

**To: Education and Children's Services Policy Board**

**On: 1 November 2018**

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**Report by: Director of Children's Services**

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**Heading: Renfrewshire Attainment Challenge – End of Year report**

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**1. Summary**

- 1.1 This board report provides an update on progress with regards to the Renfrewshire Attainment Challenge.
- 1.2 Renfrewshire became one of nine challenge authorities in 2016. The overall aim of the attainment challenge is to close the poverty-related attainment gap. As part of the grant requirements, a report is submitted bi-annually to the government which outlines progress towards three long-term outcomes. The outcomes are to improve learning and teaching, improve health and well-being and to close the poverty-related attainment gap.
- 1.2 Considerable progress has been made over the last year with regards to closing the poverty-related attainment gap in Renfrewshire. Work-streams continue to deliver high quality, evidence-based approaches and interventions which is having a positive impact on the teaching of literacy and numeracy and the health and wellbeing of Renfrewshire pupils.
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**2. Recommendations**

- 2.1 The Education and Children's Services Policy Board is asked to note the contents of the report.

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### 3. **Background**

- 3.1 There are four main work-streams within the attainment challenge. These are data analysis, learning and teaching, families and communities and leadership.
- 3.2 As part of the grant requirements, the authority is required to report to Scottish Government on a quarterly financial basis and bi-annually detailing progress towards outcomes via a narrative style report. This report is also scrutinised by Education Scotland.
- 3.3 The end of year report will be used as part of the supporting evidence for the Education service inspection at the end of October. The inspection will primarily focus on how well Renfrewshire is raising attainment and closing the poverty-related attainment gap.
- 3.3 Over the year, each work-stream has been working to achieve a coordinated and collective approach to delivering their intended outcomes. This report will summarise the progress made between June 2017- June 2018. A more detailed report is available in the end of year report in appendix 1.

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### 4. **Progress**

- 4.1 With regards to raising attainment, national and local data suggests that in all stages and curricular areas the percentage of pupils achieving expected levels has increased since 2015-2016.
- 4.2. The poverty-related attainment gap in Renfrewshire is reducing. The authority-wide improvement that we have seen is due to increased attainment of both our most and least deprived pupils. Attainment gaps have reduced as the attainment of our most deprived pupils has increased at a higher rate than least deprived pupils. This pattern is replicated for both individual and area-based measures of deprivation such as clothing grant and free school meal entitlement.
- 4.3 All 49 primary schools have received bespoke 1-1 support in relation to developing a pupil tracking and monitoring system. As a result, schools are able to effectively monitor the poverty-related attainment gap at whole school and individual pupil level. All secondary schools are supported with data literacy by the Principal Teacher Raising Attainment coaches.

- 4.4 Over 200 staff at all levels participated in Stages of Early Arithmetical Learning (S.E.A.L) training. 99% of those surveyed in comparative evaluations reported either consolidation of, or improved confidence in, teaching numeracy after attending S.E.A.L. training.
- 4.5 27 classroom assistants participated in bespoke literacy and numeracy training, delivered in collaboration with the University of Strathclyde. This has improved classroom assistant understanding and confidence in supporting pupils in the classroom.
- 4.6 The health and wellbeing of Renfrewshire pupils has improved due to the implementation of evidence-based approaches and interventions. 14 schools are implementing the PATHS® programme in the authority. 70% of pupils showed decreased or stable antisocial behaviour, reduced aggression or disruptive behaviour and 67% of pupils showed improved or stable concentration/attention.
- 4.7 Over 70% of Renfrewshire schools are implementing a whole school Renfrewshire Nurturing Relationship's Approach. This has resulted in changes to school policies and procedures in relation to supporting the health and wellbeing of pupils.
- 4.8 As a result of an effective Parents in Partnership programme, participating pupils have improved or maintained attendance in S2. Pupils working with an inclusion support assistant have had zero exclusions since the intervention began.
- 4.9 134 participants have participated in the Aspiring Leaders course. All head teachers agreed that participation in the training made them more confident in their ability to lead and manage change in their school.
- 4.10 Pupils from Linwood, Johnstone, St Benedict's and Paisley Grammar have taken part in a range of leadership opportunities and have reported increased confidence, self-esteem and leadership capacity.
- 4.11 A number of factors have contributed to our successful strategy and have enabled us to achieve impact. These include using data at all levels to drive forward improvements and robust quality assurance processes including a quality standards check-list for Attainment Challenge projects and the Pupil Equity Fund (PEF). An ongoing communication strategy ensures that schools and communities are regularly updated. An Attainment Challenge DVD and 'Spotlight on Success' booklet was launched to share and highlight good practice and impact across the authority and this was very positively received.

## Implications of the Report

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

- (a) None.

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## Scottish Attainment Challenge Challenge Authorities Programme 2018/19

### End Year Progress Report - September

This document provides a guide to help local authorities report on their progress achieved through the Scottish Attainment Challenge.

This is an end of year progress report and you are asked to focus on the last school year (2017/18) including any planning undertaken prior to the school year starting (timeframe **June 2017 – June 2018**).

You should provide:

- an update on overall progress towards raising attainment and closing the poverty related attainment gap in your authority
- a more detailed progress update for each of the individual workstreams undertaken in your local authority
- progress for both the primary and secondary programmes

We are continuing to report on the **primary and secondary programmes** together, so progress towards both together should be provided.

Please state your local authority and the name of the Project Lead.

Local Authority	Renfrewshire
Project Lead/Contact	Steven Quinn

### End Year Progress Report

Remember: this is an End Year progress report, the timeframe is **June 2017 – June 2018**.

This section is split in two. First, looking at overall progress and then exploring individual progress of each workstream.

#### 1. OVERALL PROGRESS AND REFLECTIONS TO DATE

First, we would like you to think about the overall progress towards long term outcomes.

As you are aware, the long-term outcomes of the Attainment Scotland Fund are to:

- a. Improve literacy and numeracy attainment
- b. Improve health and wellbeing
- c. Close the attainment gap between pupils from the most and least deprived areas

<b>Number of schools supported by this funding?</b>	62 schools through targeted and universal support
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The following questions apply to these long-term outcomes

<b>What specific long-term outcomes has your local authority identified for the Attainment Scotland Fund?</b>
As above.

<b>What evidence are you collecting to measure these long-term outcomes in your authority? Please specify the type of evidence you are collecting</b>
The authority has adopted a mixed methods approach for measuring the long-term outcomes. As such, we are collecting authority level qualitative and quantitative evidence and drawing upon national evidence. Further to this, we have gathered evidence from academic partners such as the University of Strathclyde and the University of the West of Scotland to demonstrate evidence towards achieving the long-term outcomes. We have compiled a booklet of case studies to share and highlight good practice throughout the authority. The case studies demonstrate clear progression towards Attainment Challenge outcomes (see appendix 1).

