
To: Education and Children's Services Policy Board

On: 2 November 2017

Report by: Director of Children's Services

Heading: Renfrewshire Attainment Challenge – Mid Year Report

1. Summary

- 1.1 This board report provides an update on progress with regards to the Renfrewshire Attainment Challenge. The information presented in section 4 of this report has been summarised from the Renfrewshire Mid-Year report (appendix 1) which was submitted to Scottish Government in October 2017.
- 1.2 There are four work-streams which make up the Renfrewshire Attainment Challenge strategy and within those work-streams there are a variety of separate projects. This board report highlights that the authority are developing a robust bank of evidence which will be used to demonstrate where projects are having a positive impact on pupil attainment, health and wellbeing and are collectively focused on closing the poverty related attainment gap.

2. Recommendations

- 2.1 To note the progress of the Renfrewshire Attainment Challenge work-streams and individual projects detailed in the report.
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3. Background

- 3.1 The Scottish Attainment Challenge is focused on achieving equity in educational outcomes. There are nine challenge authorities who receive funding from the Scottish Government to focus and accelerate targeted improvement activity in literacy, numeracy and health and wellbeing.

- 3.2 Renfrewshire is a challenge authority and the strategy consists of four main work-streams. These are; data analysis, learning and teaching, families and communities and leadership. Within each work-stream, there are a number of projects which aim to achieve three long-term outcomes. The long-term outcomes of the Attainment Scotland Fund are to a) improve attainment in literacy and numeracy, b) improve health and wellbeing and c) close the attainment gap between pupils from the most and least deprived areas.
- 3.3 As part of the grant requirements, the authority is required to report quarterly to the Scottish Government providing an update on progress towards the local and national outcomes.
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4. **Progress**

- 4.1 During this period, a governance structure has been established and coordinated by the project manager which provides overall strategic direction and support for the strategy ensuring it will achieve impact. Individual project boards have also been established which allows each work-stream to work collectively, understand the aim of each other's projects and where potential joint working can occur. A Quality Improvement Framework is being developed in partnership with a range of key personnel. The framework is putting in place a range of quality improvement activities and resources. In addition, there is a focus on challenging schools on how they can demonstrate a commitment to closing the poverty related gap. A summary of work within each work-stream is discussed.

4.2 **Data Analysis**

- 4.2.1 The overall aim of the work-stream is to improve the authorities approach to the use of data and research to inform effective learning and teaching. During this period, the data manager and officer were recruited and commenced employment. Datasets based on attainment data and socio-economic information have been developed and utilised throughout the authority. Primary School attainment data (standardised assessment and achievement of a level) has been collected, quality checked and summarised with a key focus on attainment in relation to deprivation. This has been distributed to head teachers and senior managers to help them support pupils. Data literacy training has been undertaken with senior managers and promoted staff in Primary Schools. In total, 90 staff across 47 Primary Schools were trained in using attainment data.
- 4.2.2 There are 11 Secondary School Data Coaches which are part of this work-stream. The data coaches have been involved in various activities within each school in relation to developing data literacy. Network meetings are taking place to ascertain where the biggest gains can be made from different initiatives. This will allow greater consistency of practice to be developed across schools.

4.3 **Learning and Teaching**

- 4.3.1 *Literacy* - A number of literacy teachers have been employed to allow staff to attend literacy training to further and sustain our literacy development work. This is delivered in partnership with the University of Strathclyde. During this period, classroom assistants have also attended training to develop their knowledge and understanding of the authorities approach to literacy. The University of Strathclyde are about to publish their evaluation report which highlights improvements in literacy for Renfrewshire pupils and improved practice of our teachers. Literacy champions have been identified and met during this period.
- 4.3.2 *Numeracy* - A Maths Conference was hosted during this period comprising of 130 delegates. The aim of the conference was to give maths and numeracy a higher profile in Renfrewshire. As a result of the conference, continual professional development sessions will be hosted to encourage staff development and increase confidence in mathematics. Maths Week Scotland was also celebrated as an authority wide approach. All Early Level establishments, Primary and Secondary Schools created events that were relevant to their own setting to promote positive attitudes to Numeracy and Mathematics. Numeracy champions have been identified and met during this period.
- 4.3.3 *Assessment* - The development officer is currently scoping good practice within and out with the authority. A range of key personnel have been recruited to support assessment and moderation development in the authority and are coordinated by the development officer. During this period, the development officer has up-skilled her knowledge in national and inter authority moderation.
- 4.3.4 *Curriculum and Transitions* - 10 transition teachers have been recruited to support the P7-S1 transitions. 150 pupils have been identified that require support. A base-line of wellbeing outcomes has been captured for each pupil along with attainment data. This data will be reviewed throughout the year in order to evidence progress for each pupil. The development officer also provides central support to the Five to Thrive programme which is being implemented by Barnardo's in 14 Primary Schools in Renfrewshire aimed at supporting early level transitions. During this period, 4 model Five to Thrive schools have been identified. Data from one model school shows a 76% increase in parents sharing their views, concerns and knowledge of their child's transition, compared with 10% before the introduction of the child's view. Data continues to come in from other model schools.

- 4.3.5 *P1 Pedagogy* - The P1 Pedagogy programme aims to improve pedagogical approaches to teaching and learning with particular emphasis on literacy and numeracy. In partnership with the University of Strathclyde, support, advice and opportunities are provided for practitioners to collaborate and plan across the early level. During this period, phase 1 pedagogy training has taken place and been evaluated. Those who engaged in Phase 1 have been offered a drop-in support session which was held in September to ensure staff have continued support while implementing the approach. Phase 2 training is being planned with 10 schools participating.

4.4 **Families and Communities**

- 4.4.1 *Inclusion Support Assistants (ISAs)* - 9 ISAs were recruited during this period to support schools with inclusion support. This work will focus on a small identified group of young people with low attendance or, in some cases, non-attenders. In most cases, there is also a need to improve parental engagement. Base-line data focusing on strengths and difficulties and attainment has been captured for a number of pupils and this will be reviewed throughout the year in order to evidence progress for each pupil.

Parents in Partnership (PIP) - This programme builds on a successful year one pilot as part of the Tackling Poverty Strategy. A number of our secondary schools have completed their planning and targeting of families with some programmes already underway. The target group for the majority of schools is the new S1 cohort although some schools are running programmes that also include opportunities to engage with S2 and S3 families. The aim of the programme is to increase parent's understanding and reassurance around secondary school life and expectations. Engagement in PIP will promote more informed conversations at home with children. Parents will feel that they contact the school without difficulty and know exactly who to contact for support.

- 4.4.2 *Renfrewshire Nurturing Relationship Approach (RNRA)* - Between April and September 2017, the RNRA has expanded in scope from the 6 initial pathfinder schools to a further 22 schools who are interested in developing Nurturing Relationships Approaches. Initial data highlights positive progress for pupils engaged in the RNRA in relation to pupil social and emotional wellbeing. Training for staff has also been offered during this period and has led to a gain in their understanding of attachment theory, gains in knowledge of the impact of nurturing relationship and in practical ideas for how to develop their practice related to the nurture principle discussed. This approach is being evaluated at doctorate level and through school self-evaluation methods.

- 4.4.3 *Family Engagement in Learning* - This programme was first implemented in St. David's Primary School and has proved to be a very successful method of engaging children and parents in learning which is creative, fun and motivating and therefore impacting on family's awareness of learning and in particular reading within the home. In year two, the early literacy element of the project (Pizza Reading) has been extended into 6 other Primary Schools in the authority.
- 4.4.4 *Cost of the School Day* - This funding is used to support families in need with the cost of the school day. So far, the funding has been spent on a number of key areas across the authority to support children and young people's learning. The Attainment Challenge research assistant will be developing case studies to explore the impact of the Cost of the School Day initiative for pupils and families.
- 4.4.5 *Interpreters Bank* - This project is aimed at training and developing a bank of interpreters to support families where English is not their first language. Interpreters will support children and parents to engage in school life. During this period, work has been on-going to identify, recruit and train a bank of interpreters. This pilot will be trialled in St. Mary's, St. James and Mossvale Primary School and Paisley Grammar High School.
- 4.4.6 *Promoting Alternative Thinking Strategies (PATHS)* - 14 schools are engaging in the PATHS programme this year which aims to improve emotional and social competencies in Primary School children. Timetabling for PATHS has taken place during this period in schools to allow for PATHS to be implemented. Support materials have been provided to all PATHS schools. 194 staff attended training during this period which was positively evaluated and a further 7 sessions planned for October.
- 4.5 **Leadership**
- 4.5.1 *Staff and Pupil Leadership* - This work-stream aims to increase leadership capacity at all levels. Planning for newly appointed head teacher mentoring programme has taken place. This is a positive step in ensuring that newly appointed head teachers are adequately supported through mentoring approaches within the authority. A new cohort started the Aspiring Head Teacher programme in August with 11 Secondary and 10 Primary participants. This programme will allow us to provide high quality professional learning for a number of staff seeking to take on formal leadership roles in schools. Existing head teacher leadership development sessions started in September with 33 participants attending. This will allow our head teachers the time to learn from one another and engage with research evidence on strategies which positively address the attainment gap. A new Pupil Leadership Programme will run this period in Johnstone High, Paisley Grammar and Linwood High to develop and encourage pupil leadership.

Implications of the Report

1. **Financial** – *implications are outlined in Mid-Year report (appendix 1).*
2. **HR & Organisational Development** – *implications are outlined in Mid-Year report (see appendix 1)*
3. **Community Planning** – *implications are outlined in Mid-Year report (see appendix 1)*
4. **Legal** – *none.*
5. **Property/Assets** – *none.*
6. **Information Technology** – *none.*
7. **Equality & Human Rights**

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health & Safety** – *none.*
9. **Procurement** – *none.*
10. **Risk** – *The Attainment Challenge is on the Children's Services Risk Register and the Council Strategic Risk Register. There is also a Governance Board which manages risks.*
11. **Privacy Impact** – *none.*
12. **Cosla Policy Position** – *not applicable.*

List of Background Papers

- (a) Background Paper 1 – *none.*

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**Scottish Attainment Challenge
Challenge Authorities Programme 2017/18**

Local Authority	Renfrewshire Council
Project Lead/Contact	Steven Quinn

Profile to March 2018

Intervention	Allocation	Q1 Claim	Q2 Claim	Total Spend to Date	Forecast total spend to March 18
1. Programme costs	£490,000	£140,000	£206,938	£346,938	£490,000
2. Learning & teaching	£1,692,000	£83,000	£172,980	£255,980	£1,692,000
3. Families& communities	£978,000	£37,000	£257,240	£294,240	£978,000
4. School leadership	£371,000	£37,000	£66,836	£103,836	£371,000
Authority Total	£3,531,000	£297,000	£703,994	£1,000,994	£3,531,000

Staffing Breakdown	FTE planned	FTE in post	Planned Spend	Spend to date	Forecast total spend to March 18
Teachers	31	24	£1,109,000	£414,651	£1,109,00
Principal Teacher	2	2	£73,000	£2,500	£73,000
Ed / Devt Officers	5	5	£277,000	£106,690	£277,000
Ed Psychologists	2	2	£100,000	£31,501	£100,000
Data Analysis Officers	2	2	£73,000	£24,036	£73,000
Project Manager	1	1	£43,000	£12,095	£43,000
Family Learning Coord	1	1	£42,000	£15,692	£42,000
Family/home link worker	13	11	£257,000	£17,800	£257,000
Research / Support Officers	3	2	£61,000	£16,661	£61,000
PT Management Costs	0	0	£92,000	£91,894	£92,000
Staff Total 2017/18	60	49	£2,127,000	£733,520	£2,127,000

MID-YEAR PROGRESS REPORT

Number of schools supported by this funding?	Universal Support = 73 Targeted Support = 27
How many pupils are benefiting from this funding?	Universal Support = 32802 Targeted Support = 3585
<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 and are there any challenges?</i></p> <p>As an authority we have made considerable progress in developing short, medium and long term outcomes for each project. We are also able to report how these outcomes will be evidenced and at this stage can report some initial key findings which demonstrate impact. These which will be discussed in the following section.</p> <p>Data Analysis</p> <p>Outcomes to be achieved by the data team include:</p> <ul style="list-style-type: none"> • Develop data literacy at all levels in all of Renfrewshire's schools. • Improve Renfrewshire's approach to the use of data and research to inform effective learning and teaching. <p>Data in relation to levels of attainment, SIMD, FME and footwear and clothing grant has been collected and analysed for all of our schools. Schools have now been grouped into 'families' to facilitate sharing of good practice and improvement, based on key common characteristics. All pupil level data has now been issued to schools in a format which allows them to analyse data and make comparisons with similar schools.</p> <p>Feedback has been gathered from schools relating to the range and quality of information/ data that has been provided by the data team. As a result, of initial feedback, three training sessions have been provided for 2 people within each school on analysing data to improve data literacy. These sessions have been very well attended and formal feedback has been mostly positive. As a result more sessions are planned for later on in the session which will be focused around schools analysing data based on their own tracking systems.</p> <p>Both primary and secondary head teachers have welcomed the data that they have been provided with. We have now begun, through improved quality improvement processes, examining the extent to which data is being used meaningfully in schools. By the end of the year, we will be able to demonstrate how data is being used in each school and where gaps in knowledge or expertise remain.</p>	

Learning and Teaching

Literacy

The outcomes to be achieved by this project include:

- Increased teacher knowledge and confidence in teaching of writing. This will be achieved by January 2018.
- Increased Classroom Assistant knowledge and confidence in supporting learning across literacy and numeracy. This will be achieved by June 2018.
- Improved use of pupil data to plan appropriate interventions to support literacy development. This will be achieved by September 2018.
- Improved pupil attainment and engagement in writing. This will be achieved by June 2020.

As some of our work-streams are running as pilot programmes this session, long term achievement of outcomes will be dependent on future funding and Attainment Challenge planning.

Online surveys are currently being undertaken by participants of Dive into Writing to measure knowledge, skills, areas of strength/for development and to determine writing approaches currently in use across Renfrewshire.

Initial meetings are taking place with Senior Leadership Teams/class teachers in all schools participating in our data work-stream. Early findings confirm that many schools are data rich but not knowledge rich and so require bespoke support to ensure that data is fully understood and utilised.

Classroom Assistants participating in professional learning on effectively supporting pupils have undertaken a baseline survey which will be repeated later this session with follow up interviews. This, along with ongoing diaries kept by each participant, indicates that the majority of the Classroom Assistants participating have received little or no training other than training linked to supporting pupils with medical needs. There is little time allocated for teachers and Classroom Assistants to jointly plan or evaluate pupil learning. Initial results indicate a clear desire for training of this kind. The impact of this training will be captured through this method.

Numeracy

Short and medium term outcomes to be achieved by May 2021 include:

- Improve teacher confidence in delivering Numeracy and Mathematics.
- Increase pace of work and challenge to include depth and understanding for pupils.
- Promote positive attitudes to and build a growth mind-set toward Numeracy and Mathematics learning.
- Increase teacher confidence in identifying rationale underpinning specific approaches to teaching Numeracy and Mathematics.
- Develop teacher knowledge and understanding of Mathematics.

All attendees at the Making Maths Count in Renfrewshire conference were asked to provide qualitative feedback about their experience at the conference and some of this feedback will be displayed further on in the report.

All establishments were asked to register their involvement in Maths Week Scotland via a Survey Monkey survey. Additionally, qualitative data was collected during visits to schools during Maths Week and via social media and the press.

Attendance at S.E.A.L. training by targeted attendees is being tracked. All S.E.A.L. training attendees will complete a comparative evaluation of their confidence for before and after their involvement in the course in teaching number sense on completion of the course. The first cohort will complete their course on 25th of October so this data is not yet available. The final cohort will complete this in June, upon which, the evaluations across the cohorts can be evaluated fully.

P7-S1 Transitions

The outcomes to be achieved include:

- Increased pupil participation and engagement in the secondary classroom. This will be achieved by December 2017 (first cohort).
- Improved cluster relationships, dialogue, collaborative working and professional learning opportunities. This will be achieved by May 2018.
- Improved transitions programmes. This will be achieved by May 2019.
- Improved attainment of targeted pupils in literacy and numeracy. This will be measured long term as this initial cohort completes National Qualifications in 2021. As an interim, we will track CfE level.

Increased participation and engagement in secondary - Baseline evidence has been collected in the form of initial pupil conversations with target S1 pupils. Each transition teacher has interviewed their target pupils using a Wellbeing Wheel format to establish confidence and engagement levels at the start of their transition year. The evidence shows a mixed picture of target pupils' perceptions of where they are and how they are feeling about their confidence and levels of engagement in S1. This information will be used in conjunction with teacher and parent knowledge to get a fuller picture of target pupils. Further pupil conversations will take place in December to show how target pupils perceptions have changed/improved.

Improved cluster relationships - Initial evidence regarding cluster relationships and collaborative working has been established via professional dialogue at transition teacher meetings, with schools and with clusters. Again, a very mixed picture has emerged with some clusters working very well together and others which require support in collaborative working. These discussions will support decisions around future work to pilot collaborative working and transition activities in order to meet the outcome.

Improved transition programmes – An audit was carried out in June 2017 of secondary curricular forum meetings regarding current P7 – S1 curricular transition programmes and ideas for improvement. Initial analysis of the audit shows limited curricular transition programmes in some clusters and the need for development in this area. Future discussions with clusters regarding these findings have been planned in order to meet the outcome.

Improved attainment of target pupils – Initial baseline attainment data for literacy and numeracy has been shared with the transition teachers. Using this knowledge, the transition teachers will closely monitor and track attainment of target pupils, using the planned tracking model. However, evidence in relation to meeting the outcome will not be demonstrated in the first year of the initiative.

Early Level Transitions - Five to Thrive (FTT)

Outcome to be achieved include:

- Remaining schools to have a concrete plan of implementation. This will be achieved by Sept / October 2017.
- Increase in teacher confidence using the FTT approach. This will be achieved by November 2017.
- Increased parental engagement in the transition process and feeling more in partnership with the school. This will be achieved in the 4 model schools by December 2017.

