

<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>08 March 2016</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities &amp; Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/22/16/RB</b>
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<b>Subject:</b>	<b>Scottish Attainment Challenge</b>		

### 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 within Inverclyde.

### 2.0 SUMMARY

- 2.1 The Attainment Challenge has a focus on improving outcomes in literacy, numeracy and health and wellbeing for children from disadvantaged backgrounds. This session, we have worked with 6 schools, identified as having high numbers of children from SIMD 1 and 2 and/or LAC pupils.
- 2.2 The Attainment Challenge team is working with school staff to identify children and families who would benefit from targeted interventions to support educational attainment.
- 2.3 Family support workers are working alongside school staff within 6 schools, building relationships with vulnerable families.
- 2.4 Training and resources are being provided to support staff in developing their knowledge and expertise.

### 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 & Organisational Development**

<b>4.0</b>	<b>BACKGROUND</b>	
4.1	<p>The Scottish Attainment Challenge is a national initiative aimed at giving all primary-age children, regardless of background, the best start in life. Its aim is to drive forward improvements in educational outcomes in Scotland’s most disadvantaged communities, therefore reducing inequity.</p> <p>Inverclyde was named as one of the seven local authorities to receive money for the Attainment Challenge. The rationale behind the choice of authorities was the highest proportion of pupils in SIMD 1 and 2 in primary schools. The aim of the Attainment Challenge is to close the attainment gap linked to deprivation.</p> <p>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 impact of current and new approaches to ensure effectiveness before sharing across the authority.</p> <p>Three workstreams of Families and Communities, Leadership and Workforce and Meeting Learning Needs are further developing partnership working with services across Inverclyde.</p> <p>The Attainment Challenge was launched at the Beacon in August 2015 when representatives from all schools and partner agencies shared in the key messages of Inverclyde’s vision.</p>	
<b>5.0</b>	<b>CURRENT POSITION</b>	
5.1	<b>Families and Communities</b>	
	<p>Research shows that a strong factor in children’s achievement is parental engagement in their learning at home, however a range of barriers can hinder positive parental engagement with schools and children’s learning. The role of a Family Support Worker is to build relationships with families, carry out assessments of need, provide a tailor-made package of support for individual families or facilitate groupwork programmes for families.</p> <p>Six Family Support Workers have been successfully recruited by Barnardo's and are linked to each school participating in the Attainment Challenge. There is a range of activities already in place to support children and families, through home support, groupwork and informal activities.</p> <p>Family support workers are participating in various events/activities within each school to promote participation from parents. The workers have been flexible in their response to each school. Groupwork has been identified in all schools to encourage family learning and this has led to ideas for further development in partnership with Barnardo’s, schools and the parents. An example of which is a home learning group that has attracted high numbers of parents and children. 48 families are now actively taking part in the groups. The evaluation of recent groupwork highlighted that parents are more confident in helping their children and with being involved in school activities.</p> <p>Head Teachers are now fully aware of the types of support that can be offered and there are positive working relationships being developed. Referral pathways are in place and by early January, 43 children were being supported.</p> <p>Families and Schools Together (FAST) programme has taken place in 2 schools. FAST is a programme designed to promote parents and children playing and learning together. Parents have sustained attendance and have expressed interest in continuing with the follow up programme FAST WORKS which is facilitated by the parents themselves.</p>	

	<p>Family support workers contributed to P1 enrolment. They developed an information leaflet specifically for parents and will participate in the induction process within each of the schools. This will provide an opportunity to introduce themselves to parents and children at an early stage of the transition process.</p> <p>Individual family support workers are meeting on a regular basis to share practice and offer consistency to all schools. There are good partnerships in place with Head Teachers, Nurture teachers, parents and children. There has already been a number of examples of positive change for children and families.</p>	
<b>5.2</b>	<b>Nurture</b>	
	<p>Nurturing approaches in schools help children to build the social and emotional skills they need to cope with the expectations of school life. For some children, for a range of reasons, it is very difficult to make trusting relationships and respond appropriately in school.</p> <p>Within all of our schools in Inverclyde, we are working towards developing nurturing approaches. Our six Challenge schools have Nurture teachers based in school to support this development.</p> <p>Nurture training has been delivered to a wide group of school staff, including Senior Management Teams. A Coaching and Modelling Officer (CMO Nurture) has been appointed and has worked with Nurture teachers to identify children and plan appropriate interventions to support progress.</p> <p>Nurture Rooms/Bases have been established in two schools where they did not previously exist and resources to support emotional development have been ordered. Where Nurture teachers were already in post, schools have revisited their practice to ensure that interventions are effective.</p> <p>Staff are using Nurturing Approaches within classes. More staff have an understanding of attachment theory and are familiar with strategies to support children with attachment difficulties. Training on “Five to Thrive” took place on the February in-service day. Five to Thrive is an approach that uses research on brain development to develop and maintain strong relationships from the earliest stages. This training included all school staff, Educational Psychologists, Family Support Workers and Social Work staff. More training is planned for May for Early Years establishments.</p>	
<b>5.3</b>	<b>Meeting Learning Needs</b>	
	<p>Across Scotland there is a gap in attainment between the schools who have the highest number of children in SIMD 1 and those in other schools. From the data we have regarding SIMD bandings and pupil assessments, pupils can be targeted for appropriate interventions. Numeracy requires more intervention than literacy.</p> <p>Senior Management Teams and class teachers in all schools are now more familiar with SIMD data. P1 and P2 teachers have studied Pips information and used professional judgement to identify target groups of children, allowing support to be allocated appropriately.</p> <p>We appointed Coaching and Modelling Officers (CMOs) for Literacy and Numeracy and they have been working in all 6 schools, building relationships with staff and pupils. Using data and professional dialogue with Senior Management Teams and class teachers, target groups of children have been identified to benefit from planned interventions.</p> <p>The Coaching and Modelling Officers have researched various programmes, including a Primary One Literacy Assessment, the Stages of Early Arithmetical Learning, a Literacy Toolbox, as well as keeping up-to-date with Education Scotland advice and guidance in these areas. Resources to support literacy, numeracy and health and wellbeing have</p>	