### What did this evidence show so far?

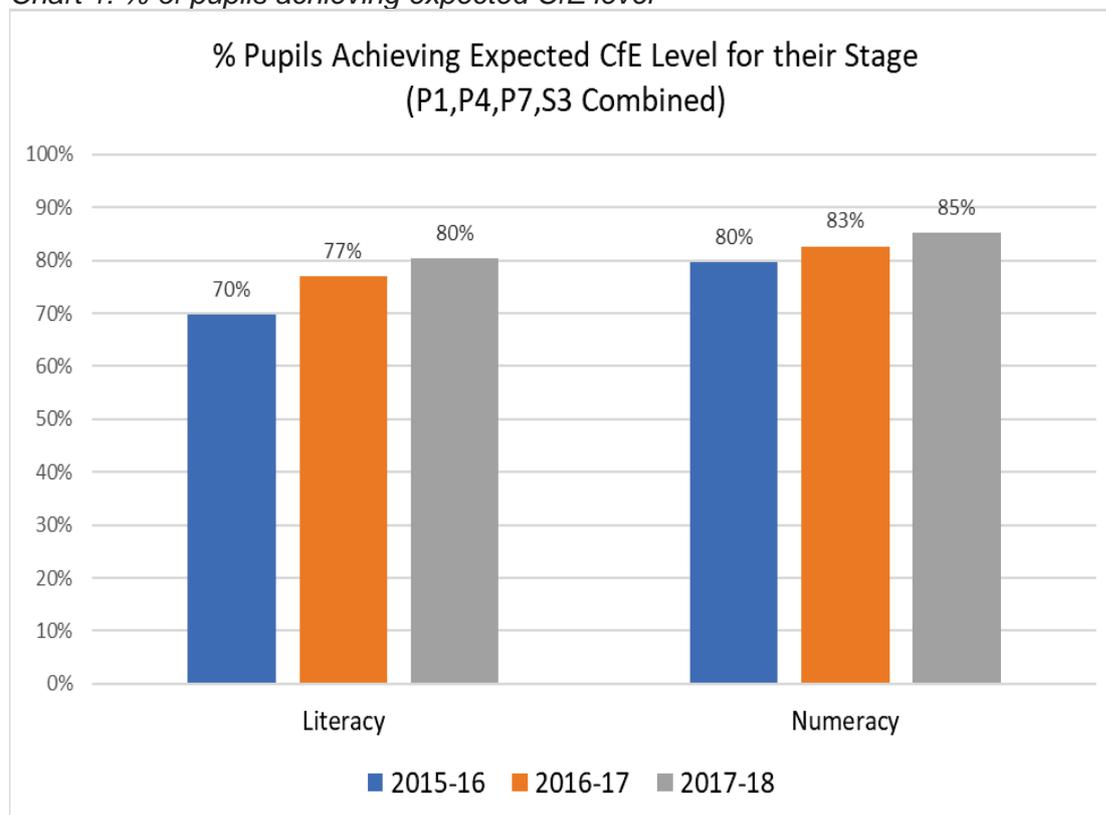
Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just leave blank.

We are continuing to make progress in the long-term attainment challenge outcomes. In this section, a selection of evidence for each outcome will be discussed.

### Improving literacy and numeracy attainment

The Achievement for Curriculum for Excellence Levels (ACEL) 2018-19 data suggests that in all stages and curricular areas the percentage of pupils achieving expected levels has increased (see chart 1). The percentage of pupils achieving the expected level for literacy has increased to 80%. This is a 3-percentage point increase on the previous year, and a 9-percentage point increase since 2015-16. The percentage achieving the expected level in numeracy in 2017/18 is 85%, an increase of 5 percentage points since 2015/16. The ACEL 2018-19 provisional data is displayed in appendix 2.

Chart 1: % of pupils achieving expected CfE level



The Report on the Renfrewshire Literacy Approach by the University of Strathclyde was officially launched in January 2018 by the Deputy First Minister. The report has highlighted a positive change in relation to improvements in literacy and this data was presented in the mid-year Attainment Challenge report. Follow link for the literacy report:

[https://pure.strath.ac.uk/portal/en/publications/report-on-the-renfrewshire-literacy-approach\(b08e8c78-32f6-4427-b086-e3ca5fc36b71\).html](https://pure.strath.ac.uk/portal/en/publications/report-on-the-renfrewshire-literacy-approach(b08e8c78-32f6-4427-b086-e3ca5fc36b71).html)

## Improving health and wellbeing

As an authority we can evidence improvements in relation to pupil health and wellbeing measures. A variety of tools such as the Strength and Difficulties Questionnaire (SDQ) and the wellbeing wheel are being utilised to better understand health and wellbeing in targeted pupils. Samples of this data is captured in case studies (appendix 1).

Chart 2 and 3 demonstrates health and wellbeing measures for pupils in 14 schools implementing the PATHS® programme. 70% of pupils showed decreased or stable antisocial behaviour, reduced aggression or disruptive behaviour (see chart 2). 67% of pupils showed improved or stable concentration/attention (see chart 3).

Chart 2: PATHS® Results from Renfrewshire for Reduced aggression / disruptive behaviour (875 pupils)

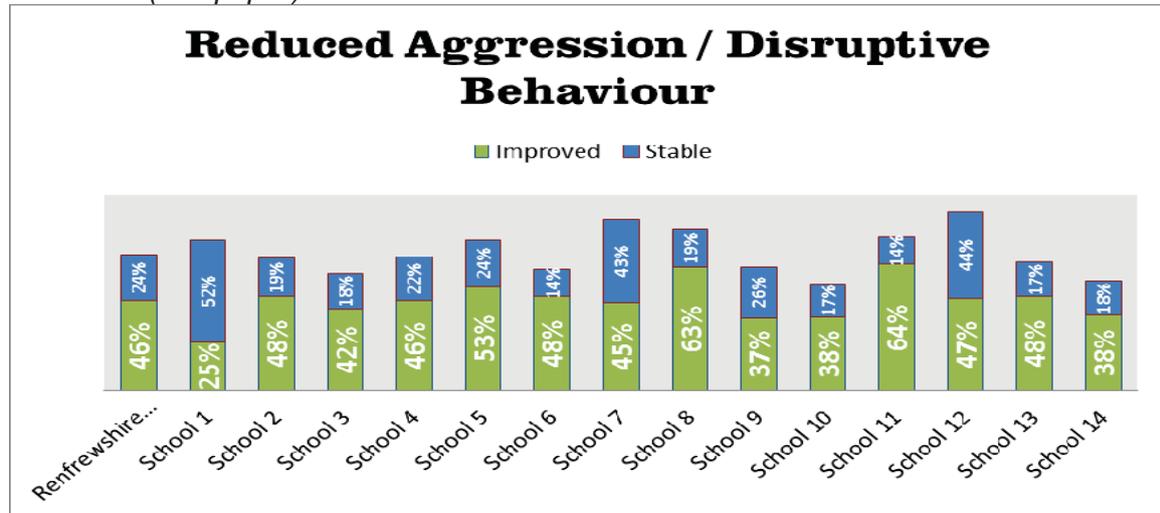
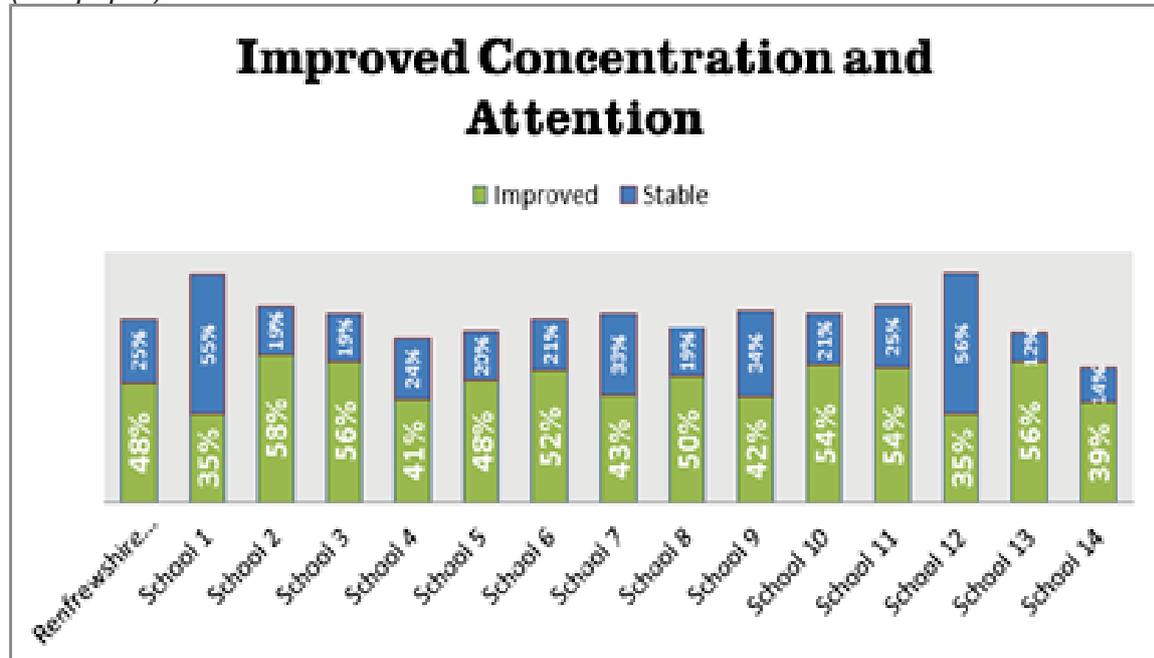