These outcomes will be measured through a variety of qualitative and quantitative methods including attendance rates and pre/post questionnaires. A final report will be submitted by Barnardos in summer 2018 outlining the impact of the FTT approach for engaged parents, children and staff using the model.

P1. Pedagogy

Outcomes to be achieved by January 2018 are to:

- Improve pedagogical approaches to teaching and learning with particular emphasis on literacy and numeracy.
- Support, advise and provide opportunities for practitioners to collaborate and plan across the early level.
- Improve professional knowledge and planning giving our children access to a more appropriate and tailored curriculum to suit their needs.

Phase 1 training evaluations have been collated into a final report by the research assistant and this report is due Oct 2017. At this stage, however, evaluations indicate increased staff confidence in pedagogical approaches and improvements to learning environments as a result of attending the training.

Phase 2 staff self-evaluation measures have been taken prior to participating in the training focusing on current knowledge and skills. The measures indicate a lack of confidence and knowledge of current pedagogical approaches. This, however, will be improved by the P1 Pedagogy training.

Initial visit reports and teacher planners indicate improved learning environments, teacher collaboration and increased child initiated learning opportunities as a result of engagement in the training.

The number of participants attending the Phase 1 support session in September indicates commitment to ongoing teacher reflection and improvements to

practice/pedagogy.

Assessment

The outcomes to be achieved by June 2021 include:

- Increased confidence and consistency in teacher professional judgements.
- Development of reliable evidence to support teacher judgements and inform tracking of pupil progress.
- Improvements in the quality and extent of Renfrewshire's approach to moderation.
- Improved use of data, including standardised assessment to support teacher professional judgement.

Pre and post intervention questionnaires regarding confidence in teacher judgements will be issued for the new reading QAMSOS and the new Inter Authority Moderators.

Comparison between teacher judgement data, comparative school data, Renfrewshire data and standardised assessment data will be collected to ascertain whether teacher judgements are more consistent.

Greater reported use of holistic assessments to demonstrate application of learning.

The number of schools taking part in Moderation will be monitored and recorded and evaluations of the two programmes will be collected.

Families and Communities

Renfrewshire Nurturing Relationships Approach (RNRA)

The Renfrewshire Nurturing Relationships Approach (RNRA) is being evaluated at doctoral level by a Renfrewshire EP in conjunction with University of Dundee. Data collection will be completed by August 2018. This is a mixed method research study including:

- Strength and Difficulties Questionnaire (SDQ, self report, teacher, parent).
- Stirling Children's Well-being scale (self-report).
- Focus groups with pupils, parents and teachers.

In addition, participating schools are supported to use structured self-evaluation planning. Each school's core team is expected to develop, implement, monitor and report on their own bespoke action plan. Information is being gathered on: HGIOS4 indicator / intended outcomes / tasks / indicators / measures / expected impact / review date. This process is monitored by the educational psychology Nurturing Relationships Team.

PATHS

The medium term outcomes to be achieved by June 2018 include:

- Improved emotional knowledge and awareness.
- Improved self-control.
- Improved social problem solving.

Pre-surveys are currently being issued to teachers. Teachers need time to get to know their class before completion of these. Post surveys will be completed by May/June 2018. It is anticipated that the surveys will show reduced aggression and disruptive behaviour, improved concentration and attention, improved social and emotional competence and improved academic performance. An annual final report outlining the impact of the programme will be available in Summer 2018. Further reports will be produced on an annual basis over the life of the Attainment Challenge and maintained in the future.

Additional evidence collated within the team will show reliability of the programme in relation to impact, pupil views and teacher/head teacher views. This evidence will show us how the programme is being implemented and how the support from Barnardo's is impacting on the delivery of PATHS in Renfrewshire.

Family Engagement in Learning

This family learning model engages children and families in activities which are relevant fun and motivating and early indicators suggest that the impacts are changing both children's and parents attitudes to learning in the home and the wider community. Following the successful implementation of the Raising Attainment Project in one of our schools, the literacy element of the project (Pizza Reading) has been rolled out to a further 6 schools. A further roll out is being explored for later this year.

Outcomes to achieve by June 2018 include:

- Greater parental confidence to engage in child's learning.
- Improved engagement in learning from child.
- Improved family engagement in school.

Specific indicators to evidence we are meeting these outcomes include:

- High level of uptake from families who are keen to participate in the project. This is evidenced through registers, which show almost all families have attended every session.
- Positive feedback from head teachers and school staff in relation to the increase of families who are now engaging in school activities is being collated through meetings and discussions with head teachers and school staff.
- Data is being gathered to evidence that families who engage with the project are more likely to engage in school activities than they were prior to participating in family learning project. This is evidenced through discussions with families and parents.

- Parents are expressing that they are now more able to help their child with their homework. This will be further evidenced through weekly evaluations with parents and Family Learning Plans.
- Parents and children display more confidence and are enjoy taking part in Pizza Reading Activities such as storytelling, reading, language games etc. This is being evidenced through staff observations and family interaction with school and family learning staff.
- The project provides the time, space and a safe environment that encourages families to focus on what learning means for them as a family. This will be evidenced through individual Family Learning Plans.
- Further to the evidence measures stated above the initiative has initiated a longitudinal study from University West of Scotland which is expected mid October. The findings from this report will be included in the final year report.

Parents in Partnership (PIP)

The short term outcomes to be achieved by March 2018 are:

- Parents will report increased understanding and reassurance around secondary schools life and expectations.
- Engagement in Parents in partnership will promote more informed conversations at home with children.
- Parents will feel that they contact the school without difficulty and know exactly who to contact for support.

Past March 2018, the medium term outcome to be achieved is greater sustained engagement with schools leading to families becoming more involved in school. For some, this may also mean participation in wider school life.

Initial evidence will be collected with a focus on attendance to explore if increased parental involvement in school life results in positive pupil attendance at school and increased attendance by parent target group at parents' evenings.

We will measure the attendance of families at parents' evenings who have engaged with Parental Engagement programmes in school.

We will also measure and compare the attendance of pupils' pre and post family involvement in programme.

We will measure this data in each school as we believe there may be a direct link between parental engagement in pupil engagement/attendance in school and ultimately linking to attainment of pupils.

The information provided on parental attendance and then ultimately pupil attendance should provide data to confirm that the programme is successful.

Increased engagement with families should have a positive effect on both their attendance at school parent's evenings and in turn with pupil attendance in school.

We have also asked schools to collect qualitative reflective data from both parents and staff post programme delivery. This will provide greater insight into the delivery

and outcomes of the programmes and position schools well for review and any changes required to be made.

Inclusion Support Assistants (ISAs)

By June 2018, there a number of outcomes to be achieved:

- Improved health and wellbeing outcomes of targeted children.
- Lower exclusion rates.
- Maintained or improved attendance rates from primary school.
- Increased parental engagement.

We will demonstrate progress and impact through the use of the Strengths and Difficulties Questionnaires (SDQ). A base-line score for each pupil was collected in September to measure health and wellbeing and this will be repeated at the beginning of June 2018 to demonstrate improvement.

Attendance and exclusion statistics for target groups will be reviewed and monitored periodically to demonstrate lower exclusion rates and maintained or improved attendance rates from primary school.

Teacher Judgement Survey and standardised assessment data for the target group will be reviewed alongside the SDQ data to provide an insight into how pupil's attainment has been impacted as a result of engaging with an ISA.

Families First

By June 2018, the outcomes for targeted pupils include:

- Improved attendance.
- Continued engagement in schools.

Children's Services is monitoring the participants' engagement with school after the summer period. In terms of engagement the child's attendance and participation in school activities are being monitored.

Interpreter Bank (Pilot)

Outcomes to achieve by June 2018 include:

- Provision of language support in the form of face to face interpreting and written translation.
- Non English speaking children perform better at school and are engaged in school life.
- Non English speaking parents receive language support from school which allows them to be involved in their child's school life.

These outcomes will be measured through surveys designed for parents and school staff focusing on the number of non English speaking parents attending meetings at school and supporting their children's learning at home. Surveys will also measure the number of non English speaking children performing better at school and

engaging with school life. Success will also be measured by developing case studies which will be used to identify increase in parent's engagement.

Leadership

The outcomes to be achieved by December 2017 under this work-stream are to:

- Provide head teachers / head of centres with the opportunity to take two days away to reflect on their leadership style, develop co-coaching approaches and consider strategies for leading change.

Outcomes to be achieved by June 2018 include:

- Develop an increase in capacity in schools to allow staff the time they need to collaborate more effectively and to learn from others, based on research evidence, about effective interventions that contribute to closing the gap. This is an ongoing outcome since Nov 2016 and with each new cohort attending the Step Back programme.
- Provide high quality professional learning for a number of staff seeking to take on formal leadership roles in schools.
- Further develop a package of sustainable opportunities with mentoring support to all newly appointed head teachers.
- Allow our head teachers the time to learn from one another and engage with research evidence on strategies which positively address the attainment gap.
- Further support leaders to collaborate effectively and learn about appropriate interventions.
- Up-skill support staff to allow them to contribute to our overall aim of closing the poverty related attainment gap. This will be achieved through training in literacy, numeracy and P.1 Pedagogy.
- In order to facilitate increased levels of pupil leadership participation, we will provide opportunities to participate in a leadership academy programme in partnership with Columba 1400.

These outcomes will be evidence through a mixture of qualitative and quantitative data including written evaluations, focus groups, before and after questionnaires and the number of individuals applying for promoted posts in the authority.

OVERALL PROGRESS AND REFLECTIONS TO DATE

	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>What evidence are you collecting to measure these long-term outcomes in your authority? Please specify the type of evidence you are collecting (if not, just put 'N/A')</p>
	<p>Outcome A</p> <p>This month we received the draft of the Renfrewshire Literacy Project report by Professor Sue Ellis at the University of Strathclyde which evidences impact from 2015-2017. This includes a mixture of qualitative and quantitative data which demonstrates positive results for children in Renfrewshire. The data includes a breakdown of results by average attainment, gender, SIMD, Free School Meal Entitlement and Footwear and Clothing Grant. Changes in teaching practice and knowledge has also been measured as part of this project. We will present some initial findings in the following section.</p> <p>In addition, we are collecting school and authority level data which is allowing us to build a strong picture with supporting narrative on progress of literacy and numeracy levels from P1 to S3. Although we do not have any data to support analysis of trends (3 or more years), we now have two years of analysis for GL Assessment data and Teacher Judgement Survey. This has been analysed through a variety of socio economic indicators including, SIMD, FME, Footwear and Clothing grants, LAAC and our 'families of schools'. This data can be viewed in appendix 2 and is summarised in this report.</p>
	<p>Outcome B</p> <p>A wellbeing outcomes database has been developed for pupils being supported by transition teachers and is based on the well-being wheel. It is a visual tool which pupils complete with the support of the transition teacher and will form the basis of an action plan for each pupil. A base line for each pupil was completed in September and this will be reviewed twice throughout the year. The tool allows transitions teachers to focus on key areas of support/need in relation to health and wellbeing while identifying strengths. Attainment data has also been collected for each pupil working with a transition teacher and this will be tracked and reviewed for improvement. This database will allow us to demonstrate the impact on the health and wellbeing of targeted pupils as well as impact on attainment.</p> <p>Inclusion Support Assistants (ISAs) will be measuring impact in relation to the health and wellbeing of engaged pupils through using the Strengths and Difficulties Questionnaire (SDQ). A base-line has been collected and will be reviewed again in June 2018.</p>

The Renfrewshire Nurturing Relationship Approach (RNRA) has been implemented across a number of schools in Renfrewshire this year. At this stage, we have some positive initial findings from a number of schools which will be presented in the next section.

The PATHS programme is aimed at improving emotional literacy in pupils. By summer 2018, we will have an evaluation report outlining the strengths of the programme and the impact that the programme has had on pupil's health and wellbeing in Renfrewshire. We will present some initial findings in the following section.

We can also present some pilot data from the Parents in Partnership programme which demonstrates progress in a number of outcomes for pupils. The team are working to build on this evidence base.

Outcome C

All the projects included in the Renfrewshire Attainment Challenge strategy will contribute to closing the attainment gap and we will be able to better demonstrate this as the data and strategy matures. We have gathered authority data which is beginning to tell a story in relation to the attainment gap in Renfrewshire and the data is displayed in appendix 2.

At the mid-year stage, the Literacy Project has identified areas of improvement in relation to closing the attainment gap. Key highlights of evidence are presented.

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

Outcome A

The Literacy Project report has highlighted positive change in relation to literacy. Evaluation of the Secondary school intervention is based on qualitative data and shows that the intervention has been positively received. The ideas have been adopted and adapted in a number of ways by teaching staff. Teachers reported changes to their traditional pedagogies: increased involvement of low-literacy children in lessons and increased use of high-level literacy behaviours and texts.

In the Primary school intervention, data on attainment and changes to literacy teaching practices were systematically collected and used to inform next steps which could increase the literacy attainment of pupils. Analysis shows a statistically significant improvement in average literacy attainment (as measured by the New Group Reading Test) for all stages from P3 to P7 and for both girls and boys.

The analysis of standardised assessment data shows a general shift of children out of the 'very low' and 'below average' stanine groups. In terms of improving children's long-term prospects for wider educational achievement, this is an important result for Renfrewshire's children. Literacy is a gateway to the rest of the curriculum and children who struggle to read will find it harder to achieve their potential. Whether rich or poor, every child who moves from the 'very low' and 'below average' stanine groups is an important success.

At this mid-year stage, we will present some data tables to demonstrate the impact of the Literacy project.

The average Standardised Age Score (SAS) in NGRT A was 96.6 compared with 101.1 in NGRT B (Table 1). A paired sample T-test shows that the difference between mean scores is significant at the 99% confidence level (p value < 0.01), which means that this increase is very unlikely to have happened by chance as a result of random variation. This indicates a genuine improvement in the average reading attainment in Renfrewshire.

Table 1: Differences between NGRT average Standardised Age Scores

Mean SAS NGRT A	Mean SAS NGRT B	N	Mean Difference	Paired sample T-test	P value (two tail)
96.6	101.1	3,632	4.6	30.0	0.00

The Strathclyde team looked at the average SAS for each stage of the Primary school and found a significant improvement between NGRT A and NGRT B at every stage from P3 to P7. The largest differences were in P3, and the smallest in P6 and P7 but differences in average scores were significant at the 99% confidence level for all stages (Table 2). This is consistent with the implementation timetable since at the point of taking the second test, younger children had received the intervention for a longer period of time: the large-scale roll-out sessions on coaching younger readers occurred before those that looked in detail at literacy in the upper stages of primary.

Table 2: Differences between NGRT average Standardised Age Score by Stage

Stage	Mean SAS NGRT A	Mean SAS NGRT B	N	Mean Difference	Paired Sample t-test	P value (two tailed)
P3	89.6	97.0	717	7.4	20.0	0.00
P4	95.3	100.6	683	5.3	15.5	0.00
P5	96.7	100.8	918	4.1	15.5	0.00
P6	99.9	102.7	651	2.8	8.4	0.00
P7	101.9	104.7	663	2.8	7.7	0.00

Changes to teaching practices were collected through questionnaires, surveys and interviews. This data shows that teacher knowledge has improved, with a better understanding of how poverty impacts on literacy attainment and more emphasis on fostering reading engagement and comprehension, use of instructional text levels, responsive coaching and increasing time on task. The quotes below highlight positive changes in practice and knowledge.

"The programme has turned everything on its head. This has challenged all the ways we have taught reading for years, and we thought we had it sussed".

"The children [in our school] who struggle are in [SIMD] Deciles 1 and 2. What we have done is given them more phonics and learning words out of context. We are questioning this now. Now we are thinking they need to be talking about books".

"Reading is all about what they bring to it. Reading is not just the story in your hand. They make meaning from what they have experienced, their lives in school and out of school".

"There was a realisation that reading [in school] was being framed as a task, with the inevitable 'book review' to follow. It is refreshing to be thinking of the pleasure of reading, purposeful reading and literacy-rich environments again".

Progress test results within Renfrewshire suggests that the percentage of pupils who achieved a standard age score that was average or above was higher in 2017 compared to 2016. The biggest increase was in P4 Maths which was 15 percentage points up on last year. This data can be viewed in appendix 2.

The Achievement for Curriculum for Excellence Levels Return (provisional data) suggests that in all stages and curricular areas the percentage of pupils achieving expected levels has increased (see appendix 2).

In P4 and P7 the results of the Progress Test English are closely aligned with the teacher judgement data across both years. This provides indication that both methods of assessment are producing a similar picture of attainment within Renfrewshire. There is some variation with regards to numeracy. This was the first year of testing so teachers may have been less confident in using the tool to make their judgements. This data can be viewed in appendix 2.

Outcome B

Initial PATHS evaluation data supports that the programme is making a difference to pupil's emotional wellbeing.

67% of pupils felt that PATHS had helped them a "great deal" in becoming more confident at understanding and managing emotions. 58% stated that PATHS had helped them "great deal" in understanding their own emotions.

Williamsburgh Primary is a model school for PATHS. The school has seen a positive impact as a result of implemented PATHS in a variety of ways.

- There has been a reduction in incidents of violence to staff.
- Pre-PATHS, 25% of children missed out on the end of term treat. Last term this figure was reduced to less than 1%.
- There have been no exclusions.
- Only 1 child has a behaviour support plan out of 406.
- Aggressive behaviour in the playground is rare and teachers report far less "telling of tales" than previously.

Renfrewshire Nurturing Relationship Approach (RNRA)

The Renfrewshire Nurturing Relationship Approach (RNRA) was implemented across a number of schools in Renfrewshire during the last session. At this stage, we have some positive initial findings from all 6 pathfinder establishments.