	<p>been ordered. The CMOs have been highlighted as good practice and presented to Attainment Advisors from across Scotland, sharing the story of their journey so far. Their contribution to the Attainment Challenge has been written up as a case study and has been shared nationally.</p> <p>Several training opportunities for staff have been provided. The “Uplifting Leadership” course has had 3 cohorts and attendance has been sustained. Over 70 staff attended these sessions. Uplifting Leadership helps to develop the leaders of the future and works with teachers to take forward change.</p> <p>Training (6 sessions) based on Visible Learning is taking place this term, with around 50 staff attending. Visible Learning is an approach to learning and teaching which draws together the most recent research on effective intervention strategies. It ensures that pupils are true partners in their learning journey by encouraging effective feedback and dialogue.</p> <p>Numeracy training has been arranged for class teachers. A Saturday morning conference with two twilight sessions on Teaching Early Number has been arranged. The training focuses on the stages of Early Arithmetical Learning and has been fully booked.</p>	
5.4	<b>Project Support</b>	
	<p>Regular meetings of the Implementation Group allow key personnel to discuss progress of the Attainment Challenge, through monitoring Action Plans. These meetings also provide opportunities to share practice. Action Plans have been completed and distributed to all relevant personnel. The group members provide feedback on what has changed in their establishment/service/organisation as a result of the Attainment Challenge and how this has impacted on children and families.</p> <p>The Reference Group meets once a term, to monitor progress of the Attainment Challenge. The reference group is a multi-agency group that not only oversees progress but establishes links with ongoing work. The next meeting is due to take place in March.</p> <p>A barrier to the progress of the Attainment Challenge project has been the difficulty in backfilling teaching positions for staff who have been recruited to work within the Attainment Challenge team. This is a common picture across all Attainment Challenge Authorities and is resulting in an underspend across the country. We have been working with the Scottish Government to give regular updates and to monitor and change spend plans as appropriate.</p>	
5.5	<b>Next Steps</b>	
	<p>Our Data Officer will continue to collate any relevant data to help staff to analyse what is going well and what could be better. Our Research assistant will support staff to identify and use measures to evaluate the impact of specific interventions on attainment.</p> <p>Family support workers will build on and scale up good practice. The team will continue to share practice with the implementation group and co-produce activities and interventions with parents.</p> <p>Three Community Learning and Development workers will be appointed to support our work with families and communities.</p> <p>Work is on-going regarding further embedding ‘learning through play’, providing opportunities to incorporate the theory and activities in the ‘five to thrive’ approach with parents and children. Family support workers will support each school to embed Five to Thrive.</p> <p>Family support workers will liaise with partner agencies including Active Schools and</p>	

CLD, exploring alternative methods of engaging children and families within the school community.

We will monitor the progress of target groups of pupils receiving extra teaching input for literacy, numeracy and those attending Nurture Room learning sessions, using a range of assessments/evaluations to provide data.

Our Attainment Advisor will continue to work with schools to support staff in raising attainment. Case Studies regarding the work being undertaken in Inverclyde already feature on Education Scotland's website.

We will act on feedback from the training provided and continue to plan further training opportunities. We will also monitor the impact of this training and provide sustainable suite of development opportunities for our teaching staff.

## 6.0 IMPLICATIONS

### 6.1 Financial Implications - One off Costs

Cost Centre	Budget Heading	Budget Year	Proposed Spend this Report	Virement From	Other Comments
Attainment Challenge		15/16	£612k		Fully funded by the Scottish Government

### Financial Implications - Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (if applicable)	Other Comments
N/A					

6.2 Human Resources:  
There are no human resources implications.

6.3 Legal:  
There are no legal implications

6.4 Equalities:  
This policy does not introduce a new policy, function or strategy or recommend a change to 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

<b>9.0</b>	<b>BACKGROUND PAPERS</b>	
9.1	N/A	