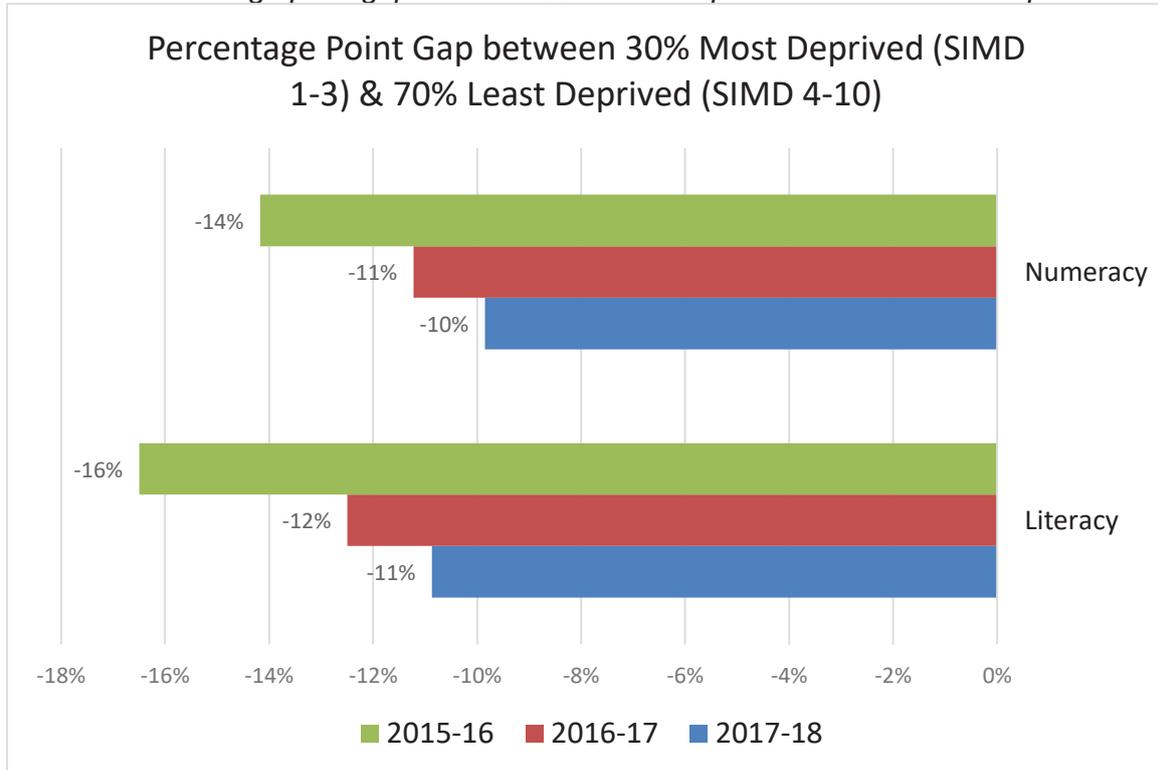
Chart 3: PATHS® Results from Renfrewshire for improved concentration and attention (875 pupils)



## Closing the poverty-related attainment gap

The ACEL 2018-19 data shows that poverty-related attainment gap is reducing (see table 4). The authority-wide improvement that we have seen is due to increased attainment of both our most and least deprived pupils. Attainment gaps have reduced as the attainment of our most deprived pupils has increased at a higher rate than least deprived pupils. This pattern is replicated for both individual and area-based measures of deprivation. The data is displayed in appendix 2.

Table 4: Percentage point gap between 30% most deprived and 70% least deprived



The attainment gap in Renfrewshire is reducing and this is further supported by the data in the Renfrewshire Literacy Approach report written by the University of Strathclyde. With regards to literacy, the findings suggest that the intervention had a greater impact on children from a poorer background. Please refer to the University of Strathclyde report for further details:

[https://pure.strath.ac.uk/portal/en/publications/report-on-the-renfrewshire-literacy-approach\(b08e8c78-32f6-4427-b086-e3ca5fc36b71\).html](https://pure.strath.ac.uk/portal/en/publications/report-on-the-renfrewshire-literacy-approach(b08e8c78-32f6-4427-b086-e3ca5fc36b71).html)

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

A number of factors have contributed to our successful strategy and have enabled us to achieve impact. These are discussed below.

### **Using data to drive forward improvements**

We are continuing to embed data across all work-streams. To do this, we are delivering data literacy training for the central team, primary and secondary schools. The training allows staff to use data to inform improvements across the service and to support our aim of closing the poverty-related attainment gap. This training has been very helpful in developing an authority wide understanding with regards to the levels of knowledge in using data effectively. The training is further discussed in section 2.

A 'families of schools' database is used to target schools proportionately. This is a weighted rank which groups schools based on a range of socio-economic measures. This also means that schools, who have similar demographics / needs, can have shared dialogue.

Our strategy is well-balanced with regards to support for both primary and secondary schools. Our work-streams consider both sectors proportionately through quality improvement visits and using the 'families of schools' database. The team continue to explore opportunities for joint working.

All projects are utilising the data they are collecting to target, support, monitor and track pupils. For example, transition teachers have initial dialogue with teachers and head teachers to identify target pupils who require short-term curricular support. A core monitoring form captures target pupil's demographics (SIMD, FME, care experienced, EAL, ASN barriers, etc). This data helps target the right pupils and ensure they receive the support most appropriate to their needs. Project leads are working closely with the Attainment Challenge researcher and data analysis team to analyse, interpret and present their evaluation data in meaningful ways.

All projects have clear outcomes and indicators, and these are presented together. This is a useful database for project leads as they can refer to their set outcomes and indicators throughout the year to monitor progression as originally intended. As our bank of evidence progresses, we will develop a cost versus impact database for projects, in line with the Education Endowment Fund Teaching and Learning toolkit.

### **Robust quality assurance processes**

A Quality Assurance plan has been developed and projects are reviewed against agreed quality assurance standards. This review process has been helpful in ensuring that our overall strategy is linked to the long-term Attainment Challenge outcomes, How Good Is Our School (HGIOS) and the Renfrewshire Education Improvement Plan. This in turn allows us to continue to achieve collective and coordinated impact. As part of the quality assurance process, we are conducting quality audit reviews with specific projects. Here, we identify best practice and share this with project teams. This will help work-streams continue to have an impact.

An exit strategy has been discussed and is being developed by the project manager to ensure a plan is in place prior to the funding ending. This will be presented to the governance board for further development and detail.

## **On-going communications**

The development of a communication strategy has been successful in ensuring the key Attainment Challenge aims and messages (including the governance structure) are being cascaded throughout Renfrewshire. This includes a short film which showcases central staff, pupils, teachers and families who are engaged in different Attainment Challenge approaches and interventions. The film has been previewed by a range of groups including teachers, elected members and parent councils. Follow this link to view the film: <https://youtu.be/F45davj4JBs>

Newsletters, Twitter, Facebook and press releases are also part of the ongoing Attainment Challenge communication strategy.

The Chief Education Officer again hosted a series of information sessions at the beginning of 2018 for all school staff, Children's Services staff, elected members and parent council chairs as part of an ongoing commitment to communication. Key highlights / challenges and future plans were presented (including the overall structure of the Attainment Challenge). Events were well received, and staff commented the sessions were useful for raising awareness and increasing their knowledge of the Attainment Challenge. This has helped our Attainment Challenge strategy become further embedded in our service, schools and communities.

The authority has a Renfrewshire Attainment Challenge logo and theme which has been highly successful in building our identity and embedding our strategy further. The logo has helped teachers, support staff, pupils, families and partners recognise that projects and initiatives are part of a national Attainment Challenge initiative.

The central team have compiled a booklet of Attainment Challenge case studies (see appendix 1) and this has been shared throughout the authority to showcase good practice and progress. This bank of evidence has also been particularly useful in understanding areas of individual and collective impact. The cases studies have highlighted areas of strength and development in our strategy and, as part of the quality assurance process, can be fed back to individual projects and project boards.

## **Monitoring the Pupil Equity Fund (PEF)**

An internally facilitated PEF event was hosted in February 2018. At this event, head teachers presented good practice examples and case studies demonstrating the impact of their plans. Head teachers were also given further guidance on plans for 2018-19. The events have supported head teachers in developing and revising their PEF plans. The authority was also invited to present good practice PEF examples at two West Partnership events in March 2018.