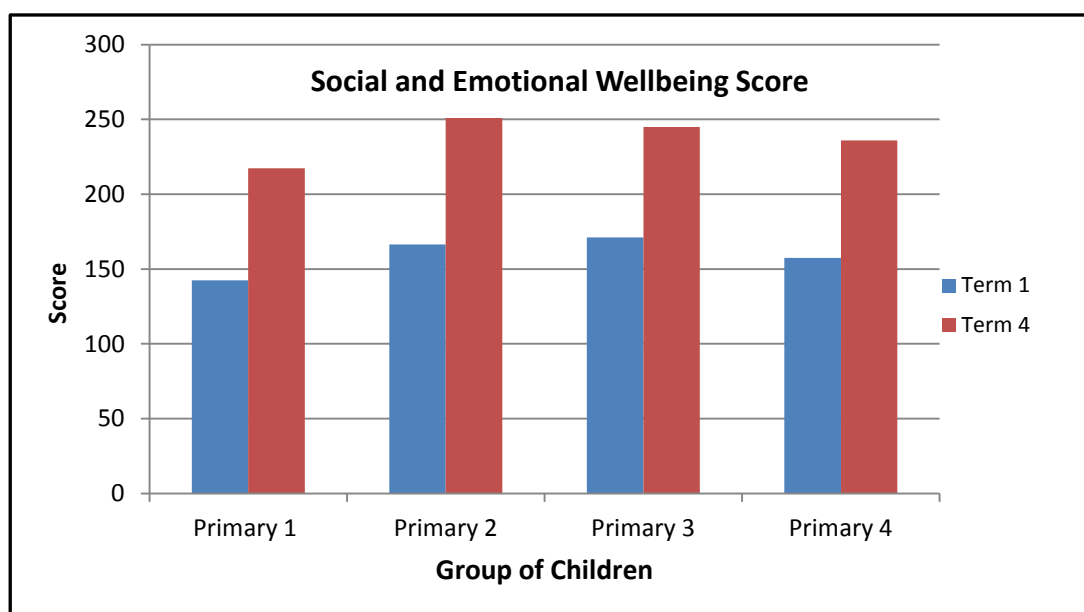
The Nurturing Relationships Journey Summaries prepared by each Pathfinder School indicate the following range of impacts for each school community:

- Children are acknowledging that the ethos of the school has improved. Almost all children feel that the school is a much better place to be.
- Children have improved their understanding of one another and are more tolerant. They have a greater understanding of how their behaviour can have an impact on others.
- In the playground, there is greater awareness of when a child might need a nurturing approach rather than discipline.
- Pupils are feeling less negative shame and there is a decrease in kids telling on other children.
- Staff feel more informed about attachment informed practice and are all on board to develop the points from the action plan.
- Staff now communicate differently. They model different emotional literacy and acknowledge all children when met in the corridors. In addition, staff put more effort into getting to know children and acting as a key adult for those who may not have one.
- Staff are now more aware of potential difficulties with small transitions. Generally, there is more shared practice.

Having nurture on the staff agenda makes it more of a collective responsibility. It builds responsibility and leadership for staff taking on strategies and initiatives. RNRA supports schools to develop “whole-school” approaches to nurturing relationships. However, it does not preclude the setting up of nurture rooms or classes, which can also be very effective.

Graph 1 displays the average social and emotional wellbeing score for each primary age group in the “Sunshine Group”, a nurture group within one primary school at the beginning and the end of an improvement focus period. The data shows an increased improvement in the average social and emotional wellbeing scores for children engaged in the Nurture group.

Graph 1 – Social and Emotional Wellbeing Scores (June 2017)



The qualitative data also suggests that Nurture Relationship Approach is having a positive impact on children. Some quotes demonstrate this.

“Sunshine Group helps me to not lose my temper and I can concentrate in class more.”

“I like talking about my feelings with the emotion bags. It always makes me feel much better.”

“Child G’s behaviour has improved in class as he is able to process his emotions and talk about his worries.”

“Attending Sunshine Group has allowed Child L to build relationships and friendships with his peers.”

RNRA training evaluations completed by staff (180 in total) at Pathfinder schools concluded that the training met staff needs to a high degree and that it:

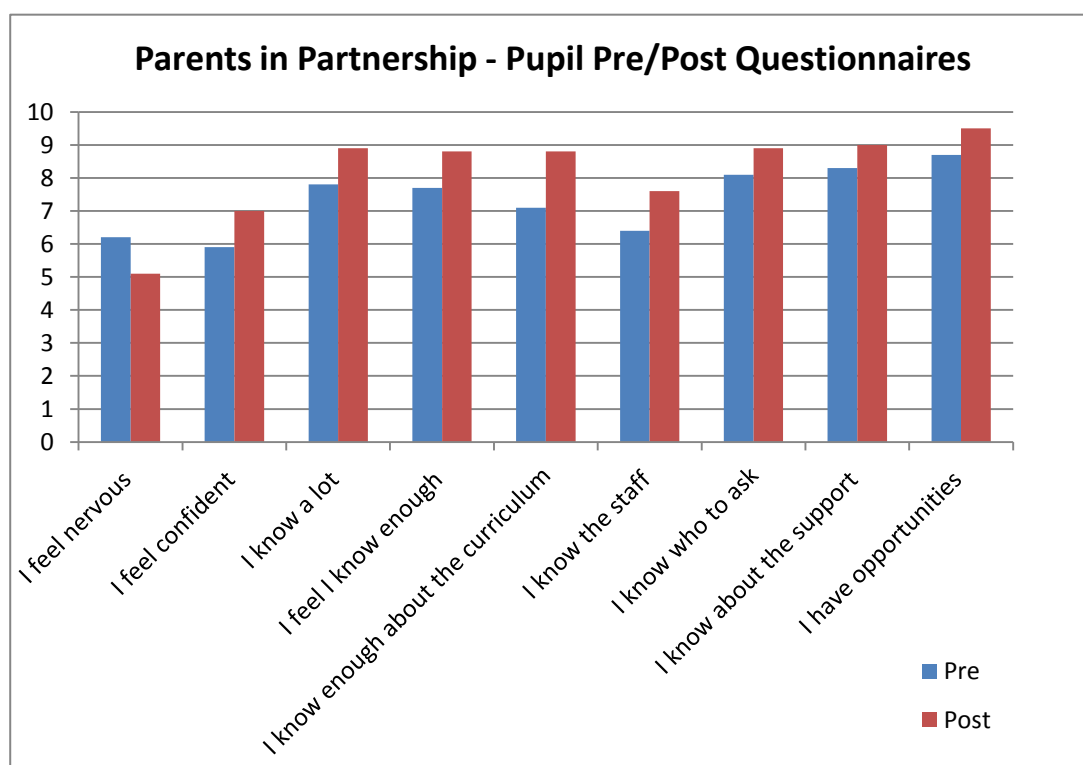
- Led to a gain in their understanding of attachment theory.
- Led to a gain in knowledge of the impact of nurturing relationship.
- Led to a gain in practical ideas for how to develop their practice related to the nurture principle discussed.

Staff participants shared that they found clips, case studies and content that linked theories to practice most useful. Some participants offered that they would benefit from the inclusion of more practical ideas and time for discussion to relate content to their own practice. This should in turn have an impact on the health and wellbeing of pupils in Renfrewshire as workforce development in key to changing practice, value and attitudes.

Parents in Partnership (PIP)

The Parents in Partnership (PIP) programme pilot evaluation data highlights the positive impact that the programme has on a number of outcomes for engaged pupils. Pre and post measures are presented in graph 2.

Graph 2 – Pre and Post measures for pupils engaged in PIP



Outcome C

The Literacy report findings suggest that the intervention had a greater impact on children from a poorer background. In terms of narrowing the gap between children from advantaged and disadvantaged backgrounds, the evidence is mixed, depending on the indicators used to identify poverty and the measure of attainment. New Group Reading Test (NGRT) results by SIMD quintile suggest that in its first year, the intervention improved attainment for all children, regardless of background, and that the size of improvement was broadly consistent across differing levels of deprivation. However, the average size of improvement in NGRT scores for children claiming a footwear and clothing grant was slightly larger than for those children not in receipt of a footwear and clothing grant. In addition, improvements in the Progress Test in English were significant only among children from deprived and middling areas (Quintiles 1 to 3).

While shifts in literacy are evident across all SIMD Quintiles: the larger shifts out of 'very low' and 'below average' groups tend to come from children from economically deprived families. This is an important result for equity. Although there is clearly still inequality in the system, this analysis indicates that Renfrewshire has made a promising start to tackling the attainment gap.

At the mid-year stage, we have provided some data tables to evidence progress in relation to closing the attainment gap.

The SIMD Quintiles split all of Scotland's data zones (small areas) into five equal groups, each containing 20% of the data zones. Quintile 1 contains the 20% most deprived areas and Quintile 5 contains the 20% least deprived.

Table 3 shows that in both NGRT A and B, the average SAS increases incrementally as we move from Quintile 1 (children living in the 20% most deprived areas) to Quintile 5 (children living in the 20% least deprived areas). This reflects the well-established relationship between deprivation and attainment: children from low-income families do not do as well as children from high-income families. However, children in all SIMD quintiles did significantly better in NGRT B than A, making over and above the progress we would expect within a school year.

Table 3 - *Differences between NGRT average SAS by SIMD Quintile*

SIMD Quintile	Mean SAS NGRT A	Mean SAS NGRT B	N	Mean Difference	Paired Sample t-test	P value (two tailed)
1	91.1	95.5	820	4.4	13.2	0.00
2	94.6	98.9	680	4.3	11.9	0.00
3	96.3	101.4	743	5.1	15.8	0.00
4	100.1	104.5	593	4.4	12.5	0.00
5	101.4	105.7	781	4.3	13.7	0.00

Our authority Progress Test data suggests that between 2015/2016 and 2016/2017 pupils in Q1-Q3 and Q4-Q10 improved in English and Maths. The authority-wide improvement that we have seen is not only due to high scores of pupils from the least deprived areas. This is a similar outcome for those pupils who are entitled to Free School Meals and those who are not. Both groups have higher scores than last year. This is a strong indication that the improved results in the 2017 tests are a result of improved scores of both our most and least deprived pupils. This data is displayed in appendix 2.

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

The Governance Board provides overall strategic direction and support for the strategy ensuring it will achieve impact. The board monitors progress and the risks associated with each project. The board has been important for maintaining progress in each work-stream and providing accountability. Please see appendix 3 for more information on the Governance structure and remit.

Setting up individual project boards has allowed each work-stream to work collectively, understand the aim of each other's projects and where potential joint working can occur. For example, the Inclusion Support Assistant (ISA) coordinator and the Parents in Partnership project lead have been meeting with secondary head teachers jointly to develop action plans for each school. They have also been liaising frequently with the Transitions Development Officer as there is cross-over between these projects. This joined-up approach has been very effective as it has helped reduce duplication, particularly for targeted pupils, improved clarity for schools on each project and helped with planning, monitoring and identifying relevant children / young people.

As an authority, we have agreed to target quartile 1 and 2 'family of schools' and this has been a successful approach. This is because these schools are in the most need of support. There are 24 schools in quartile 1 and 2 where there is a clear need to focus resources and support in order to close the attainment gap. We have identified these schools through developing school family groups based on socio-economic characteristics (i.e. SIMD, Free School Meal Entitlement, LAC/LAAC, Clothing Grant). This database is shown in appendix 4.

Work has been on-going during this period in relation to developing SMART based indicators. This will add another layer of evidence to the quantitative attainment data we are already collating to evidence the long term outcomes. We have held a series of sessions with project leads/development officers to raise their understanding of project outcomes and indicators. This has helped project leads / development officers take a more planned approach to data collection which should support the overall reporting process. The local measures we have built into the strategy will clearly demonstrate impact and summarise progress. These local measures were outlined in the earlier section.

The Numeracy Development Officer commenced post in a full-time capacity in August 2017. As a result, we have been able to make significant progress in relation to further defining the plan and key activities for the Numeracy work-stream. This report will provide information on the key activities which have been progressed during this period to demonstrate the increase in focus on numeracy and Maths.

Over the summer, the data team have worked closely with Education Managers providing them with information / data about their individual schools. The Education Managers have thoroughly scrutinised the data and as a result can better support schools as they have in-depth knowledge of the needs of the school and pupils. The Education Managers have an improved understanding of data analysis and can now draw upon this information to help support schools to close the attainment gap. This is an activity which has worked well and will help us to achieve impact in the short, medium and long term.

Some features that contributed to the effectiveness and success of the Literacy intervention in Primary schools include a strong commitment and leadership from Renfrewshire Council at all levels – from classroom teacher's right up to the CEO. This leadership has been crucial for the project to be effectively implemented. A strong focus on professional knowledge and co-production between Renfrewshire Council staff and the University of Strathclyde academics, with good use of data to create informed understandings of how the intervention was developed has been critical in ensuring the success of the programme. Lastly, the intervention does not require a particular teaching programme or resource. Instead, the teachers and head teachers introduced changes most likely to be sustainable and to offer the best payoff in their own context. The intervention recognises the importance of local context and of many pathways to a common outcome. This flexibility has been important for the intervention to be a success.

The Project Manager and two Education Managers are members of the PEF short-working life group. This group meets every 4 weeks to discuss PEF plans, changes to plans, procurement / recruitment and resource issues. This has provided interaction between PEF and complimentary funding streams. We are currently recruiting a PEF Coordinator who will further support this process and will work closely with the Project Manager and Education Managers in order to improve clarity and on-going coordination of PEF / Attainment Challenge work-streams.

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

We are continually improving our partnership and collaborative working as an Attainment Challenge team to ensure the strategy is a success. We are doing this through connecting projects, building relationships and raising awareness of the central Attainment Challenge team and the support they can provide to projects. We are ensuring that external partners are connected to the wider central team and encourage them to access support and resources including data via the central team.

Drawing upon the evidence and learning from this year, we are thinking about how the strategy can be improved for next year. We are doing this by encouraging projects leads and officers to think about how they intend to progress their plans, what they aim to achieve in relation to the overall Attainment Challenge and how their projects stand out from other projects. We need to understand what projects are making an impact in relation to achieving the Attainment Challenge outcomes. Projects included in the next strategy will be clearly defined with SMART outcomes and indicators developed from the out-set. This will improve clarity and reduce duplication next year.

We are considering the possibility of hosting a workshop for the central Attainment Challenge team to take stock of the learning/evidence so far and how the strategy can be improved for next year. This workshop would be facilitated by a team at the University of Glasgow. Initial discussions have already taken place.

WORK STREAMS - HIGHLIGHTS AND CHALLENGES

1	Programme costs
<p>Activities: <i>Please comment on progress in implementing your planned activities in the year 2017/18</i></p>	
<p>Project Management</p> <p>The project manager commenced employment in June 2017. Key activities during this time include:</p> <ul style="list-style-type: none"> • Establishing and on-going coordination of Programme Management structure including governance board and four supporting project boards. This has ensured that projects are monitored strategically through the governance board. The individual project boards allow projects to connect with each other, identify areas of collaboration and partnership working, reduce duplication, develop clarity, share good practice and achieve overarching aims of the Attainment Challenge. • Development of consistent reporting process to ensure project information is collated for Scottish Government reporting and internal reporting. This has ensured that key personnel understand the reporting requirements so the right level of information is being submitted in a planned manner. • During this period, a risk register and change control process has been established. This allows project risks to be identified and mitigated through the governance board. An internal change control process has also been established which complements the Scottish Government process and enables us an authority to track changes to projects. • Considerable time has been spent working with project leads / development officers to develop clear outcomes and indicators in order to evidence impact of projects. By the end of the year, we will have a bank of evidence which will complement pupil attainment data which will be used to evidence the impact that projects have had on pupils. This process has also helped project leads / development officers think clearly about how they will practically collect data, how often they need to do this and what this data will tell us in relation to impact. • Working closely with the Transition and Curriculum Development Officer in designing an outcomes tool and user guidance to support transition teachers. There was an immediate need to ensure that the work of the transition teachers was measured consistently and coordinated centrally. A wellbeing outcomes database, inclusive of attainment data, has been set-up to track pupils throughout the year who are working with transition teachers. This data will be used to evidence the impact of the transition teachers. • Supporting the Inclusion Support Assistant (ISAs) Coordinator in defining the work of the ISAs, thinking about how the work will be measured and identifying how their work will be different from existing home-link workers. This has been done through sharing the learning / process developed for the transition teachers and has been an important process in achieving clarity and developing a consistent message about the overall aim of the ISAs. Schools have very much appreciated this direction. • Leading the recruitment process for the Attainment Challenge Research Assistant. This post will work closely with the project manager and be responsible for collecting and synthesising project data. The research 	

assistant will play a role in monitoring the transition teacher database and the ISA data.

- Providing support to the Pupil Equity Fund (PEF) working group to ensure resources and procurement issues are managed effectively. This ultimately helps with the implementation and support for the Attainment Challenge as PEF and Attainment Challenge projects can often merge.
- Engagement with Professor Chris Chapman, University of Glasgow, to better understand the national and international landscape in relation to Attainment Challenge to better support the authority.

Data Analysis

During this period, the data manager and officer were recruited and commenced employment. Key activity between April-September includes:

- Existing datasets being utilised and new datasets created to link attainment data and socio-economic information. This data has been presented to head teachers and senior managers at various events. This is building data literacy skills in head teachers and senior managers and giving them the opportunity to engage with the data team and also to begin understanding how best to use the authority data to support improvement for our most vulnerable pupils.
- Primary attainment data (standardised assessment and achievement of a level) being collected and quality checked by the data team. This data has then been summarised, with a key focus on attainment in relation to deprivation. This was distributed to head teachers and senior managers to ensure data is robust.
- Schools being provided with 'data profiles' and other raw data and advice on how to link all the information together. This provides schools with a clear picture on the needs of children in their school.
- Data being developed for new set of performance indicators. This will support better track levels of attainment in Renfrewshire.
- The creation of family groups based on socio-economic characteristics being created and shared with schools and management. This will help schools and the service better understand the demographics and needs of children within similar family groups rather than in clusters where the needs of children can be very different.
- Data literacy training being undertaken with senior managers and promoted staff in primary schools. In total, 90 staff across 47 primary schools were trained in using the attainment data which has been provided to them. This has given staff an insight into how data can be used and has helped to identify where further support will be required.
- A wide range of senior phase attainment data being collated and distributed to schools. This will help schools better understand and support senior phase pupils.
- The co-ordination of the secondary data coaches which have provided us with a key link to the distribution and collection of poverty attainment data in schools. We are now gathering information on the support requirements that they have. A programme of work is being developed and a data network group has been established. This will support the improvement of data literacy in schools, build capacity and provide better strategic direction and planning in relation to using data for improvement. The first meeting of this group has now been arranged.

