in literacy, numeracy and health and well-being. Posts are likely to include a Development Officer, Research Assistants and a targeted staffing allocation to schools	
5.6	Resources will be identified and purchased to support innovative approaches to literacy, numeracy and health and well being, assessment and tracking.	