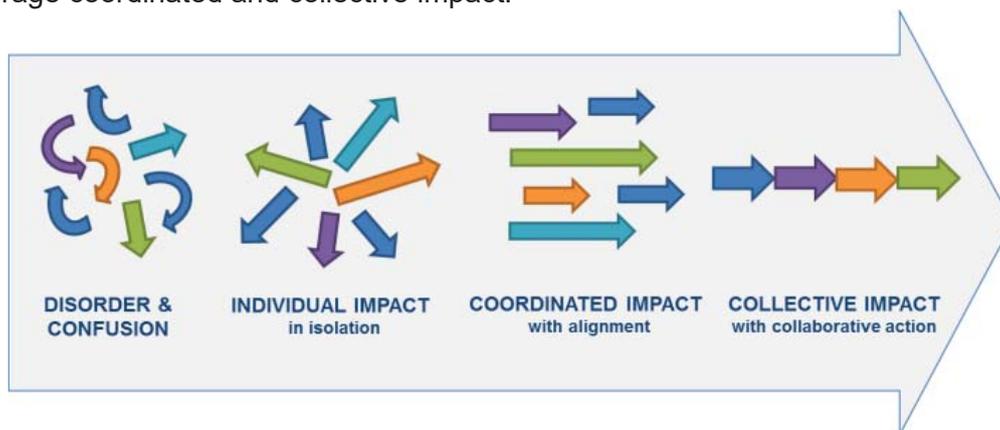
Schools have been given support via mentors in relation to capturing the impact of PEF interventions and approaches. Several case studies have been developed which highlight the impact of PEF interventions and resources and how they are linked to Attainment Challenge outcomes. This process has identified schools who may require more support with this activity. A central coordinator provides support to schools in relation to staffing, services and goods. This enables the central team to identify themes of spend and support needs.

A short life working group continues to meet to discuss PEF implications with regards to staffing and procurement. These meetings have been helpful to ensure PEF and Attainment Challenge strategies dove-tail.

## Continuing to make connections

While there are four very clear work-streams as part of the Attainment Challenge structure, the central team are working to ensure that connections are made across the strategy to avoid a silo approach.

The Attainment Challenge central team have taken part in a series of whole team development sessions. One has been externally facilitated by the Robert Owen Centre at the University of Glasgow in December 2017 which focused on exploring alignment of the strategy and collective impact. The illustration below is utilised by all work-streams to encourage coordinated and collective impact.



Source: <https://www.santafecf.org/birth-to-career>

Following this, a 'Getting to Know the Attainment Challenge' event was hosted and arranged by the project manager in April 2018, which showcased projects within the four work-streams and provided networking opportunities. These events have been highly successful in raising awareness of each project and encouraging individuals to make connections with similar projects to reduce duplication and improve outcomes for children and young people.

Each work-stream has a regular project board meeting. These meetings are useful in encouraging further alignment and connectivity between similar projects and to reduce duplication. The project manager attends the project boards and shares information and good practice examples. The boards are vital to monitoring progress and impact and this is fed into the governance board.

We continue to engage with various networks at all levels including the West Partnership Improvement Collaborative, West Partnership Making Maths Count group, West Partnership Moderation network and the Scottish Government Attainment Challenge data network group. The networks have been useful forums for sharing dialogue and good practice.

**Can you share any learning on what has worked less well or could be improved? Please include in here any risks envisaged for the future implementation of the programme**

Although there has been real improvement, the process for agreeing Attainment Challenge plans with Government could still be more streamlined. The 2018-19

Renfrewshire Attainment Challenge strategy was submitted in early February 2018, however, was not agreed until April of this year. This does not provide adequate time for the implementation of the new plans at the start of the new financial year. However, the central team have welcomed the change in reporting cycles to coincide with academic calendars.

The authority has not had a consistent Attainment Advisor during this period.

There was slippage in relation to recruiting a health and wellbeing development officer. However, the officer is now in post to coordinate and drive forward this theme. This will help increase the pace and scope of our health and wellbeing strategy.

There has been difficulty sourcing an academic partner to support the maths strategy. However, we are currently exploring options following initial conversations.

All risks are documented in an Attainment Challenge risk register and this is monitored by the project manager and Governance Board.

## 2. Progress in individual workstreams

Please list below the individual workstreams your local authority is working towards:

<p>Workstreams:</p> <ol style="list-style-type: none"> <li>1. Data Analysis</li> <li>2. Learning and Teaching</li> <li>3. Families and Communities</li> <li>4. Leadership</li> <li>5. Young Scot (included by Government, May 18)</li> </ol>
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<b>1</b>	<b>Data Analysis</b>
<b>Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.</b>	
<input type="checkbox"/> Primary schools only <input type="checkbox"/> Secondary schools only <input checked="" type="checkbox"/> Both, in primary and secondary schools	
<p><b>Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.</b></p>	
<b>Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.</b>	
<i>Remember: Your timeframe is from June 2017 to June 2018</i>	
<b>Outcome (i.e. what the workstream is aiming to achieve)</b> <i>(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i>	<b>Evidence Collected (e.g. focus group with parents, online survey etc)</b>
Increase competence levels in terms of data literacy across all Renfrewshire's establishments.	Participant feedback surveys Quality improvement visits School self-evaluation
Teachers at all levels have a clear understanding about what the 'gap' means in their context.	School engagement tracker Teacher feedback via quality improvement framework
Staff at all levels are increasingly clear about what works in terms of how to simultaneously create excellence and equity.	Informal feedback as part of data sharing process and training.

**What does this evidence show on the extent to which the above outcomes have been achieved to date?** Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.

Remember: Your timeframe is from June 2017 to June 2018

In this section, evidence for each Data Analysis work-stream outcome is discussed. The team is making significant progress with regards to building a positive data culture throughout the authority.

### **Increase competence levels in terms of data literacy across all Renfrewshire's establishments**

Very good progress has been made towards this outcome in the last year. Evidence has primarily been gathered from participant feedback surveys following data literacy training sessions provided by the central team. Formal training sessions have been provided to school staff in addition to one to one support. Between June 2017 and June 2018, staff from all 49 primary schools and 7 secondary schools attended data literacy training, with a total of 148 participants across a number of sessions. Feedback surveys from the first round of data literacy training found that 74% felt that they would be able to use the skills that they learned during this training in their own schools, with 21% responding they would be partially able to apply their learning.

One to one support was provided to all 49 primary schools to help them develop more effective tracking systems. The purpose of this support was to help schools collate all the information that they hold on pupils in a way that allows for easy analysis. The feedback from this support was very positive and at a follow up group training session the percentage of respondents who felt they would be able to apply their learning increased to 82%, with a reduced percentage responding that they would partially be able to apply it. No participant felt that they were unable to apply what they had learnt in their schools.

By creating bespoke tracking systems for school and by providing close support, the impact of the data literacy training has been increased. When asked about this support, 97% of respondents agreed or strongly agreed that it was beneficial to be able to customise trackers to best meet the needs of their schools and 94% felt that their recording of tracking data was more effective. In addition, qualitative feedback has found that the personalised support was highly valued by head teachers. Teachers reported that the support had reduced their workload and allowed them to monitor progress of both individual pupils and cohorts. It also allowed teachers to better identify pupils requiring support and tailor that support to their individual needs. See below for impact statements relating to the training:

*"I am looking forward to using the data literacy training."*

*"The support and training has been fantastic and has really helped support the need of data effectively."*

*"The training has enabled me to pull all of my tracking systems together very effectively."*

*"The tracker and input from the central data team is invaluable."*

A data literacy training site on glow will be shared in September with all teaching staff and will contain information on what data is available and data literacy training videos. This will allow all teaching staff to access courses that promoted staff have attended.

Secondary schools have been supported through the work of the Data Network Group, where Secondary Principal Teachers of Raising Attainment meet monthly. Staff in the PT Raising Attainment role have been working to improve the use of data in each of their schools. They have done this in a variety of ways, including identifying target groups, managing interventions and enhancing the gathering of tracking data. Individuals in these posts often produce pupil summary data for staff at all levels. As a result, staff are better able to identify pupils who require support and put in place the most appropriate interventions to support the particular needs of the pupil. This is detailed more in the DVD.