- Several head teachers received individualised support from the data team to develop data literacy in their schools. This will continue.
- Supporting the four development officers within the learning and teaching work-stream who have also received support in relation to how data can support their individual programmes.
- Support being given to other attainment challenge work-stream leads to develop indicators which track the progress towards meeting their outcomes. This will increase the level and quality of data the authority collects. It has also helped work-streams plan how they are going to gather and evidence impact.

There are 11 Secondary School Data Coaches which are part of this work-stream. The data coaches have been involved in various activities within each school in relation to developing data literacy. The majority of schools have already developed a range of internal tracking systems to allow for early interventions and whole school analysis of pupils progress. Below are some other activities of interest:

- Development of a system to explore what supports are in place for SIMD 1-3 pupils and also those on Free School meals. This will allow for early interventions and to make sure the right support is in place for those who need it most (Trinity High).
- Designing a whole school booklet on raising attainment strategies currently used in the school which can be distributed to all staff (Renfrew High). A similar booklet is now being developed by other schools.
- One to one support meetings between Attainment Principal Teachers and pupils. In St. Andrew's Academy, of the 17 pupils who attended the one-to-one meetings in Easter, 94% got 5 awards or more across N4 and N5.
- Senior Phase Mentor Programme in St. Benedict's - mentor groups were set up in S4 and S5 taking into account a range of factors such as subjects/levels being studied, SIMD, additional issues highlighted by pastoral care and home-link. Having completed an evaluation of this provision at the end of last session including staff and pupils, we are tailoring our support accordingly and will also include S6 in the Mentor Programme this year. This is also a similar approach being developed by Castlehead High.
- Wider Achievement – in order to further improve attainment, St. Benedict's will pilot the Scottish Studies course with two S3 into S4 classes. They hope in the future to offer this to all students in S3 into S4. They are also exploring widening attainment opportunities across the Senior Phase through the introduction of new qualifications such as Leadership, People and Society and Religion, Moral and Philosophical Studies.
- Castlehead High has created a spreadsheet from SEEMIS reports which highlights the numbers of presentations at all levels within S4/5/6. This is being used to highlight pupils that are under achieving and allowing them to put suitable interventions in place.
- Johnstone High have developed a database for S4-6 to record their post-school intentions including intended leaving date, intended destination (university, college etc), areas of interest. This allows identification of pupils who may be in need of targeted support to attain a positive destination.

All of these initiatives, along with others, are now being discussed at network meetings to ascertain where the biggest gains can be made. This will allow greater consistency of practice to be developed across schools where we know significant

gains can be made.

Quality Assurance Officer

A Quality Improvement Framework is being developed by the Quality Assurance Lead Officer in partnership with Education managers, our HMIE Area Lead Officer and Head Teacher representatives from all sectors. The framework will put in place a range of quality improvement activities and resources that focus on the NIF priorities, NIF drivers and, in turn, the work-streams within the attainment challenge. In addition, there is a focus on challenging schools on how they can demonstrate a commitment to closing the poverty related gap.

Activities already undertaken include:

- Visits to all schools by Education Managers with a focus on analysis of school improvement plans, PEF plans and S&Q reports.
- Training for all head teachers on data analysis and pivot tables with a particular focus on identifying children likely to be affected by poverty.
- A quality improvement session with all head teachers to gather their views and opinions.
- Development of a short-life working group of head teachers to develop the framework moving forward.

The Quality Assurance Lead Officer has utilised the experiences of a wider team of Education Managers to provide support and challenge to Quartile 1 and 2 schools within the wider Quality Improvement Framework. A programme of school visits is in place to:

- Validate the schools' self-evaluation.
- Support and challenge schools to understand the nature of any attainment gap and plan appropriate next steps to meet the needs of children and young people.
- Gather and disseminate effective practice.

Next steps include a series of training sessions for Education Managers and Heads of Establishments to improve skills in the effective use of self-evaluation toolkits (HGIOS/HGIOELC) to make accurate judgements about standards and quality. These will be delivered by the HMIE Area Lead Officer in partnership with the Quality Assurance Lead Officer.

The expected impact of this work is to improve standards and quality across establishments through understanding the support required and targeting resources appropriately.

Existing Five Attainment Challenge Schools

The five existing Attainment Challenge schools are receiving top-up funding as per plan. The Attainment Advisor has met recently with these five schools to review spend / plans.

Support Assistant

The support assistant has been providing varied support across the Attainment Challenge central team. Key activities this period include:

- Supporting the Project Manager with developing the Attainment Challenge Newsletter in order to raise awareness throughout Renfrewshire.
- Assisted with the recruitment of various staffing.
- Working on various aspects of the Literacy Project e.g. training days, book banding, reading engagement survey, book banded storybooks.
- Supporting the development of the Transitions Database.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2017/18*

Data Analysis

The data analysis team have identified some potential areas of slippage.

- Feedback from primary school training suggests that for many promoted members of staff there is a lack of confidence in data literacy which will prevent information being filtered down to class teacher level. This varies across the authority. The team have identified these areas of need and will aim to address these throughout the year to mitigate slippage.

We have not been able to recruit a research assistant to support the collation and synthesis of data. However, this post is currently being advertised and the successful candidate will be in post by the end October to support projects.

Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative during 2017/18? Please highlight any quantitative data, peoples views or direct observations that have informed

Having a project manager has allowed the authority to implement their strategy in a coordinated manner. Reporting is more stream-lined and consistent, progress is monitored effectively and risks are identified and managed which prevents slippage.

The Development Officers have appreciated the support of the project manager and data management officer in relation to developing outcomes and indicators as this has allowed them to better evidence the impact of their work.

The project manager has played a role in connecting projects who may be trying to achieve similar outcomes. This has worked well as it has reduced duplication and helped projects become better defined.

External partners such as Barnardos have also been linked with the data team as they may be able to utilise some of the data which is being collected by the authority and this should better support project outcomes. These connections and the development of relationships have been key to the success of the strategy.

The data team have been integral to the implementation of the Attainment Challenge strategy. As an authority, we are starting to use data more effectively and this has been done through data literacy training workshops and 1-1 sessions. These initial

workshops have highlighted the significant gaps and training needs of teaching staff in relation to utilising and understanding data. Further to this, the data team have been working closely with Education Managers ensuring they have access to data which they can use to better support schools. This is an activity which has worked particularly well and has been beneficial. The training has been positively received by both headquarters staff and schools. Based on feedback, it is clear that those with greater levels of understanding and IT literacy want to move forward with creating their own data and require support in the most effective ways to do this. Several members of staff lack confidence and skills in understanding data. There is now a clear understanding that our schools are in very different places with regards to basic data literacy and confidence in how best to use. Therefore, moving forward it will be necessary to design training, and support at varying levels.

The sharing of data produced by the central data team has been well received throughout the programme. Schools and senior managers now have considerably more information available to them to utilise. However, the next step will be to focus on how this data is being used effectively and to ensure that both the content and amount of information being provided is appropriate. Conversations are now taking place on how to utilise the data available to support improvement in learning and teaching.

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

As outlined above the data team are reviewing the needs of participants who attended the data literacy training. Future sessions will be geared towards meeting those needs.

2	Learning & teaching
Activities: <i>Please comment on progress in implementing your planned activities in the year 2017/18</i>	
<p>There are four main projects which are included in the Learning and Teaching work-streams. With all four Development Officers now in post, there has been considerable progress made between April – September. Key activities for each project will be outlined.</p> <p>Literacy</p> <p><i>Dive into Writing</i></p> <ul style="list-style-type: none"> • 24 schools / 48 teachers selected to participate as per agreed plan. This will ensure that the Dive into Writing programme is extended throughout the authority. • Supply cover to facilitate staff training sourced by 6 participating schools. This will ensure that staff can attend essential training. • Initial information meeting for head teachers and members of Senior Leadership Team from participating schools planned and implemented for the approach. This has been key to providing an update / plans for moving forward. • First 2 professional learning sessions and twilight sessions planned and implemented to allow for continual professional development. • Participant survey to provide a baseline of teacher knowledge /confidence in the teaching of writing created in partnership with the University of Strathclyde and implemented with all teachers participating. This is to measure change /impact. <p><i>Data Based Assessment and Pathways to Impact</i></p> <ul style="list-style-type: none"> • 8 schools selected to participate as per agreed plan. • Initial information meeting for head teachers and members of Senior Leadership Team from participating schools planned and implemented. • Initial school based meetings with Sue Ellis and Larry Ford underway. <p><i>Professional Learning for Classroom Assistants</i></p> <ul style="list-style-type: none"> • 14 schools / 28 classroom assistants selected to participate as per agreed plan. • Participant diaries established to gather baseline information. • First 2 professional learning sessions planned and implemented. <p><i>Literacy Champions</i></p> <ul style="list-style-type: none"> • First 2 Literacy Champions meetings planned and implemented. <p><i>Libraries Attainment Team</i></p> <p>The school library attainment team has been a major change to the existing school library service with the introduction of new staff as well as secondments from existing roles. As a large number of staff were only recruited or only started their new positions in July/August, the majority of work is in initial planning stages. The</p>	

December report will concentrate fully on projects taking place between August and December.

The following activities have taken place:

- Recruitment for all attainment positions including 4 secondments and 3 attainment challenge positions.
- Primary outreach school librarian has made contact with 15 primary schools who have requested support- 4 from Q1, 3 from Q2, 3 from Q3, 3 from Q4 and 2 ASN schools. The librarian is currently in the initial audit stages of visiting primary schools to evaluate their reading spaces and see where support can be provided and sharing good practice.

Numeracy

The Development Officer commenced post in August in a full-time capacity which has ensured that the pace of the Numeracy plan has increased considerably.

- Making Maths Count in Renfrewshire film clips recorded and distributed. Clips focussed on promoting and sharing the best practice in Secondary Maths, Number Talks and S.E.A.L. Clips can be used to exemplify good practice and for anytime learning.
- This period we celebrated Maths Week Scotland as an authority wide approach. All Early Level establishments, Primary and Secondary schools created events that were relevant to their own setting to promote positive attitudes to Numeracy and Mathematics. School events were supplemented from the Attainment Team with provision of a pack of resources and ideas that could also be used. Schools/establishments were challenged to create the most innovative and engaging Maths Week Scotland celebration so that they could compete to win a £500 within their sector which would be directed towards a Numeracy and Mathematics spend. A requirement for qualifying to be included in the competition was that establishments had to share their plans and events in some manner. This has been effective in promoting practice happening within schools to others. The vehicles for sharing have been numerous, with a large presence on Twitter, Facebook, blogs and local press. Some establishments shared with clusters schools and had high levels of parental and community/business engagement throughout the week. We worked in partnership with the Renfrewshire Libraries Service to provide additional opportunities to engage with their service in relation Maths Week Scotland with all Quartile 1 schools who received an extra Skoobmobile (Mobile Children's library) visit or were invited to a local library. Renfrewshire Libraries also promoted Maths Week Scotland by creating activities that could be completed by families when they visited the library during Maths Week Scotland. We also worked with WCS to accommodate one quartile 2 school in participating in 'Maths is Fun' sessions run by the STEM Ambassadors.
- S.E.A.L training has been developed for approximately 230 teachers. The Primary cohorts will have a first level focus and the Secondary cohort will focus on the approaches that underpin the S.E.A.L approach and how they can be used across the BGE.
- All Primary schools were given five books that provide opportunities to explore Numeracy and Mathematics themes within the methodologies promoted via the Literacy Coaching Programme. The aim of this gifting is to promote the

links and good practice already fostered by the Literacy Coaching Programme with the 3 domains and 3 sharings.

- Numeracy Champion initiative is continuing so that a consistency of message is delivered to all schools.
- Initial planning for a pilot programme to promote Numeracy within context, increasing pace and bundling has been completed. Eight schools will participate in planning a topic with an increased focus on Numeracy and Mathematics in term 1. This topic will be experienced by pupils in term 2 with a showcase session in term 3 so that other schools can learn from the process.
- Sessions that focus on current pedagogy in Numeracy and promoting positive attitudes to Numeracy and Mathematics within the Classroom Assistant Training that is being principally delivered by Strathclyde University have been agreed.

A Maths Conference was hosted and held by the authority in August. 130 delegates attended this event which included all Renfrewshire's Secondary math teachers. The aim of the conference was to give maths and numeracy a higher profile in Renfrewshire. Key note speakers included Maureen McKenna, Lorna Harvey, Stuart Cathro and Allison Hennessay. The event was evaluated by the authority and some conference outcomes are outlined below:

- As a result of the conference, a twitter account has been established which helps promote maths and numeracy throughout the authority and encourages partnership working between staff and schools.
- Delegates expressed that they would like more time and opportunity for professional development and as a result further sessions have been arranged.
- The conference was a spring-board and motivation for Maths Week activities throughout the authority.
- It has encouraged staff to come out of their comfort zone and share good practice in relation to maths and numeracy.
- It has inspired staff to try new things in the classroom.
- The workshop sessions were evaluated well. Feedback suggests that speakers provided lots of different ideas. Practical activities meant the workshops were interactive and participatory.
- Further opportunities / twilight sessions have been offered and organised as there was a great deal of interest in all workshops delivered.

Curriculum and Transitions

P7-S1 Transitions

10 transition teachers are now in post and have three clear roles which have been developed during this period. These are highlighted in table 4.

Table 4 – Role of Transition Teacher

Targeted Support	Tracking and Monitoring	Development of Seamless Transition
10 – 12 pupils	Collecting data and other evidence	Recognising differences in pedagogy and language
Target based on: SIMD, FME, Clothing Grant, school knowledge of barriers and hidden poverty	Analysing data and other evidence	Using this knowledge to begin conversations at school level
Supporting literacy and numeracy	Building a picture of 'what works' in terms of targeted support	Feeding back to authority for wider discussion with clusters
In class team teaching Small group extraction 1:1	Making appropriate changes to support	

- Weekly transition teacher meetings have taken place to establish work-stream activities. This has encouraged transition teachers to work as a team.
- Transition teacher induction day planned, developed and implemented.
- Transition teacher continual professional development discussed and progressed – Growth Mindset planned. This has been an important workforce development activity to encourage a systemic approach to achieving the Attainment Challenge outcomes.
- School meetings with Development Officer, transition teachers and school line managers to establish work-stream at school level completed.
- Tracking document developed and implemented. This has been important for ensuring consistency of measuring pupil outcomes.
- Target pupils identified in each cluster secondary school. At this stage the transition teachers have identified 154 pupils.
- Initial baseline tracking meetings with target pupils completed and information collated.
- Parental engagement discussion and transition teacher task completed and a leaflet on parental engagement has been developed.

Early Level Transitions - Five to Thrive (FTT)

14 Primary schools are engaged in the FTT programme this year. The Transition and Curriculum Development Officer conducts regular meetings with the FTT team to provide support from the central team.

Key activities of the FTT programme during April – September are as follow:

- The team have been providing regular support to schools to help evaluate and identify areas for development providing guidance on implementing tests for change in relation to the FTT model.
- 4 schools have been identified as model schools and include Cochrane Castle, St. David's, Our Lady of Peace and St. Paul's. Support has been given to these schools in relation to engaging parents in their child's transition and to build partnerships with the school. This is important for developing effective parental engagement to support transitions. Data from one model school shows a 76% increase in parents sharing their views, concerns and knowledge of their child's transition, compared with 10% before the introduction of the child's view. Data continues to come in from other model schools.
- Support has been given to model schools to deliver health and wellbeing events focusing on the FTT approach and emotional health with the aim of improving child health and wellbeing. 3 model schools have adapted the induction process to include Health and well-being sessions to link emotional development to attainment and the schools approach. This has supported parents understanding of a FTT approach.
- Schools who are engaged in the FTT approach have been given support to build a structure to their planning and implementation of FTT through visits, sharing resources and learning.
- The first peer learning workshop has been delivered to develop staff confidence, and to understand / share learning and practice. 9 staff attended this session.
- Whole school workshops have been delivered this period. This has been important in influencing cultural change and development of a systems approach to support the implementation of FTT. 90 school staff across 5 schools participated in the whole school workshops.
- The team have been working in partnership with schools and the local authority to generate awareness of project and make links with existing programmes/work streams which are part of the Attainment Challenge.
- Resources have been developed to allow schools to log and gather data.

P1 Pedagogy

The P1 Pedagogy programme aims to improve pedagogical approaches to teaching and learning with particular emphasis on literacy and numeracy. In partnership with the University of Strathclyde, we will support, advise and provide opportunities for practitioners to collaborate and plan across the early level. Key activities between April – September for the P.1 Pedagogy programme include:

- Submission of Phase 1 training evaluations in June. This will allow us to evaluate the training that took place and measure the impact of the training.
- A Phase 2 training information session was hosted in June to raise awareness

and interest in the training and approach. 15 schools were represented at this session. 10 schools have subsequently signed up for the P1 Pedagogy programme and Phase 2 training started in August.

- Phase 2 support visits have been planned with schools who are implementing the approach to ensure they are adequately supported in delivering the P1 Pedagogy approaches.
- Those who engaged in Phase 1 have been offered a drop in support session which was held in September to ensure they have continued support while implementing the approach.

Assessment

- Scoping of schools within and out with the authority to develop awareness of current practice in assessment and moderation.
- 5 schools visited within and out with the authority to gain awareness of good practice in effective tracking and reporting.
- Development Officer up-skilled knowledge in Inter Authority Moderation Programme.
- Development Officer up-skilled in National Moderation Programme.
- Appointment of 5 new reading QAMSOS, and 5 replacement QAMSOS to take over from other members of staff who could no longer continue.
- Up-skilled and supported replacement QAMSOS by providing meetings to inform them of the back story and inform of processes i.e. joining Yammer, uploading evidence, identifying codes.
- Audit of development needs and areas of good practice has been undertaken in schools who wish to take part in the audit.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2017/18*

Literacy

The Dive into Writing programme experienced initial staffing issues. However, this has been resolved.

There have been some constraints in working hours for the Classroom Assistants in relation to attending training. However, this has been resolved.

Due to recruitment issues and unforeseen staffing difficulties, there has been a significant delay in getting the whole Libraries team in place. However, a full team have now been recruited.

Numeracy

There has been some slippage with the Cognitively Guided Instruction (CGI) research based project. Due to existing commitments by delivering personnel it has been difficult to find a mutually agreeable date to meet. Lio Moscardini, University of Strathclyde, has indicated that he has already committed to working with schools in other local authorities but would be open to discussing involvement with us for the future. Alternative approaches are now being considered and include opportunities to develop teacher knowledge and understanding of mathematics.

Curriculum and Transitions

P7-S1 Transitions

Transition teachers are building their confidence in developing relationships with secondary teaching staff. This will take some time and will provide a good foundation for opportunities in terms of targeting pupils and their tracking where appropriate.

As this development is in early stages, it is important to note that the head teachers and teachers will require further clarification as the role of the transition teacher develops and matures. The Development Officer will play a key role in facilitating this process.

P1 Pedagogy

There has been no identified slippage in relation to the P1 Pedagogy plans. However, some challenges have been identified.

It has been challenging to accommodate all schools who want to participate in the P1. Pedagogy programme. However, we may review this in the next strategy to allow for increased capacity.

The supply situation in schools means that management cannot always get the time to attend training sessions / support sessions. This prevents schools being able to implement the approach and receive adequate continued support. Covering staff in school to allow for meaningful dialogue after the class visit is also a challenge.

Assessment

Identifying and re-training QAMSOS has been challenging due to changes in staffing. However, new QAMSOS have been identified and trained this session.

Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative during 2017/18?

Literacy

Dive into Writing training is based on the 3 Domain Model which was also used as the basis for our previous literacy work-streams. Staff across Renfrewshire are familiar with and routinely use this model and so its continued use is helping to create continuity across Renfrewshire while still giving teachers and school leaders the flexibility to consider the needs of their own pupils and local context.

While the data work-stream is still very much in its infancy, the format of this work-stream is providing schools with bespoke support based on their individual development needs. Staff from the University of Strathclyde are working with teachers and senior managers within their own settings in order to support implementation.

Professional learning for Classroom Assistants has proven extremely popular. While only 2 meetings of this group have taken place so far, it is clear that the participants feel valued.

Our network of Literacy Champions continues to grow with most schools now represented by two or more Literacy Champions. This network of teachers from

across Renfrewshire is helping to support the implementation of various aspects of our literacy development work.

Numeracy

All schools engaging in Maths Week Scotland celebrations has proved extremely successful in promoting positive attitudes to Numeracy and Mathematics and in raising the profile of Numeracy and Mathematics development across the authority.

In addition, we will identify potential mentors amongst staff who could be given leadership opportunities as we build our own capacity to support embedding and implementation of S.E.A.L. moving forward.

Most schools are keen to embed and further roll out S.E.A.L. and as such have responded positively to being invited to send three more practitioners to further training. All schools will have this opportunity by the end of 2017 – 2018 session.

Curriculum and Transitions

P7-S1 Transitions

Improved pupil participation - Great progress has been made in terms of establishing a strong transition teacher team and in ensuring head teachers, line managers, schools and clusters are clear about the aims and activities of the transition teacher post. Commonality of approach has been established. Although schools have some degree of flexibility around the post, all transition teachers are now focused on increased pupil participation in the curriculum and wider school life. The transition teachers have weekly opportunities to discuss and share good practice through the transition teacher meetings and planned continual professional development will support them to keep this focus.

Improved cluster relationships – By increasing transition teacher confidence we anticipate that this will improve overall cluster working relationships. This work will be taken forward by the Development Officer, who has already started initial discussions at cluster level.

Improved transition programmes - Establishment of the transition teacher post will support future work to pilot additional P7 – S1 transition programmes. Again, the Development Officer has already initiated discussions at cluster level regarding piloting transition programmes.

Improved attainment of targeted pupils - Improved attainment of target pupils is being tracked and we will aim to present some initial improvements in the end of year report. All transition teachers have a focus in improving attainment of target pupils in literacy and numeracy and are supporting target pupils to reach their attainment potential in these areas. To this end, transition teachers are engaging in literacy and numeracy training in order that they feel skilled to support target pupils to achieve.

P1 Pedagogy

In relation to the P1 Pedagogy approach, there has been a number of factors which have contributed to the success of the approach so far. These include:

- Including the research assistant in some of the school visits has enhanced her understanding of what the project aims are and this has helped with the overall evaluation and coordination of the project.
- Giving teaching staff tasks to carry out and report back on at the following session has ensured full participation and engagement of almost all schools.
- Providing staff with the opportunity for professional dialogue after the school visit enhances understanding of pedagogy and encourages further development of pedagogy and classroom environments.
- Including school Senior Leadership Teams in appropriate sessions ensures a wider understanding of pedagogical approaches and learning environments which, in turn, further supports the P1 staff in being able to properly implement the approach with the right support.
- Sharing university staff knowledge of good practice from out with the local authority has enabled Renfrewshire staff to visit a variety of establishments and further learn from this.

Early Level Transitions -FTT

Progress is going well and schools are beginning to understand and value a relationship based approach. There have been a number of identified areas of good practice. We are seeing schools taking innovative steps to break down barriers, engage parents in their child's transition and learning which includes:

- Several schools introducing a relaxed entry where parents support their child, change shoes, select lunches and settle into the class room. Teachers have reported gaining a greater sense of families, being able to share small daily successes and engaging the parent in the child's learning.
- As a result of this, staff have also said they would feel more prepared and comfortable if they had to discuss anything sensitive with the parent at an arranged meeting. They have also said they felt it has made parents more comfortable in engaging with them. These aspects are currently being tracked.
- Schools are restructuring "meet the teacher" events to make groups smaller and to allow teachers and parents to have the opportunity to have a chat and make parents feel safe about the transition.
- Schools are using the parent's view to highlight any concerns or approaches. They are also using this to begin to reach out to parents who may need extra support.
- Schools are building in a transition year, engaging with parents in a meaningful way throughout the year to lay the foundations for this process.

Whole school workshops are engaging staff in wider discussions around becoming more attachment aware and through FTT. Feedback has been positive from these sessions. Some quotes are provided below which highlight positive feedback.

"This is the first exposure I have ever had to Five to Thrive and I thought it was great, very informative and engaging, thank you!"

"Informative, interesting and useful content, excellent thanks."

"This was very informative. I will be using some of the techniques discussed."

"A better understanding of five to Thrive approach, a very interesting presentation."

Peer workshops have been welcomed and staff are keen on learning from each other, building an attachment aware community within the local authority, who in time can share this learning with other schools.

Assessment

The Development Officer has familiarised themselves with the two Moderation programmes and has made good links with colleagues within and out with the authority (i.e. East Renfrewshire). As a result, the Development Officer has a clearer vision of what a good model of Moderation looks like and this will be useful in moving forward with an effective model for Renfrewshire.

In engaging clusters with the Inter Authority Programme, the Development Officer underestimated the impact of competing priorities and this was an issue for one cluster. We are almost ready to run with 2 full clusters.

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

In terms of cross sector working to support effective transition, there is a need to work on relationships between sectors so that exchange of pedagogy in both directions is accepted and welcomed to ensure seamless transition for our pupils.

Competing initiatives especially in schools with a high SIMD ratio has meant that the staffing of 3 representatives from primary schools has been a real challenge in the Assessment work-stream. However, this has been supported by pairing up schools and representatives.

We may have made different decisions around the staffing elements of the Literacy programme, particularly to facilitate the Dive into Writing programme. In times when teachers are in short supply, we may have to think more creatively about how to release teachers from school or about the timing of training sessions.

3	Families & communities
Activities: <i>Please comment on progress in implementing your planned activities in the year 2017/18</i>	
<p>The Families and Communities work-stream includes a number of projects which have all made significant progress this period. The key activities will be outlined for each project.</p> <p>Renfrewshire Nurturing Relationships Approach (RNRA)</p> <p>Between April and September 2017, the RNRA has expanded in scope from the 6 initial pathfinder schools to a further 22 schools who are interested in developing Nurturing Relationships Approaches. In addition, support to the pathfinder schools has continued following a showcase event in June 2017 which provided excellent evidence of the impact that RNRA can have in schools. Each pathfinder has prepared a “Nurturing Relationships Journey” report to support further implementation. Process evaluation of Pathfinder schools year one experiences has been carried out in order to inform future implementation.</p> <p>Recruitment and training has been another key focus during this reporting period, with an additional 2fte Educational Psychologist (EPs) posts, 2fte Principal Teachers (Nurturing Attainment Coaches) and 1fte Research Assistant now in place to enhance capacity to deliver an authority wide approach. All EPs have engaged in additional training in RNRA approaches in order to support authority wide implementation. In addition, Education Scotland training was accessed (4 days). Renfrewshire EPs co-delivered this and staff from two Renfrewshire secondary schools attended. Schools Information Seminars were held for head teachers and senior managers who were interested in developing the approach. The film “Resilience: the biology of stress and the science of hope” was sourced and purchased for viewing in Renfrewshire in November 2017.</p> <p>EPs have been visiting the 22 schools who wish to engage in Nurturing Relationships to discuss readiness assessment to ensure schools are ready to engage with the RNRA approach. Principal Teachers (Nurturing Attainment Coaches) are engaging with schools in order to provide support. All 22 schools will be engaging in implementation by December 2017. Information about implementation plans for each of the 22 schools will be collated by December 2017. This will include a summary of the stages of RNRA implementation of each school.</p> <p>A Nurturing Relationships Network has been established in order to share practice and progress across the authority. Educational psychology and research assistant support for the development and refinement of impact evaluation measures is available to schools engaging in RNRA.</p> <p>PATHS</p> <p>The Promoting Alternative Thinking Strategies (PATHS) Curriculum is a school-based programme which aims to improve emotional and social competencies in primary school children. A specific curriculum is available for all classes from Primary 1 to Primary 7, involving two to three activity sessions that take place weekly throughout the school year. During these sessions, children engage in activities</p>	

aimed at improving their social and emotional competencies and reducing aggressive behaviour.

PATHS have established evidence of improving children's social and emotional skills and reducing classroom behavioural problems. PATHS have been proven to significantly improve academic achievement.

Barnardo's have proven success in supporting schools in Renfrewshire (and across other locations in the UK) with the implementation of PATHS and are currently providing PATHS materials, training and technical assistance to 14 schools across Renfrewshire Council.

Key activities during this period include:

- PATHS recruitment of new schools has been agreed and approved. There are 14 schools participating this year.
- Head teacher meetings took place in March-April to begin planning and timetabling for PATHS in each school.
- PATHS readiness meetings with staff teams took place in May/June to ensure that a whole school approach was embedded in each participating school.
- PATHS Training has been delivered to 194 teachers over 6 sessions between May and August. A further 7 sessions are scheduled for October. This will allow staff to implement and deliver PATHS effectively.
- Support materials were issued to all schools between June and August to allow staff to support children using the approach.
- Additional 1:1s with all 14 head teachers / deputy head / principal teacher took place between Aug-Sept to outline the data collection support and process. This helped staff understand the process of data collection and how impact will be measured.
- In-class support has begun in 7 schools with one coach. This will help teachers further develop their knowledge and skill through coaching.

Family Engagement in Learning

The project is delivered in partnership with Community Learning and Development and local primary schools and targets families living in areas that have the highest levels of deprivation identified through the Scottish Index of Multiple Deprivation, alongside other deprivation indicators.

The programme was implemented first in St. David's Primary School and has proved to be a very successful method of engaging children and parents in learning which is creative, fun and motivating and therefore impacting on family's awareness of learning and in particular reading within the home. In year two, the early literacy element of the project (Pizza Reading) has been extended into 6 other Primary Schools in the authority. These schools are: St. Fergus, Glencoats, St Pauls, Heriot, Gallowhill and Cochrane Castle. A further roll out is expected before the end of this calendar year.

In year one, the programme supported 36 families (76 participants) and was delivered across all stages. In year two, a new team has been recruited, completed an extensive training programme and been deployed to the 6 new schools. The team are working with families to encourage and support early literacy learning and an

appreciation of learning and reading within the home and the wider community.

The extended programme is currently engaging with 70 new families who have been identified by the schools as having children in primary one who would benefit from a family learning experience. Total numbers, attendance and P1 assessment data will be reported in the end of year report. The method of engagement which consists mainly of a coaching approach has meant that all families targeted by the schools to participate have engaged with the project and continue to attend on a weekly basis.

The Community Learning Officer employed in June to engage secondary school aged children and their families has spent the summer break researching current policy and practice in this field. Various networking meetings and events have been held with key partners working within the area and with two of our high schools. This has resulted in the following:

- Young people in three high schools with high levels of deprivation and related attainment challenges have been identified and recruited to participate in a number of learning initiatives which will develop their skills in areas such as working as a team, communication and personal and social development. The young people will complete a programme of learning which will enable them to create a portfolio of work which will contribute to their wider achievement and a Youth Achievement Award.
- Parents will be informed of the learning programme at the start of the process and will become involved following negotiation with the young people. This will ensure that the young people assume ownership of the learning and engage parents when they feel confident and ready to do so.
- Work has begun with two community based family learning programmes which aim to engage families in the development and delivery of family learning events in the Glenburn and Ferguslie communities.

Parents in Partnership (PIP)

A number of our secondary schools have completed their planning and targeting of families with some programmes already underway. Each secondary school is at differing stages. The target group for the majority of schools is the new S1 cohort although some schools are running programmes that also include opportunities to engage with S2 and S3 families.

Each programme is tailored to meet the needs of the individual schools and the target group of parents who will be attending. We are in a position of strength following the successful pilot deliveries across all schools in the previous year. Much has been learned from this pilot and schools are displaying creativity, understanding the needs of their parent groups.

Delivery models which cater for daytime and evening activities are all being considered with each establishment configuring a programme that best suits the needs of their parents.

Inclusion Support Assistants (ISAs)

9 ISAs were recruited during this period to support schools with inclusion support. The coordinator has scoped the ISA role through a series of meetings and discussions with relevant personnel including:

- Scottish Attainment Challenge project manager and head of service – clarification of the role, outcomes, reporting expectations and measurement templates.
- Two Secondary head teachers – discussion of the role of the ISA agreeing what is distinct from other support staff, referral process and target groups.
- Project Lead - Parents in Partnership (PIP) – discussion of how ISAs can support the PIP programme.

Visits were arranged to all 9 Secondary schools to meet with the ISA, line manager and school PIP coordinator and project lead to clarify the role, ensure it aligns with the SAC bid and outline the referral, measurement and reporting expectations. This has been an important step in ensuring clarity and effective planning for the ISAs but also for other projects such as PIP which are also being implemented at the same time in secondary schools.

This work will focus on a small identified group of young people with low attendance or, in some cases, non-attenders. In most cases there is also poor parental engagement.

An induction training day was delivered to ISAs to clarify the role, outline protocols and to introduce a range of partners who are available to support young people including Choose Life, Young Carers, Families First and School Nursing service. This has ensured that ISAs have a consistent message about their role moving forward, feel part of a wider team and understand the reporting requirements in relation to measuring the impact of their work with the targeted pupils.

The coordinator met with the 9 ISAs to provide a further training session on their role and how they will measure impact. Regular team meetings have been arranged with ISAs to ensure consistency of the approach, to network, build relationships, reflect on and to share good practice. A 'Growth Mindset' training session has been arranged for the team as part of their continual professional development which is an important aspect of workforce development for Attainment Challenge staff.

Interpreter Bank (Pilot)

This project was added to the work stream in June 2017. Progress is being reported from August 2017 onwards:

- Project Lead met with HR to agree process for recruitment.
- 3 primary schools and 1 secondary school were identified for the pilot due to their numbers of Non English Speaking families attending the schools.
- Project Lead met with procurement to discuss best practice for recruiting training provider and three quotes have been obtained from training providers as per their advice.
- Training company has been appointed and will deliver the course to 20-25 people. Training will commence in January after a period of recruitment of

interpreters to participate in the training.

- Meetings with head teachers took place to introduce the project to them and understand each school's needs. All schools have agreed to take part in the pilot.

Cost of the School Day

The funding has been spent on a number of key areas across the authority and includes expenditure on:

- Clothing items such as school and gym uniforms.
- Travel.
- Facilitating attendance at homework club and supported study.
- Social activities such as school trips, entry fees, curricular activities.
- Stationery items.
- Food.

The research assistant will be developing case studies to explore the impact of the Cost of the School Day initiative for pupils and families.

Families First

The summer holiday period is a period during which children are at risk of becoming disengaged from school. Renfrewshire Children's Services has identified a cohort of children where continued support over the summer period was provided with the aim that their continued engagement with education and learning is enhanced and developed.

The programme of support has focused on developing the child's resilience and leadership skills. Over the summer the children had access to daily support delivered through a programme of activities which included team building, problem solving and creative thinking.

Children's Services is monitoring the participants' engagement with school after the summer period. In terms of engagement the child's attendance and participation in school activities are being monitored.

The programme will be continued and developed further over the October school holiday period.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2017/18*

Renfrewshire Nurturing Relationships Approach (RNRA)

EP recruitment has been successful, but one of the new EPs will be off on maternity leave until July 2018. We will attempt to recruit to fill this gap but this will mean that certain schools will not be able to begin the Nurturing Relationships Journey. This will be resolved in July 2018 or earlier if we successfully recruit cover for the EP post.

22 primary and secondary schools have indicated that they want to begin the RNRA

journey. The extent of EPs involvement in this will be determined by current staffing capacity.

There is also ongoing concern that we may not have a high level of parental response to evaluation questionnaires particularly in the secondary sector.

PATHS

There has been some delay in recruiting a second coach. This has meant that 7 schools are awaiting the start of the coaching support. However, these schools have received training and initial support from the existing coach to allow them to carry on with implementation in the meantime.