To support the PTs in their role, survey data was gathered to better understand how data was used by both principal teachers and class teachers. This found that 64% of class teachers were very or somewhat confident in using data within their role, compared with 86% of principal teachers. These findings were analysed by the group and used to inform and plan their next steps. The data network group have been developing training to deliver to class teachers in their school around what data is available to them and how they can use this. They have also created a data handbook for class teachers.

In addition, one to one support has been given to 4 secondary schools to improve their understanding and use of data. This has involved working with head teachers, depute head teachers and the PT Raising Attainment to make better use of tracking data both within the Broad General Education (BGE) and Senior Phase. This work is currently being evaluated.

### **Teachers at all levels have a clear understanding about what the 'gap' means in their context**

The steps taken to achieve this outcome have been to make attainment gap data available at all levels and to upskill promoted members of staff, so they can provide this analysis. School data profiles have been shared with schools. This data highlights attainment gaps and improvements over the last few years. This helps teachers at all levels have a clearer understanding about what the gap means in their school.

Through the individual support provided to schools by the central team, the importance of understanding attainment gaps has been emphasised. All schools who have engaged with the support for tracking have been provided with a means of calculating the attainment gaps within their school. Discussions have taken place with all schools around how to interpret this data within their specific context. 94% of respondents to a feedback survey agreed or strongly agreed that they were able to identify attainment gaps using their new trackers. The remaining 11 primary schools will receive this support in 2018-19 and discussions on how to interpret the attainment gaps will continue.

In secondary schools, almost all survey respondents reported that they were able to identify attainment gaps within their subjects. Staff within the PT Raising Attainment role will use these findings to further improve understanding within their schools.

### **Staff at all levels increasingly clear about what works in terms of how to simultaneously create excellence and equity**

To achieve this outcome, a wide range of information has been provided to central staff across the different work streams and schools about the patterns of attainment in Renfrewshire. Attainment data has been provided through a number of data releases, including school profiles, attainment datasets, BGE summary data, senior phase SQA analysis and INSIGHT analysis. Support is also provided to work streams to support them in

their analysis of impact. Within the literacy, numeracy and transitions work streams, support has been given by providing specific attainment data and support in developing evaluation data. Feedback has been sought on the data shared and has been very positive. School profiles have been particularly positively received as they allow all staff to get an overview of each school's demographic profile and attainment within a concise format. Schools are also provided with appropriate comparator data through the creation of school deprivation groupings. The sharing of data complements the detailed qualitative analysis being provided by the research assistant. With more information being shared than ever before, staff at all levels have a better understanding of key attainment trends, the reasons why interventions have been successful and can clearly see the progress towards closing attainment gaps.

The work undertaken with schools to improve data gathering has also supported this outcome as interventions can be better tracked and impact evidenced. Of those primary schools who have received this support, 87% reported that they were better able to measure the impact of their interventions.

***Can you share any learning on what has worked particularly well?***

Providing individual support to schools has been particularly effective as it has allowed the central team to better understand the challenges that schools face in relation to data analysis. This has allowed the central team to gain a clear understanding of what support is required and to better understand the level of training required. From a school's perspective, this kind of support has been valued as it has allowed staff to build their confidence in data analysis and be open about where they feel they need more support. As a result, we can be confident that the development of new tracking systems are being embedded within school processes.

The formation of a Data Network Group has also been highly beneficial as a means of sharing best practice across secondary schools. Staff in the PT Raising Attainment role have highlighted how valuable they have found it to be able to discuss their work with staff in other schools. It has also created an opportunity to take work forward as a group, thus reducing duplication of efforts. For example, a school data handbook was created by the group to be shared with class teachers across all schools.

***Can you share any learning on what has worked less well or could be improved?  
Please include in here any risks to this specific workstream going forward.***

The effectiveness of the PT Raising Attainment role has had varying levels of impact in schools due to the lack of a clear role profile. This will be improved in 2018/19 by revising the role profile for all schools which will provide a clear set of actions and outcomes. Work will also commence to raise the profile of the PT Attainment role in schools via the Data Network Group which will develop training and resources to be used in all schools.

An additional risk is that data literacy training is not filtered down past the school management who have been the primary target of training and support. It is expected that building confidence and skills at this level will result in improved use of data across the school. However, this will be monitored. One to one support and training will continue to be offered where it is required to build confidence within senior management teams and a new resource of training materials are being created and shared via Glow so that staff at all levels have access to support.

<b>2</b>	<b>Learning and Teaching</b>
<b>Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.</b>	
<input type="checkbox"/> Primary schools only <input type="checkbox"/> Secondary schools only <input checked="" type="checkbox"/> Both, in primary and secondary schools	
<i>Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.</i>	
<b>Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.</b>	
<i>Remember: Your timeframe is from June 2017 to June 2018</i>	
<b>Outcome (i.e. what the workstream is aiming to achieve) (Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</b>	<b>Evidence Collected (e.g. focus group with parents, online survey etc)</b>
Improvement in classroom pedagogy and, in particular, in literacy and numeracy throughout all schools in Renfrewshire	A variety of film footage in literacy and numeracy practice. For example, S.E.A.L, Number Talks, UKLA winners, Making Maths Count  University of Strathclyde: Exploring Pedagogy in Primary 1: Progress Report  A range of literacy and numeracy case studies  <b>Literacy specific</b>  Head teacher evaluation phone interviews Sampling and analysis of a variety of pupil attainment data and engagement surveys Strathclyde University Literacy evaluation report Strathclyde University P1 Pedagogy evaluation report Meeting record sheets for Data Based Assessments and Pathways to Impact project Teacher reflections from each Dive into Writing training session Head teacher interviews - pre & post Dive into Writing training Head teacher meetings with academic partners – post Dive into Writing training Class teacher Dive into Writing pre-training questionnaires 2x Dive into Writing post training online surveys

	<p>Classroom assistant interviews and questionnaires  Head Teacher interviews for classroom assistant training  Development Officer interviews for classroom assistant training  Content analysis of weekly classroom assistant diaries  Recording of pupils' views re classroom assistants.  University of Strathclyde Voices, Growth and Impact report  University of Strathclyde Data Based Assessment and Pathway to Impact report  Libraries Attainment Challenge team end of year report</p> <p><b>Numeracy specific</b></p> <p>S.E.A.L. Phase 2 Evaluation Analysis  Initial S.E.A.L. Phase 3 Feedback  Renfrewshire BGE Progression and Support Document Suite  Numeracy Champion Consultation and Evaluations  Numeracy &amp; Mathematics Checklist  Numeracy &amp; Mathematics Checklist Audit Tool and exemplar  Feedback from Upskilling Teacher's Knowledge and Confidence Training</p>
<p>Greater consistency in assessment and moderation within and across schools</p>	<p>QAMSO survey on national programme  West Partnership pre and post staff training surveys  Moderation staff training evaluations  Moderation and Assessment audit response  Video examples of assessment model  Holistic assessment CPD evaluations  Numeracy champions holistic assessment evaluations  Moderation case study</p>
<p>Improved curricular transitions for targeted pupils</p>	<p>Pupil literacy and numeracy tracking data (cohort 1 and 2)  Pupil wellbeing measures (cohort 1 and 2)  Transition teacher focus group findings  Primary and Secondary colleagues evaluation survey  Pupil and transition teacher case studies  Video examples of team teaching in Attainment Challenge DVD  Transition teacher self-evaluation reflection data</p>

**What does this evidence show on the extent to which the above outcomes have been achieved to date? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.**

*Remember: Your timeframe is from June 2017 to June 2018*

Improvements in literacy, numeracy, assessment and moderation and curricular transitions are clearly evidenced through this work-stream and will be discussed below under three main work-stream outcomes.