Interpreters Bank (Pilot)

No delays have occurred yet. However, slippage may occur later this year relating to the recruitment process and timescales concerning advertising of the training on myjobscotland webpage. There may be slippage when carrying out CRB checks on all candidates. Nevertheless, we will ensure that all relevant supporting departments are well notified as early as possible to ensure this process is as efficient as possible.

Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative during 2017/18?

Renfrewshire Nurturing Relationship Approach (RNRA)

Feedback from the RNRA Network meetings and from individual Pathfinders schools indicate that the RNRA to implementation is popular with schools and leads to real change in schools systems and in their ability to promote and develop nurturing relationships. The learning event which took place in June in Our Lady of Peace Primary is evidence of this impact which has been discussed in the evidence section.

PATHS

Working in such a large group of schools has meant organising training dates has been a difficult task. However, schools have been extremely supportive of the training and process. This has been evidenced through training evaluations. Across all questions answered, 95% participants rating the overall training as either 'very good' or 'excellent'.

Williamburgh Primary School is a model school for PATHS. Success factors include buy-in, enthusiasm of children for the programme, using a common language for talking about emotions and dealing with behaviour, parental support for the programme, commitment from the head teacher and senior leadership team to prioritise PATHS over competing demand and determination to make it work.

Family Engagement in Learning

The head teachers of new schools participating in the project (Heriot, St Paul's and Gallowhill) have all stated that they are delighted with the number of families that the project has been able to attract into the school in such a short space of time. This success has been due to the unique engagement process.

Parents in Partnership (PIP)

A key successful factor for PIP has been sharing the vision to raise attainment. Partnership working with key staff groups has been crucial to gaining maximum benefit and avoiding duplication of efforts.

The PIP programme has very much developed and built on the learning from the previous pilot. We have used this learning to ensure that the process has been as planned and streamlined as possible for the Attainment Challenge schools. We will review the evaluation at the end of this year and consider any improvements necessary.

The work of identified senior school staff, Inclusion Support Assistant and P7/S1 Transition staff is clearly focused on this important transition stage between primary and secondary school. Parents in Partnership provides the bespoke programme in each school to engage targeted families who need additional support at this time.

As an authority, we have invested time discussing the roles and supporting the staff to understand how their work supports our intended outcomes bringing clarity and relevance moving forward.

Inclusion Support Assistants (ISAs)

There was some confusion in schools, and among the ISA team, about their role and how they differ from existing Home Link staff. Visits to each school to personally speak to each ISA with their line manager has been vital for ensuring that outcomes and roles are clear and completely in line with the Attainment Challenge bid.

Interpreter Bank (Pilot)

Other services have been very helpful in identifying what has already been implemented around language support so instead of working in silo we were able to link up with projects and organisations which already have experience in reaching out to community groups affected by the lack of spoken or written English skills. This joined up approach will ensure that there is no duplication of resource.

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

In relation to inclusion support, defining the role initially took some time and this led to a period of uncertainty for the new team. This has now been resolved and we will ensure that future projects are clearly defined and clarified before staff are recruited to a post.

4	School leadership
Activities: <i>Please comment on progress in implementing your planned activities in the year 2017/18</i>	
<p>Between April – September the following activities have taken place in relation to leadership interventions:</p> <ul style="list-style-type: none"> • Planning for newly appointed head teacher mentoring programme has taken place. 2 out of 6 have been approached and have accepted this mentoring role. 1 declined. This is a positive step in ensuring that newly appointed head teachers are adequately supported through mentoring approaches within the authority. • The Aspiring Head Teacher programme started in August with 11 secondary and 10 primary participants. This programme will allow us to provide high quality professional learning for a number of staff seeking to take on formal leadership roles in schools. • Existing head teacher leadership development sessions started in September with 33 participants attending. This will allow our head teachers the time to learn from one another and engage with research evidence on strategies which positively address the attainment gap. • Planning for Drummond Step Back programme follow up day 1 completed. This will allow us to provide high quality professional learning for a number of staff seeking to take on formal leadership roles in schools. It also further encourages leaders to collaborate effectively and learn about appropriate interventions. • In-service input delivered to all teaching staff in Johnstone High School & Paisley Grammar School on the Pupil Leadership Academy to encourage participation and engagement in the programme. • Dates planned for the roll out of Pupil Leadership Academies in 2 secondary schools – Johnstone High and Paisley Grammar School. 	
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the year 2017/18</i>	
<p>There is a risk that head teachers become overloaded with leadership opportunities in relation to mentoring. However, these opportunities should be viewed as positive and the authority will ensure that the concept of mentoring is defined as a positive workforce development activity that is required for systemic change.</p> <p>There is a challenge in relation to allowing staff time to attend sessions and workshops due to the supply situation. However, as an authority we recognise the importance of leadership, particularly in relation to raising attainment and endeavour to ensure that staff wishing to develop their leadership skills are able to attend sessions to support their own continual professional development.</p> <p>For some sessions, there has been a very high interest and there has not been enough spaces on courses to allow all interested participants a place. This may be reviewed for the strategy next year.</p>	

Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative during 2017/18?

Mixing sectors for the Aspiring Head Teacher programme has so far proven to be successful with colleagues learning more about other sectors through engagement with each other.

Existing Head Teacher Leadership sessions have provided an opportunity to further reflect and collaborate.

The inclusion of Pre 5 colleagues on the Step Back programme added another dimension to conversations and collaboration to the sessions.

Co-coaching approach being developed across almost all head teachers and head of centres has proven to be a success.

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

To ensure that all participants who expressed an interest in attending leadership sessions we may increase capacity / run more sessions next year.

This particular work-stream may require to be further developed in the strategy next year given the importance of leadership in affecting systemic change.

The pupil leadership programme may also need to be reviewed as part of the strategy for next year as momentum has been difficult to maintain.

Appendix 2

Attainment Data May/June 2017:

Standardised Assessments & Teacher Judgement Survey (Pre-moderation Data)

Standardised Assessments

- Results provided as a Standard Age Score
- Progress Test English
 - English Skills: Spelling and Grammar & Punctuation
 - Reading Comprehension: Narrative and Non-narrative
- Progress Test Maths
 - Mental Maths
 - Applying and Understanding Maths
 - Schools were required to complete these tests in P1,P4 and P7 within the May testing period.
- 2 years data for P4 and P7 are available
 - These results are for different cohorts so there will be some natural variation.

Progress Test Results 2016/17

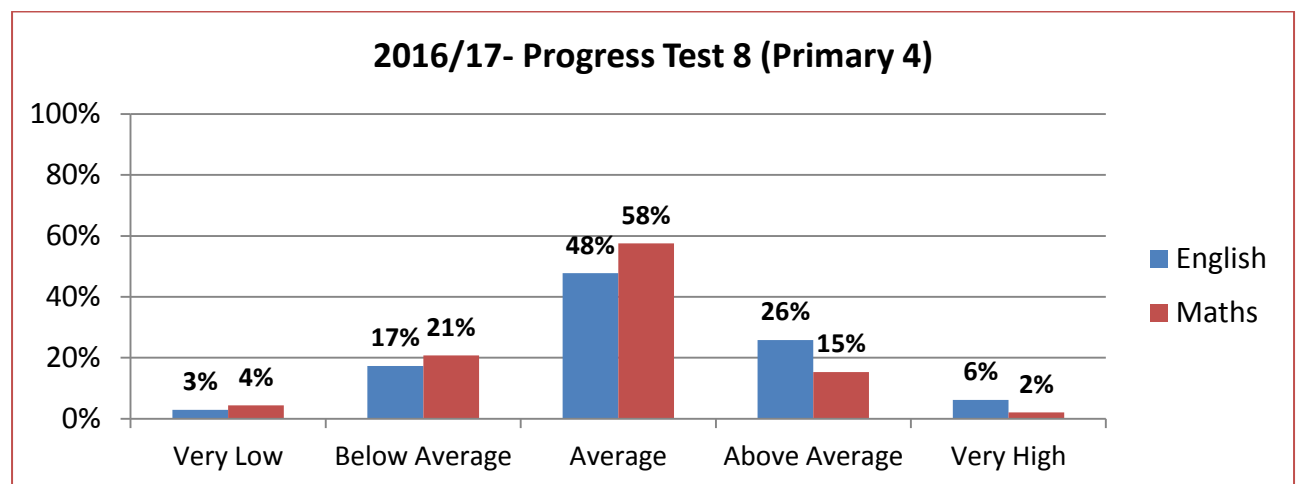


Chart 1: Distribution of Standard Age Scores in PTE 8 & PTM 8

Appendix 2

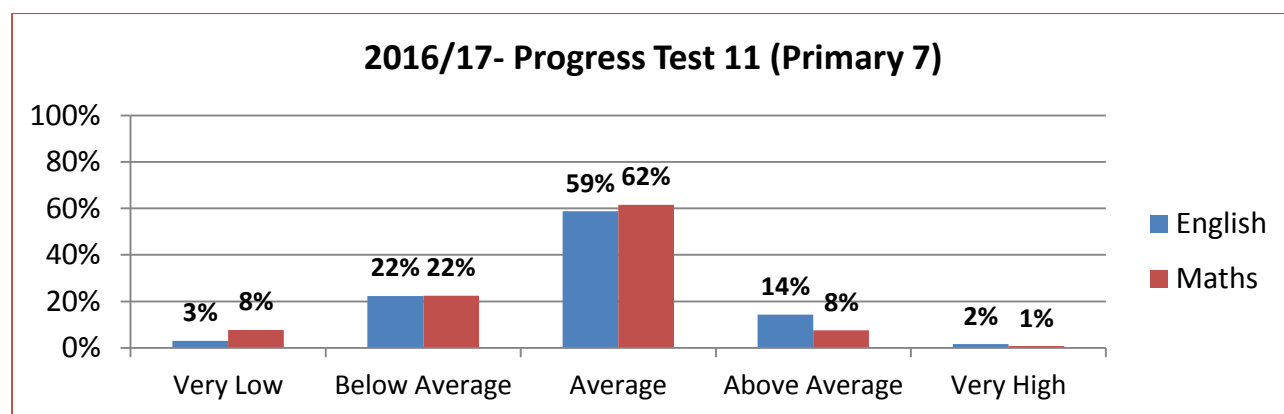


Chart 2: Distribution of Standard Age Scores in PTE 11 & PTM 11

presented for Progress Tests English and Maths in the May testing period. These charts demonstrate that pupils in P4 have outperformed those in P7 and that in both stages, results for English are higher than they are for Maths.

Progress Test Results 2015/16 to 2016/17

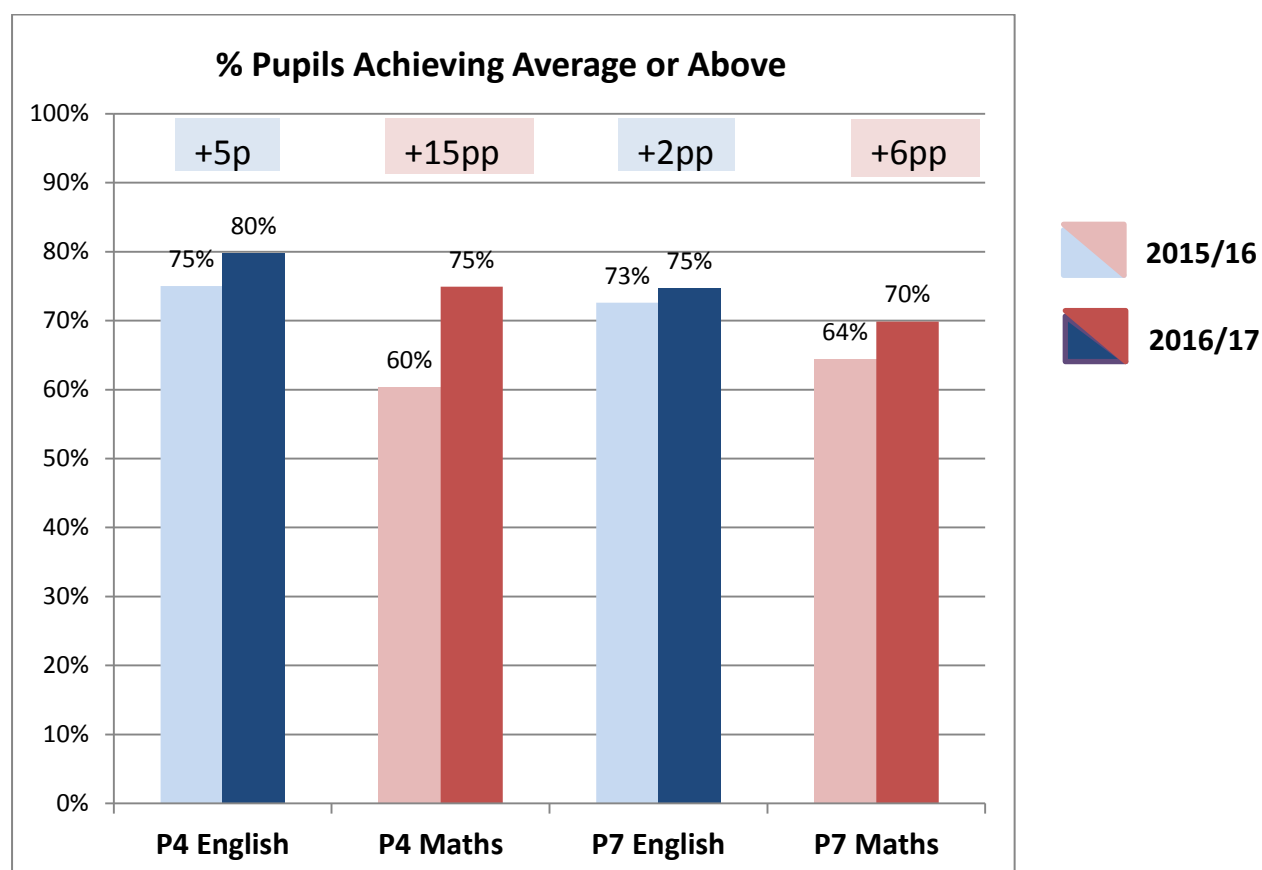


Chart 3: % of Pupils with Standard Age Scores Average or Above

Appendix 2

Chart 3 shows the percentage of pupils who achieved a standard age score that was average or above in the 2016 and 2017 testing periods. The results are higher for the 2017 testing period in all tests. The biggest increase was in P4 Maths which was 15 percentage points up on last year. In terms of patterns, the gap between English and Maths is lower this year than it was last year. In 2015/16, the results between Primary 4 and Primary 7 were more closely matched than in 2016/17

Results by School Socio-Economic Quartiles

	P4 English	P4 Maths	P7 English	P7 Maths
Quartile 1	70%	57%	62%	53%
Quartile 2	77%	74%	76%	70%
Quartile 3	84%	83%	74%	69%
Quartile 4	84%	79%	85%	83%
Percentage Point Difference between Q1 & Q4	14	22	23	30

Table 1: % of Pupils with Standard Age Scores Average or Above by School Quartile

Table 1 shows the percentage of pupils with a standard age score that is average or above by school quartile. The school quartiles are based on a weighted average rank of individual and area level socio-economic characteristics. As expected, there is a clear difference in the scores of pupils in quartile 1 schools (most deprived) to quartile 4 schools (least deprived). The biggest gap is in Primary 7 Maths. It is, however, important to note that there are exceptions and variation within each quartile grouping. In table 1, the difference between quartile 2 and 3 for Primary 7 English and Maths does not follow the expected pattern. This is because there are some high performing schools in quartile 2 that have raised the overall results for their quartile. We will continue to analyse 'gaps' within the quartiles of schools.

Appendix 2

Attainment Gaps- SIMD

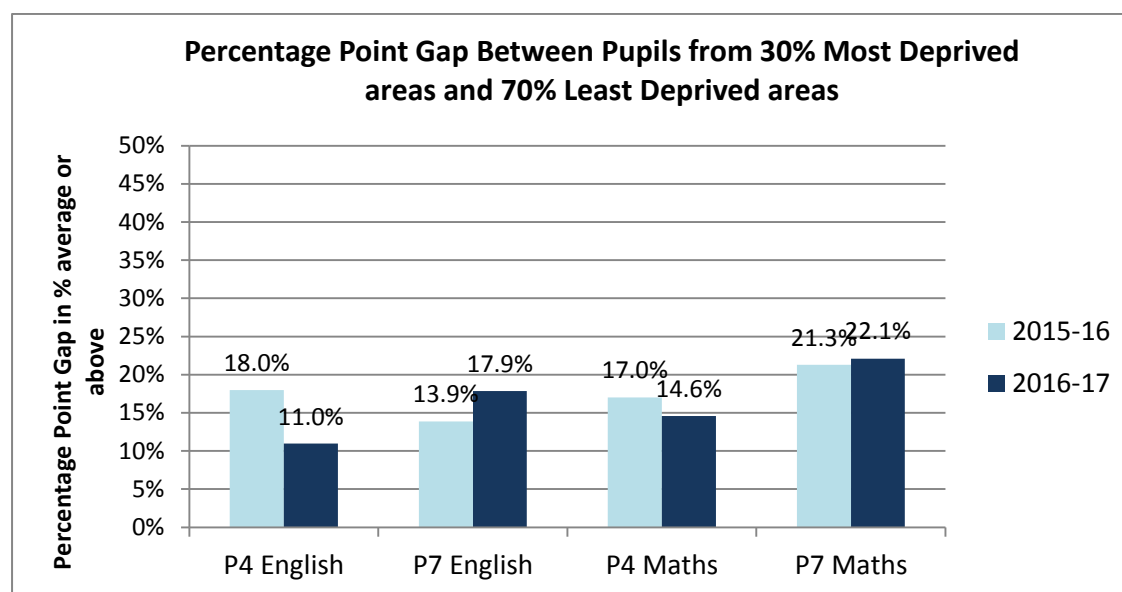


Chart 4: Percentage Point Gap between % of Pupils with Standard Age Scores Average or Above by SIMD

	Percentage Point Gap		% Point Change	Change in Gap	Change in 30% Most Deprived	Change in 70% Least Deprived	Details
	2015-16	2016-17					
P4 English	18.0%	11.0%	-7.0%	Decrease	Improved*	Improved	% scores average or above has increased for pupils living in the 30% most deprived areas by 9 percentage points compared with a 2 percentage point increase for those living in 70% least deprived areas
P7 English	13.9%	17.9%	4.0%	Increase	Unchanged	Improved*	% scores average or above has decreased for pupils living in the 30% most deprived areas by 0.2 percentage points compared with a 3.8 percentage point increase for those living in 70% least deprived areas
P4 Maths	17.0%	14.6%	-2.4%	Decrease	Improved*	Improved	% scores average or above has increased for pupils living in the 30% most deprived areas by 5.5 percentage points compared with a 3.1 percentage point increase for those living in 70% least deprived areas
P7 Maths	21.3%	22.1%	0.8%	Unchanged (minor increase)	Improved	Improved*	% scores average or above has increased for pupils living in the 30% most deprived areas by 5.2 percentage points compared with a 6 percentage points for those living in 70% least deprived areas

Table 2: Attainment Gap- Pupils living in SIMD 1-3 compared to those living in SIMD 4-10

Chart 4 and Table 2 show the difference in performance of pupils living in SIMD 1-3 compared with those living in SIMD 4-10. As these tests were completed by different pupils these 'gaps' do not represent pupil progress. As more data becomes available, it will be possible to view trends. However at the moment this data can be used to identify how each group affects the overall results. Both groups have higher attainment in these tests than they did in last year, therefore the authority-wide improvement that we have seen is not only due to high scores of pupils from the least deprived areas. There is variation in the attainment gaps between tests and between cohorts due to the different rates of improvement.