**Improvement in classroom pedagogy and, in particular, in literacy and numeracy throughout all schools in Renfrewshire**

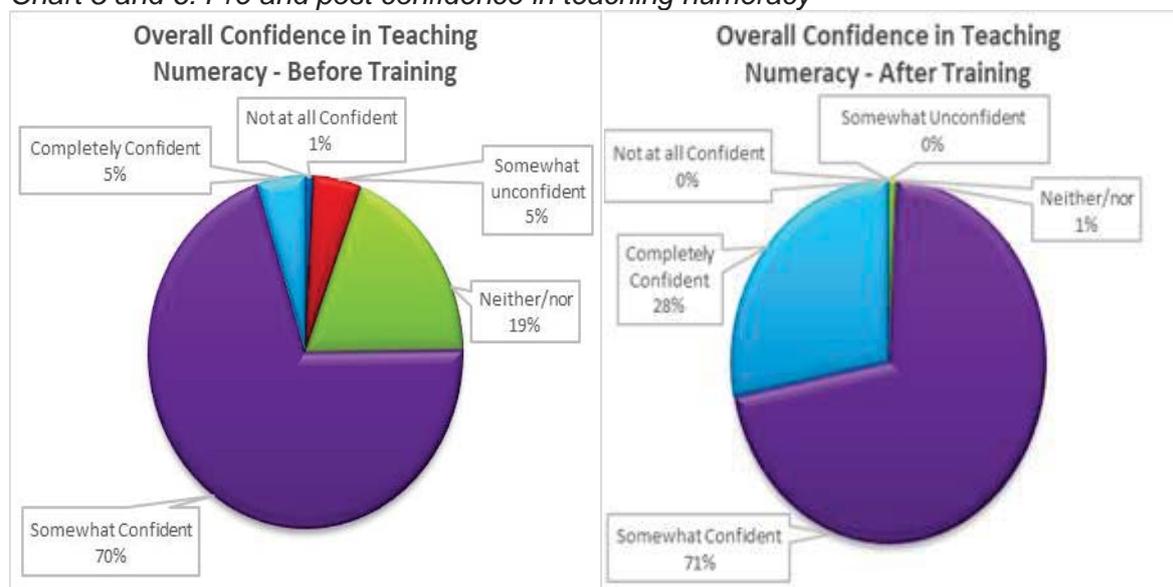
*Numeracy*

24 quartiles 1 and 2 schools have taken part in S.E.A.L training this year. 178 teachers have been trained in S.E.A.L. pedagogy at First Level and 26 teachers trained in S.E.A.L. and Concrete and Pictorial strategies for Second Level and beyond. 120 classroom assistants have been trained in S.E.A.L. at Early Level and 58 early level and childcare officers have been trained in using S.E.A.L. approaches within a playful pedagogy. Data demonstrates an increased use of Concrete and Pictorial methodologies for teaching of number sense. This is having a positive impact on pupil attainment with regards to a deeper understanding of number concepts and being able to apply this to problem solving activities across all aspects of maths. Case studies demonstrate an acceleration of progression by using S.E.A.L. strategies as an intervention (see appendix 1).

Chart 5 shows the overall level of confidence in the teaching of numeracy in the Phase 2 S.E.A.L. training prior to the training. 75% of respondents stated a level of confidence with 5% 'Completely Confident' and 70% 'Somewhat Confident'.

Chart 6 shows the reported overall level of confidence in the teaching of numeracy after the training. 99% of respondents indicated a level of confidence with an increased percentage stating that they were 'Completely Confident' which rose from 5% to 28%.

*Chart 5 and 6: Pre and post confidence in teaching numeracy*



A numeracy and mathematics checklist was created in January 2018 for primary schools which provides guidance and support in the teaching, learning and assessment of numeracy and mathematics. It has also supported schools in self-evaluation of the practice within their establishments and is further supported by the Numeracy and Mathematics Development Officer.

Progression and support documents for the BGE was launched in January 2018. The documents are a suite of resources that support progression, planning, learning, teaching and assessment from early to fourth level across the BGE. These documents have been supportive in reinforcing the recommended techniques, strategies and pedagogy as well as ensuring stepped progression in learning. It is a “go to guide” to support staff in making decisions about progression. It also exists to ensure consistency across Renfrewshire.

A cross sector pilot programme of high quality professional learning was planned to improve teacher’s knowledge and understanding. This was delivered by a group of teachers (Feb-March 2018). Although the focus of these sessions was improving teacher’s own knowledge and conceptual understanding, all sessions were delivered through modelling best practice and using concrete and pictorial approaches. This training has influenced and promoted this pedagogy and it has been reported by teachers that there has been an increase in their own confidence and understanding.

11 schools completed the Numeracy Across the Curriculum Pilot (IDL) programme (Nov 2017 – March 2018). 7 of these schools were from quartiles 1 and 2. Participating teachers reported an increase in pace in learning and benefited from bundling experiences and outcomes in the planning stages. The planning process which incorporates increased numeracy and mathematics bundling has been disseminated further via bespoke support to schools and by participating staff in their own schools. A collaborative approach was adopted, and each participating teacher produced an exemplar planner to share with others.

### *Literacy*

Implementation of the first cohort of ‘Dive into Writing’ training has been completed. 7 core training sessions were delivered to approximately 60 teachers including head teachers from 26 schools with the majority from quartile 1 and 2 schools (n=16). 5 CLPL sessions were delivered to approximately 50 staff from 12 of the participating schools.

Approximately 250 teachers, including head teachers from 15 schools, attended a further training session as part of in-service on the ‘Dive into Writing’ approach to disseminate key messages to all staff. A further 60 teachers volunteered to attend an in-service taster session prior to programme participation in session 18/19.

3 meetings have been held with head teachers and class teachers from the 8 participating schools for the Data Based Assessment and Pathways to Impact pilot. A final evaluation report from the University of Strathclyde is expected September 2018.

The libraries attainment team have hosted various literacy projects throughout the year in secondary schools including reading with therapeutic dogs, paired reading and parental engagement events. Evaluations have demonstrated that the projects are having a positive impact on targeted pupils. For example, a paired reading project was undertaken at Linwood High School where S1 pupils were paired with an S6 pupil. Targeted S1 pupils were included in this project due to their low attainment in literacy. Reading age scores were taken from Accelerated Reader at the beginning of the project and at the end. 73% of pupils increased their reading age. There was an average increase of 10 months in reading ages between December 2017 and May 2018 with one pupil achieving an increase of 3 years and 10 months.

The libraries attainment team have also supported primary schools with the development of a positive reading culture by setting up library spaces in their schools and supporting monitors. Head teachers have noted the impact of this support:

*“This project has allowed the children to take ownership of their School library and work towards developing our Reading Culture within St. Fergus... The targeted support has made such a difference for both children and teachers alike as we all work together to raise attainment.” – head teacher*

*“She has been a fantastic person to help raise the profile of reading within our school community.” - head teacher*

#### *Collaboration in literacy and numeracy*

Classroom assistants took part in a professional development programme in collaboration with the University of Strathclyde. 6 professional learning sessions, covering various aspects of literacy and numeracy and mathematics, was delivered to 27 classroom assistants from 14 primary schools. The final evaluation report, ‘Classroom Assistants in Renfrewshire: Voices, Growth and Impact’ demonstrates positive impact (report to be published September 2018). All classroom assistants and head teachers could recognise the benefits and impact of all aspects of the programme on their practice. All classroom assistants reported increased knowledge, confidence and skills in supporting pupils’ learning and expressed a commitment to being as effective as possible in the collective effort to improve attainment within Renfrewshire. Almost all head teachers recognised increased confidence in their classroom assistants through the ownership and responsibility in supporting children’s learning. Below is a selection of quotes from classroom assistants who took part in the training.

*“My expectation of the training was for it to be pretty basic on day-to-day tasks. I had no idea it would be so specific and involved. I realised early on that we were being guided towards a very well planned, up-to-date learning method to assist teachers and children with very identified and tested strategies.”*

*“I have thoroughly enjoyed being part of this pilot course for Classroom Assistants. It has helped me on my personal growth journey. It was also lovely to get the chance to interact with other colleagues on the course, helping me gain more confidence.”*

*“Being reminded of the strategies I already use and learning new ones which I now use on a daily basis has helped build my confidence in my own ability to assist learners attain their potential in all aspects of their learning, including language/literacy.”*

*“I have to [help] improve attainment, but I can’t see that immediately.... I was frightened about failing, about not raising attainment because it wasn’t happening instantly, I couldn’t see it. But this is a longer thing. So, before I’d maybe feel a bit more frightened about working with those who weren’t going to get it instantly. It’s complicated and hard to measure. But now I am seeing progress.”*

In addition to ongoing monitoring of tracking pupil progress in literacy and numeracy by classroom teachers, our transition teachers have been using an additional skills and concepts tracking tool for P7 and S1 targeted pupils. This tool allows transition teachers to track pupil progress in the key literacy and numeracy skills needed at this crucial transition stage. It also supports pupils to set learning targets for themselves across transition. Using this tool along with SNSA results and other attainment data, transition teachers can measure their impact on improved attainment in literacy and numeracy. Base-line data has been collected and comparison data will be collated later this session.

## *P1 Pedagogy*

27 schools (21 quartile 1 and 2 schools) have taken part in the programme across three phases. 85 participants have taken part including 6 early years teachers. The phase 1 evaluation report from the University of Strathclyde was launched in October 2017 (see link for report: <https://strathprints.strath.ac.uk/65246/>). Classroom observations and post training feedback showed immediate impact on teaching practice, thinking and children's learning experiences. For example, almost all teachers (92%) agreed and strongly agreed that the training had influenced the way they design the learning environment. Teachers felt that their knowledge and understanding of the key characteristics of effective learning environments had significantly improved. In total, almost all (96%) teachers rated their knowledge of effective learning environments as fairly high and high, compared to 62% pre-training.

### **Greater consistency in assessment and moderation within and across schools**

15 Quality Assurance and Moderation Support Officers (QAMSOs) participated in the national moderation programme. Feedback from surveys suggests that this has helped to develop practitioners understanding of the moderation process. In particular, participants found the professional dialogue and work on holistic assessment useful. QAMSO's have taken some of the work forward in their own schools and this will improve understanding of moderation within schools.

27 participants from St Benedict's and Johnstone Cluster took part in the West Partnership Programme, including training, followed by a moderation event. Evidence from the training survey suggests that this helped improve participant's understanding of national guidelines and the moderation process. In post moderation surveys, participants cited professional dialogue as being invaluable which helped to increase a shared understanding of standards and the moderation process. The opportunity to reflect on a range of approaches to evidence provision for moderation was also considered very useful. Many participants also indicated that would like to share the process and exemplars within their own schools.

Moderation training and workshops for secondary principal teachers of English was implemented through subject forums which provided opportunities for high quality professional dialogue around the standards and expectations for learning and teaching. The approach has helped secondary principal teachers of English develop an understanding of the moderation process and how they can practically implement it in their departments. All lead practitioners indicated that they had a clear understanding of how this approach to moderation could help develop a shared understanding of the standards around the whole learning and teaching process. This process has helped to build confidence and increase consistency in the principal teacher's professional judgements of the BGE. Owing to the usefulness of this approach, English principal teachers/faculty heads have committed to disseminating this approach within their English departments in the next session. See the Attainment Challenge DVD for practitioner experience.

High quality CLPL in holistic assessment has been developed and implemented. 200 practitioners have been involved in holistic planned periodic assessment training. The training was carried out as part of the numeracy champions programme which is an example of collaboration across work-streams to achieve collective impact on attainment. Staff have reported feeling more confident and indicated they are going to implement the model in their classrooms.

### **Improved curricular transitions for targeted pupils**

Transition teachers have successfully built positive relationships with staff across their clusters (both primary and secondary). This has encouraged 'soft' conversations about easing curricular transition for pupils. As a result, both primary and secondary staff have

started to challenge their practice and existing curricular transition processes. Consideration has been given to finding better connections across sectors in learning and teaching so that pupils experience a seamless curricular transition. Staff are now considering shared pedagogy, language and expectations as areas for development. This has been further enhanced by the pilot projects developed by our 3 working groups: 'Literacy across Transition', 'Numeracy across Transition' and 'Parents in Transition'. Early indications show that these pilot projects, which focus on cross sector pedagogical approaches, are bringing sectors together to plan and share practice.

Pupils receiving support from a transition teacher are asked to measure their feelings across a number of wellbeing indicators using a scale of 1-10 (1= not at all true of me, 10 = very true of me). Wellbeing wheel evidence from cohort 1 target pupils who were only supported between August – December of S1, shows that there was an increase in pupil confidence and sense of achievement.

Chart 7 displays pupil's feelings of achievement at baseline and review 3. The data shows that the majority of pupils at baseline were at levels 5-7. In review 3, most pupils were at levels 8-10 showing a positive shift in feelings of 'achievement' from Sept 2017 to June 2018.

*Chart 7: Pupils achieving measures at baseline and review*

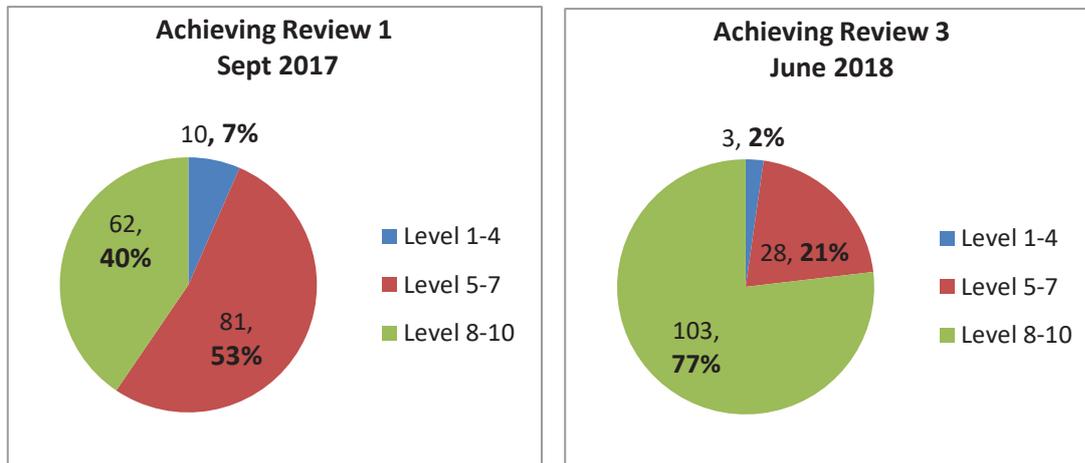
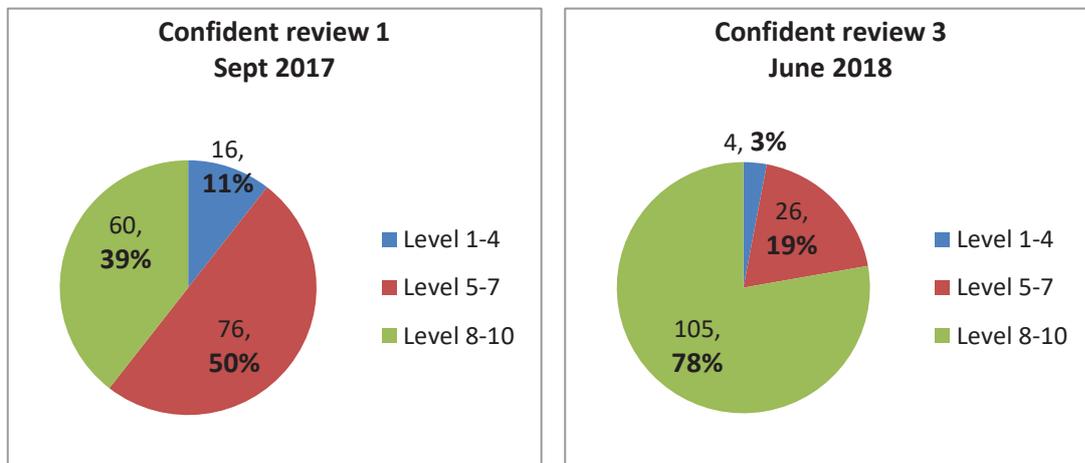


Chart 8 displays pupil's confidence levels at baseline and review 3. The data shows that the majority of pupils at baseline were at levels 5-7. In review 3, most pupils were levels 8-10 showing a positive shift in feelings of 'confidence' from Sept 2017 to June 2018.

*Chart 8: Pupils confidence measures at baseline and review*



Cohort 2 skills tracker and wellbeing wheel evidence is incomplete as target pupils are only half way through the first full transition year. Baseline evidence has been gathered but no reviews have yet been carried out.