Appendix 2

Attainment Gaps- Free Meal Entitlement (FME)

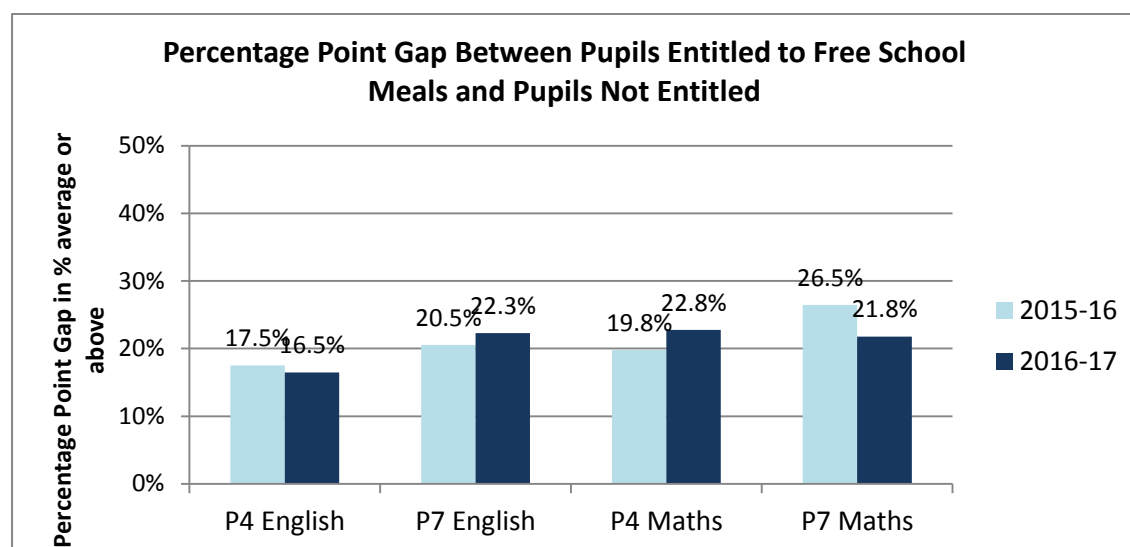


Chart 5: Percentage Point Gap between % of Pupils with Standard Age Scores Average or Above by FME

	% Point Gap		% Point Change	Change in Gap	Change in pupils entitled to FSM	Change in pupils NOT entitled to FSM	Details
	2015-16	2016-17					
P4 English	17.5%	16.5%	-1.0%	Decrease	Improved*	Improved	% scores average or above has increased for pupils with FME by 5.5 percentage points compared with a 4.4 percentage point increase for those without FME
P7 English	20.5%	22.3%	1.7%	Increase	Improved (marginal)	Improved*	% scores average or above has increased for pupils with FME by 0.9 percentage points compared with a 2.6 percentage point increase for those without FME
P4 Maths	19.8%	22.8%	3.0%	Increase	Improved	Improved*	% scores average or above has increased for pupils with FME by 1.8 percentage points compared with a 4.8 percentage point increase for those without FME
P7 Maths	26.5%	21.8%	-4.7%	Decrease	Improved*	Improved	% scores average or above has increased for pupils with FME by 9.6 percentage points compared with a 4.9 percentage point increase for those without FME

Table 3: Attainment Gap- Pupils entitled to Free School Meals compared with those who are not entitled.

As with the SIMD gap, this data does not represent a trend. However, the data replicates the results of table 2 in that both groups have higher scores than last year. This is a strong indication that the improved results in the 2017 tests are as a result of improved scores of both our most and least deprived pupils.

Appendix 2

Achievement for Curriculum for Excellence Levels Return- Provisional Results

Please note that some schools are still reviewing their returns and therefore all data should be considered provisional at this stage.

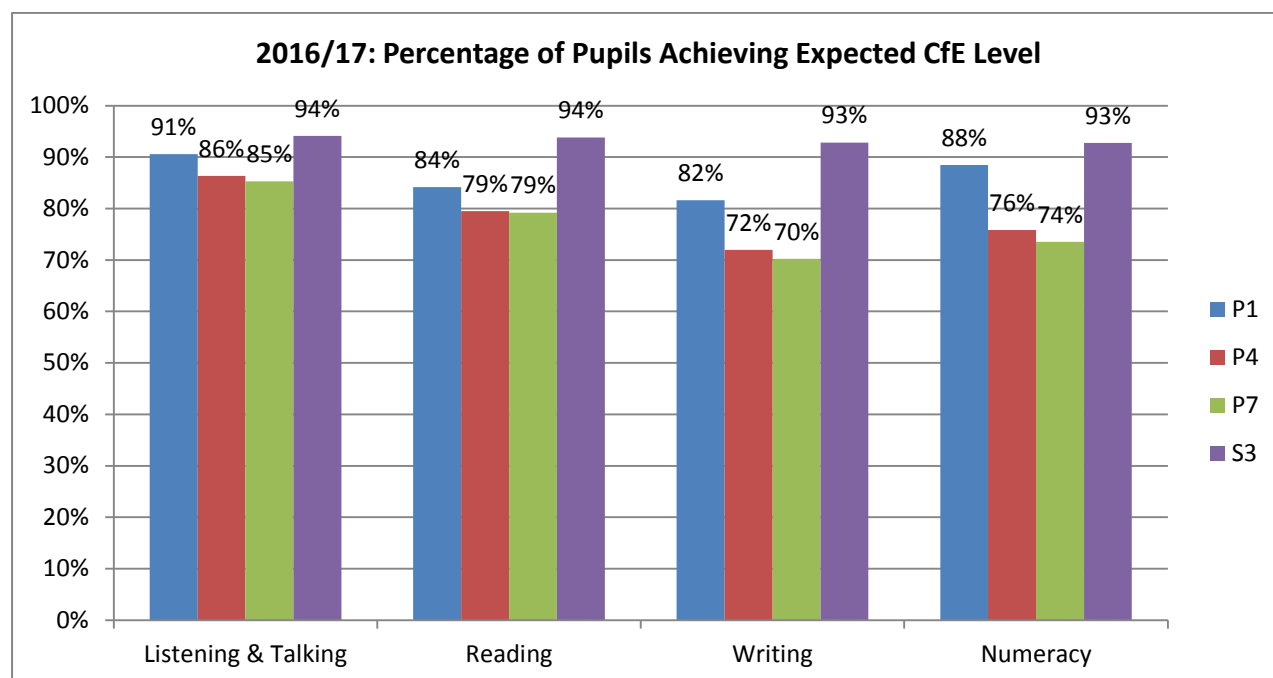


Chart 6: Percentage of Pupils Achieving Expected CfE Levels by Stage

The provisional results displayed in Chart 6 show that the highest levels of achievement are in S3, followed by Primary 1. There is a noticeable dip in performance for Primary 4 and Primary 7 in writing and numeracy.

Achievement for Curriculum for Excellence Levels- Results by Curricular Areas

Charts 7 to 10 compare 2015/16 return with this year's provisional data. In all stages and curricular areas the percentage of pupils achieving expected levels have increased. The highest increase is in S3 which is due to a significant increase in pupils achieving expected level within a small number of secondary schools that had below average results last year. Some of the increases are marginal and may be due to variation between cohorts.

Appendix 2

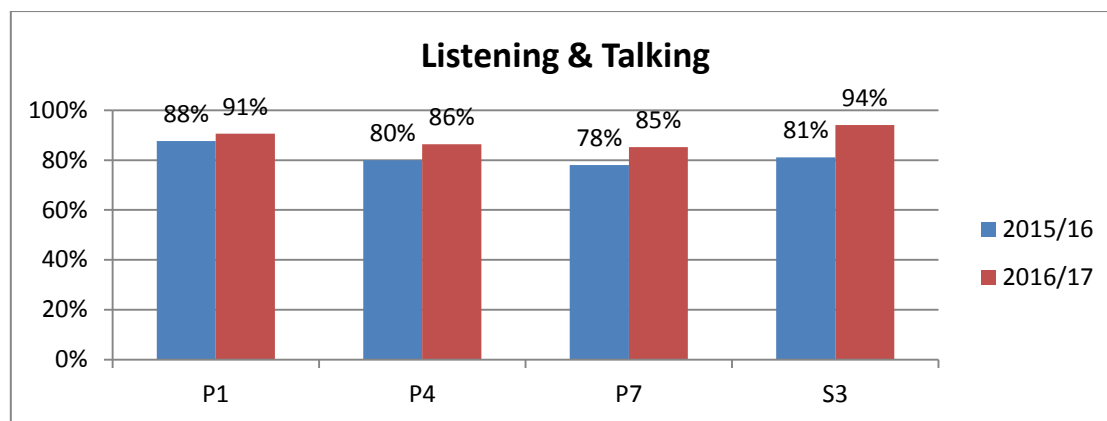


Chart 7: Percentage of Pupils Achieving Expected CfE Levels in Listening & Talking by Stage

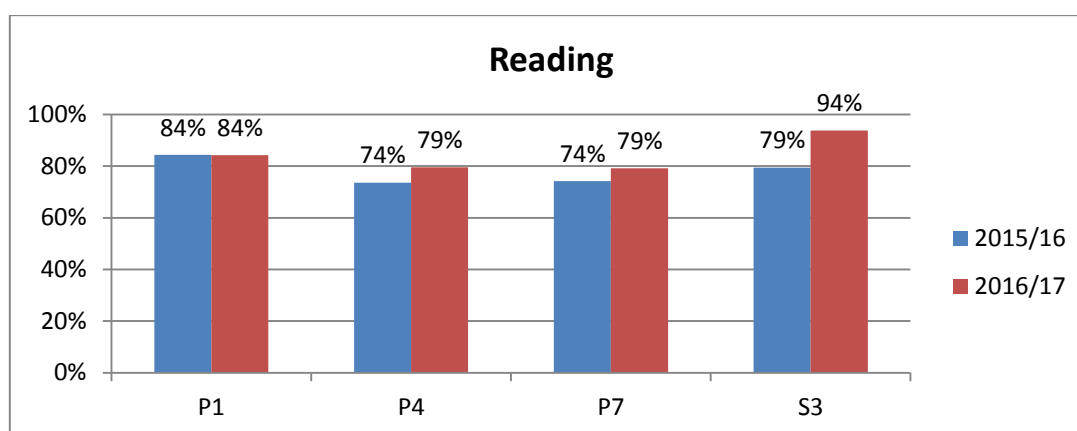


Chart 8: Percentage of Pupils Achieving Expected CfE Levels in Reading by Stage

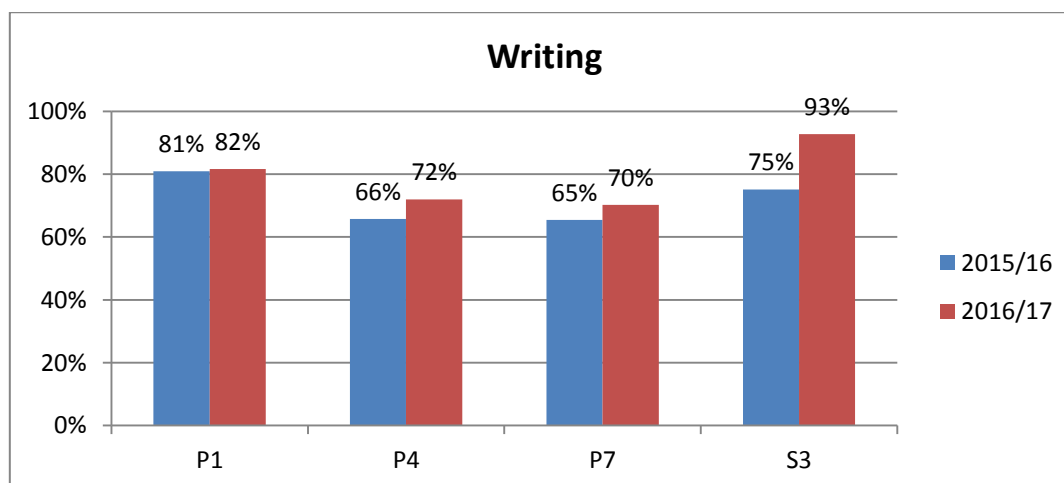
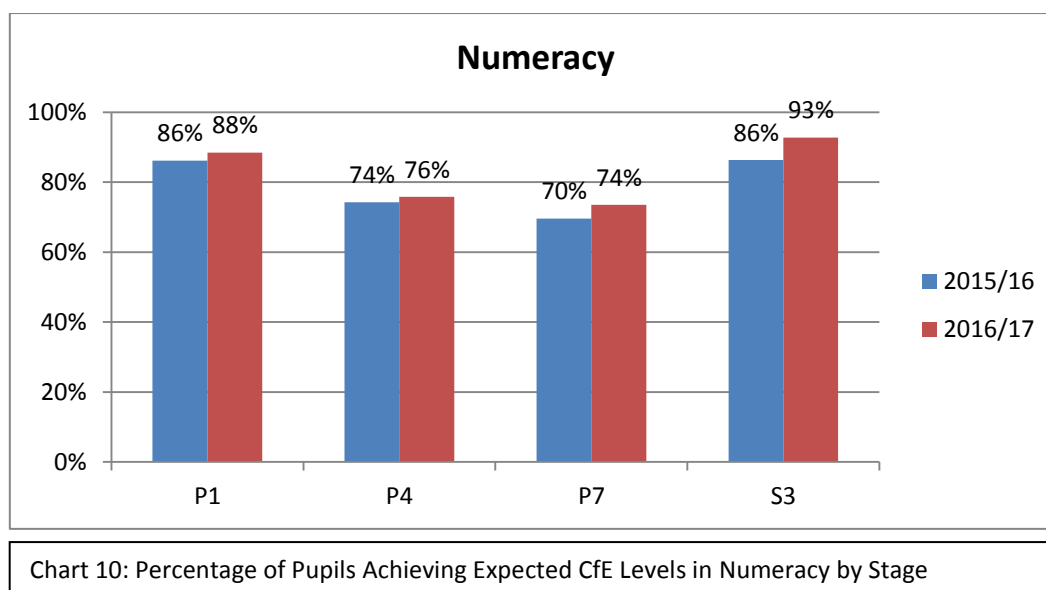


Chart 9: Percentage of Pupils Achieving Expected CfE Levels in Writing by Stage

Appendix 2



Attainment Gaps: SIMD

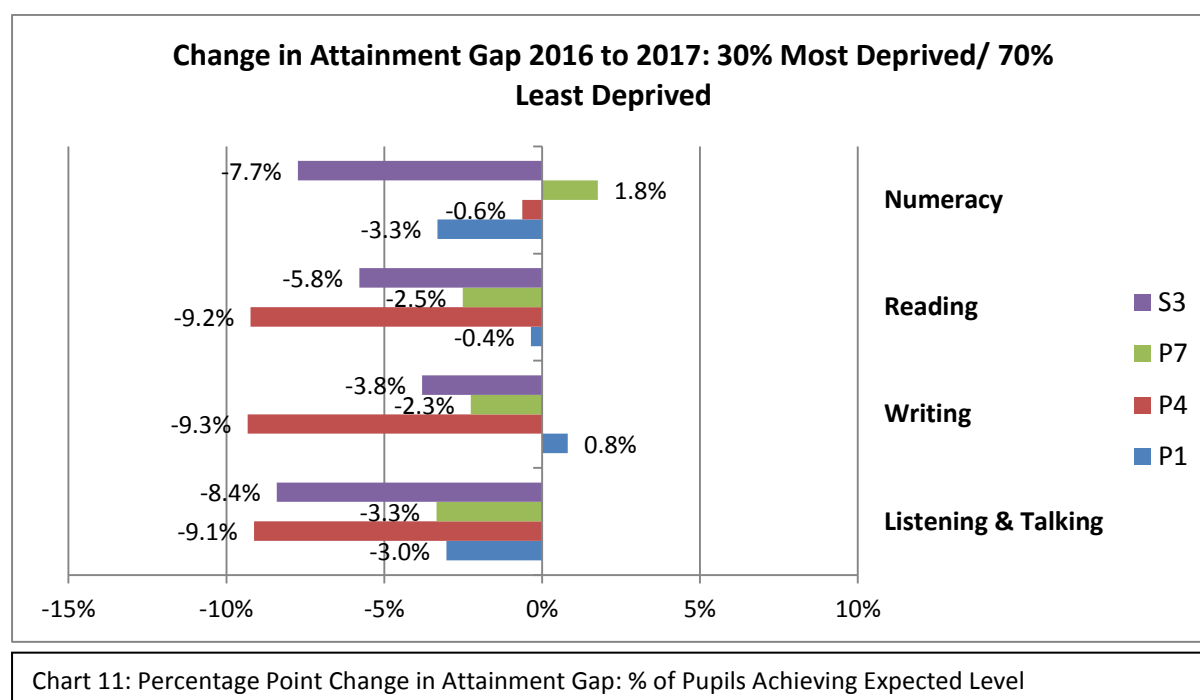


Chart 11 indicates that the attainment gap between pupils living in 30% most deprived areas and those living in 70% least deprived areas is less in 2017 than it was in 2016. As with the standardised assessment data, this cannot be considered a trend at this stage. All the curricular areas and stages that appear as a negative in chart 11 have decreased because both groups have increased their results. However pupils in 30% most deprived areas have increased at a slightly higher rate. Primary 7 numeracy has a positive swing as both groups have improved their results but pupils in 70% least deprived areas have had a higher rate of improvement.

Appendix 2

Attainment Gaps: Free School Meal Entitlement

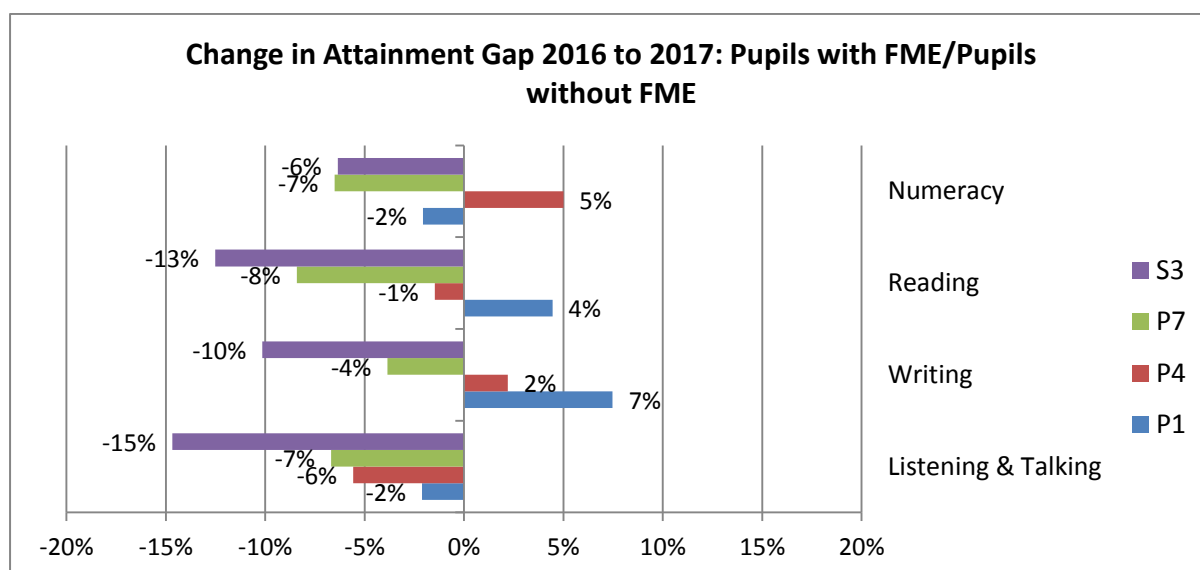


Chart 12: Percentage Point Change in Attainment Gap: % of Pupils Achieving Expected Level

The change in attainment gaps between pupils entitled to free school meals and pupils not entitled appears to be more varied than for SIMD. P7 and S3 are unchanged as both groups have improved on last year but pupils that are entitled to free school meals have improved at a higher rate. The change in attainment gap for P1 and P4 varies by curricular area. The gap for P4 numeracy has increased because less pupils that are entitled to free school meals have achieved the expected level this year whereas more pupils that are not entitled have. So in this instance both groups are not moving in the same direction in terms of improvement or declined performance.

Comparing Teacher Judgements and Standardised Assessments

- It is useful to compare different methods of assessing the same pupils.
- Multiple reasons why the teacher judgements would not match standardised assessments
 - Testing can only provide a snapshot
 - Some pupils will not perform well in the testing environment
 - Standardised assessments do not cover the whole curriculum
 - Many schools have faced technical issues when using the tests
- At an authority level, both assessment methods follow a similar pattern
 - But high degrees of variation at school level

Appendix 2

Literacy

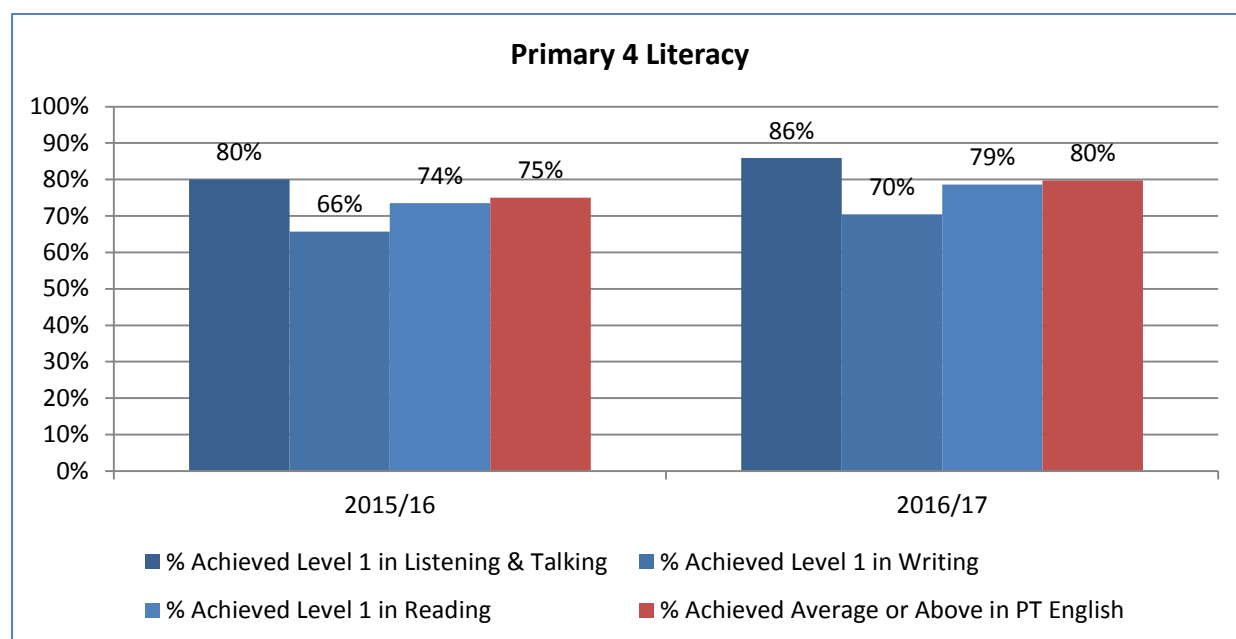


Chart 13: Comparison of Attainment Measures P4 Literacy- Teacher Judgements & Standardised Assessments

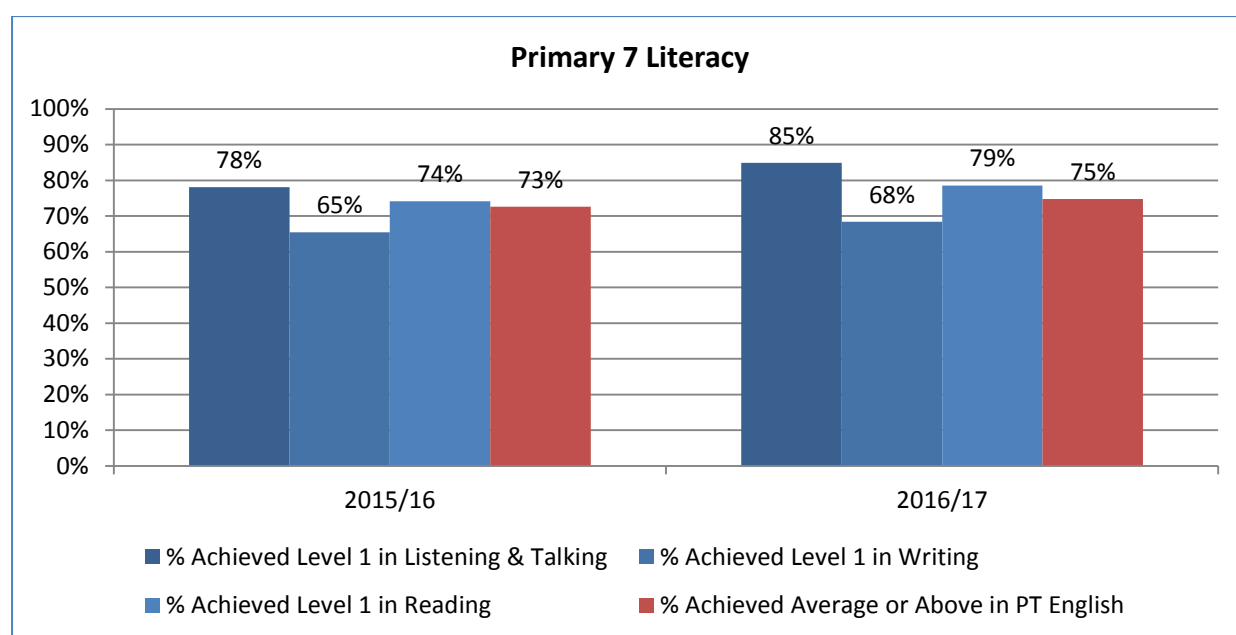


Chart 14: Comparison of Attainment Measures P7 Literacy- Teacher Judgements & Standardised Assessments

Charts 13 and 14 show the overall results for both the teacher judgements and the standardised assessments for literacy. In Primary 4 and 7 the results of the Progress Test English are closely aligned with the teacher judgement data across both years that data is available. This provides an indication that both methods of assessment are producing a similar picture of attainment within Renfrewshire. Comparison between teacher judgements and standardised assessments can only really occur meaningfully at the pupil level within schools. However these results suggest that there is a link between assessment methods.

Appendix 2

Numeracy

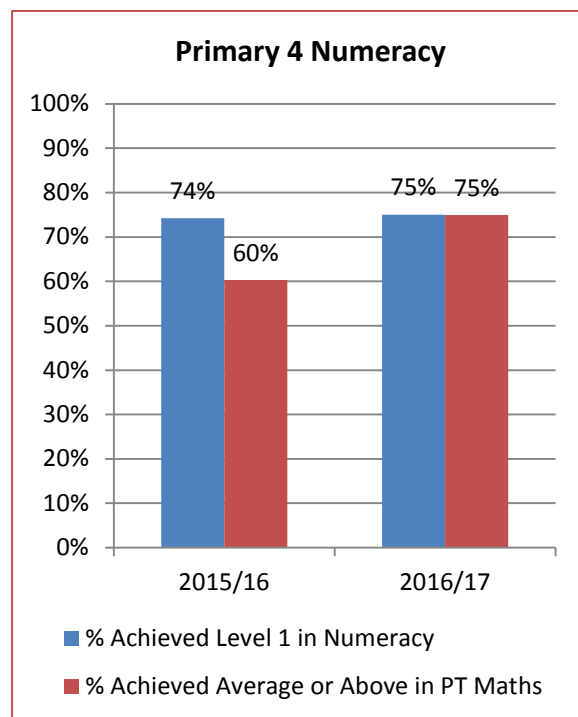


Chart 15: Comparison of Attainment Measures
P4 Numeracy- Teacher Judgements &
Standardised Assessments

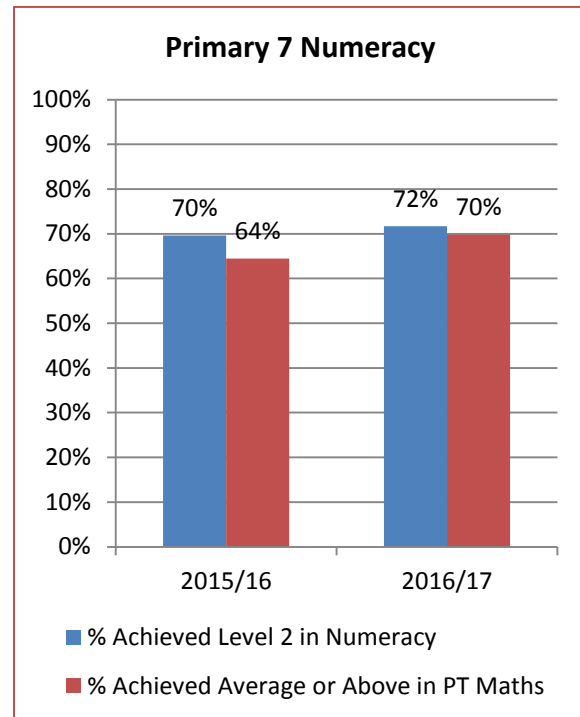


Chart 16: Comparison of Attainment Measures
P4 Numeracy- Teacher Judgements &
Standardised Assessments

Charts 15 and 16 present a similar picture for numeracy. However, there was considerable variation between the results in Primary 4 in 2015/16. This was the first year of testing so teachers may have been less confident in using the tests as a tool to make their judgements or there may have been concerns that the tests did not best represent pupil performance.

Attainment Gaps

While there will be variation in the figures for attainment gaps between standardised assessments and teacher judgements, it is useful to compare the patterns. As we only have two years data, these patterns are untested so only provide a first indication of attainment and deprivation in Renfrewshire.

- 30% Most Deprived/ 70% Least Deprived
 - Both the standardised assessments and teacher judgements indicate that the attainment gap has decreased for P4 literacy and numeracy and there has been a minor increase in P7.
- Pupils entitled to Free School Meals/ All Pupils
 - No consistent pattern within literacy to suggest either an increase or decrease in the attainment gap. In numeracy, both assessment methods suggest that the gap has decreased in P4 and increased in P7.

Terms of Reference
Renfrewshire Attainment Challenge

Role	Members	Remit
Governance Board	<p>Steven Quinn Tony McEwan Laura McAllister Michael Harker Julie Colquhoun Fiona Wright Gordon McKinlay George McLachlan/ Suzanne O'Rourke Amilia Hall Patricia Scullion Lauren Johnston John Trainer</p>	<ul style="list-style-type: none"> • Meet every 8 weeks • Ensure robust governance and internal controls are in place which are supported by effective risk management • Lead and oversee the projects identified within the programme themes • Recommend approval for budget reallocations • Approve minor requests for change
Project Leads	<p>Tony McEwan – Data Analysis Laura McAllister – Learning and Teaching Julie Colquhoun – Leadership John Trainer – Families and Communities</p>	<ul style="list-style-type: none"> • Responsible for successful delivery of projects within programme themes • Provide status updates Governance Board meetings (where required) • Manage resources, timescales and budget within projects

Appendix 3

Project Board: Families and Communities	John Trainer Michael Harker Angela Conboy Susan Bell Wilma Leburn Kasia Owczarek	<ul style="list-style-type: none"> • Meet termly with Project Manager • To provide updates relating to projects • Report risk / challenges / changes • Report impact • Share practice / learning • Further planning • All relevant Partners to be periodically invited to meetings when appropriate
Project Board: Learning and Teaching / Leadership	Laura McAllister Julie Colquhoun Julie Patterson Zoe Inglis Lorna Hendriks Lynne Scarff-McInnes	<ul style="list-style-type: none"> • Meet monthly with Project Manager • To provide updates relating to projects • Report risk / challenges / changes • Report impact • Share practice / learning • Further planning • All relevant Partners to be periodically invited to meetings when appropriate

Appendix 3

Project Board: Data Analysis	Tony McEwan Fiona Wright Aileen Kerr	<ul style="list-style-type: none">• Meet monthly with Project Manager• To provide updates relating to projects• Report risk / challenges / changes• Report impact• Share practice / learning• Further planning• All relevant Partners to be periodically invited to meetings when appropriate
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Appendix 4
Secondary: Socio-economic Ranking

School	School Roll (Oct 2016)	FME 2016/2017 (Feb 16 HLS collection)	School Rank- FME Entitlement	% Footwear and Clothing Grants	School Rank- Footwear and Clothing Grants	% Pupils in 5% Most Deprived	Rank- 5% Most Deprived	% Pupils in 10% Most Deprived	Rank- 10% Most Deprived	% Pupils in 15% Most Deprived	Rank- 15% Most Deprived	% Pupils in 20% Most Deprived	Rank- 20% Most Deprived	% Pupils in 30% Most Deprived	Rank- 30% Most Deprived	Weighted Average Rank
Castlehead High School	664	22.80%	2	33.0%	2	21.2%	1	31.6%	1	35.1%	1	39.6%	1	51.4%	3	2
Linwood High School	419	24.10%	1	33.4%	1	9.8%	2	19.3%	5	23.4%	5	30.3%	6	53.7%	1	2
Paisley Grammar School	847	22.56%	3	27.6%	4	9.2%	3	28.5%	2	32.7%	2	37.3%	3	47.9%	4	3
St Benedict's High School	650	20.87%	4	29.7%	3	4.6%	6	20.9%	4	26.3%	4	33.8%	4	53.4%	2	4
St Andrew's Academy - Paisley	1402	17.18%	7	26.2%	5	9.0%	4	21.8%	3	28.6%	3	38.2%	2	47.1%	5	5
Johnstone High School	937	18.43%	5	23.6%	6	6.1%	5	18.5%	6	20.3%	8	28.1%	8	44.0%	7	6
Trinity High School	730	17.51%	6	23.3%	7	4.4%	8	14.9%	7	21.2%	6	31.4%	5	41.6%	8	7
Gleniffer High School	1146	12.41%	9	20.7%	9	4.5%	7	10.7%	8	20.8%	7	29.5%	7	44.6%	6	8
Renfrew High School	780	17.17%	8	22.8%	8	0.4%	9	6.4%	9	11.5%	9	17.7%	9	32.4%	9	8
Park Mains High School	1346	6.86%	10	11.3%	10	0.2%	10	0.7%	10	1.2%	10	1.6%	10	2.0%	11	10
Gryffe High School	937	4.60%	11	5.8%	11	0.2%	11	0.6%	11	0.7%	11	1.5%	11	5.3%	10	11