Evidence gathered from transition teacher focus groups also shows the positive impact on pupils' progress. For example, S1 pupils feel reassured about having two teachers, at times, in the classroom to support them with their learning and as a result feel ready to access the curriculum in secondary. See case studies in appendix 1 for further examples.

Secondary colleagues completed a survey monkey in December 2017 about transition teachers. Over 90% reported that transition teachers support had positively impacted on pupil's ability to access the curriculum.

Secondary colleagues are benefiting from transition teacher support, engaging in professional dialogue and changing mindset towards curricular transition due to having the opportunity to work with a primary colleague. Quotes from staff surveys are included below:

*"Having the transition teacher in my maths class has been excellent. There is a huge amount of focus on pupils' learning. I have learned a lot about the way primary teacher might approach topics and different teaching strategies they would use."- teacher*

*"All teachers in the department that have worked directly with the transition teacher agree that it is very useful to have her insight. We are learning a great deal from the strategies she is using." – teacher*

*"I am wondering now why we have never had a transition teacher before - it seems to me to be a vital role although perhaps too big a job for one person." – teacher*

Furthermore, over 80% of secondary teachers report that transition teachers support has impacted positively on the school's curricular transitions process. The quote below provides enhanced support for this evidence.

*"Our previous transition programme gives us a great deal of information about pupils personally and their backgrounds. Through the transition teacher we have learned more about primary methods in particular in teaching Maths and English and been able to see the links between the sectors." – teacher*

For further evidence of impact from the learning and teaching work-stream, please click the following video links:

S.E.A.L. – <https://www.youtube.com/watch?v=1ivv-F5eGOQ>

Number Talks – <https://www.youtube.com/watch?v=yuzk0PTFRq8&t=601s>

Making Maths Count – [https://www.youtube.com/watch?v=Z5KK4i9Op\\_0](https://www.youtube.com/watch?v=Z5KK4i9Op_0)

Wallace Primary UKLA winners - <https://youtu.be/52jvyBdl0CA>

### ***Can you share any learning on what has worked particularly well?***

The work-stream are consistently utilising data to drive forward improvements. The development officers refer to the 'families of schools' database to ensure they are targeting schools in a proportionate manner with regards to the implementation of specific interventions i.e. Dive into Reading, S.E.A.L. In terms of professional development, this database is also used to target relevant families of staff. Development officers are consistently reflecting on evaluation data to enhance, tailor and develop their plans. The Management Information Officer has supported the development officers with data literacy

training, so they are more knowledgeable and confident in using data. The research assistant has provided support, so development officers can evaluate their activities.

Adopting the 3-domain model as a consistent approach that underpins literacy, numeracy, assessment and moderation and curricular transitions has worked particularly well for this work-stream. For example, staff report that they are now more aware of the importance of the impact of cultural capital and the child's identity as a mathematician, reader or writer. Staff plan more carefully and consider the funds of knowledge children bring to school which they can tap into to support their learning. Staff are more likely to consider the wellbeing of the child and to encourage and promote a growth mind-set.

To support literacy and numeracy and develop improved curricular interventions for pupils, the transition teachers have been trained in the Renfrewshire literacy and numeracy approaches. Their work is also underpinned by the 3-domain model ensuring that they understand target pupils' cultural capital and identity as learners when deciding on targeted interventions.

A number of changes have been evidenced due to the awareness of the 3-domain model. Schools that have previously set children in ability groups for numeracy and mathematics have changed to mixed ability approach. This has proven to have a positive impact on the mindset of pupil's and this approach is being piloted in 5 schools, with more to follow this session.

Having a consistent model has allowed development officers to plan together and develop a shared attainment challenge action plan and calendar of events. This has been very helpful for organising and planning professional learning and development for staff.

***Can you share any learning on what has worked less well or could be improved?  
Please include in here any risks to this specific workstream going forward.***

In the early stages of the attainment challenge, the role of the transition teacher was unclear. This led to transition teachers not being used effectively in the classroom and a misunderstanding of the significant impact the transition teacher could have on curricular improvements on targeted children. However, the development officer has delivered a number of sessions to different groups of staff which clearly outlines roles and responsibilities. This will continue next session. There has also been a support document, 'A Collaborative Approach' developed which outlines the responsibilities of all parties (development officer, transition teacher and schools) in the curricular transition process. The learning here has been that effective and on-going communication at all levels is vital.

The authority has been working to identify an academic partner to support the delivery of the numeracy plan. As a consequence of not having an academic partner, there is the risk of not having the same robust evidence as literacy to support planned numeracy interventions. We have sought advice from various partners such as Education Scotland and the Scottish Government on this matter. We have recruited 4 modelling and coaching numeracy officers to support the development officer in increasing the pace and scope of the numeracy plan.

<b>3</b>	<b>Families and Communities</b>	
<b>Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.</b>		
<input type="checkbox"/> Primary schools only <input type="checkbox"/> Secondary schools only <input checked="" type="checkbox"/> Both, in primary and secondary schools		
<i>Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.</i>		
<b>Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.</b>		
<i>Remember: Your timeframe is from June 2017 to June 2018</i>		
<b>Outcome (i.e. what the workstream is aiming to achieve)</b> <i>(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i>	<b>Evidence Collected (e.g. focus group with parents, online survey etc)</b>	
Improved parental engagement	Case studies of families and pupils Parent's attendance rates in programmes Number of families engaged in programmes Staff interviews and focus groups Parent and pupil interviews Number of requests for an interpreter/translator University of the West of Scotland Family Learning evaluation report	
Improved health and wellbeing of target pupils	Case studies of pupils and families Parent, pupil and teacher SDQ data Pre and post teacher and pupil surveys for PATHS® Phasing data for RNRA Pupil interviews Staff training evaluations for RNRA Number of schools participating in RNRA Schools' RNRA action plans PDSA (Improvement methodology) RNRA Journey Summary Reports RNRA Focus Groups RNRA Doctorate Research Evaluation PATHS® End Year report	
Improved or maintained inclusion	Case studies of targeted pupils Pupil participation and attendance rates at school and in programmes	

	Staff interviews Initial feedback received from schools about their experience using interpreters Exclusion figures
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**What does this evidence show on the extent to which the above outcomes have been achieved to date?** Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.

*Remember: Your timeframe is from June 2017 to June 2018*

Families and Communities continues to make very good progress towards building inclusive and nurturing schools through a range of evidence-based approaches and interventions. In this section, the evidence for each project has been reported under three main work-stream outcomes.

### **Impact on parental engagement**

The Family Learning programme is having a positive impact in 8 primary schools. 340 parents have engaged in Pizza Family Learning programmes. Positive evaluations about Pizza Family Learning have been received from head teachers and the impact is further evidenced through case studies (see appendix 1), family learning plans and an evaluation report from the University of the West of Scotland. Outcomes of the Pizza Learning programme for many of the families include:

- Increased confidence
- New skills
- Improve communication
- Changed behaviours
- Changed relationships
- Changing expectations

Families who have engaged with Pizza Reading have recently participated in a filming activity and have stated that they have benefited from taking part in the project. Families have also taken part in a focus group that was held for a recent HMIE inspection and gave very positive feedback and stated that they believed taking part in the group work had increased confidence and self-esteem in both parent and child. Parents have reported that the programme has encouraged them to read more at home with their children. As a result, parents have noted that this engagement has had a positive impact on their children's attainment in literacy and numeracy. Quotes highlighting the impact of the programme are listed:

*“The Pizza group has taught me that you don't have to accept what society says about your situation. I was a mum at 15 and when I was growing up I heard a lot of people saying ‘she'll never get a job’ and ‘that's it now’, which dampened by confidence. But now, I know what I want to do, and I am very confident.” – parent*

*“I was one of those people that didn't think the programme was for me, and that I couldn't do it. Now, I look forward to it every week. I didn't think it would help my son with all the issues he had, but I was wrong.” – parent*

*“Before Pizza Reading, my son wouldn’t read a book at all. Now, he’ll ask me if we can read a book, or if he could buy a certain book. If I hadn’t come here, I don’t think my soon would be reading.” – parent*

Pizza Reading staff and families recently met with the Scottish Government to provide an insight into the project and how the social practice approach helps to build parental involvement in their child’s school and learning. The staff were also invited by Education Scotland to present as an example of good practice to other local authorities.

The Attainment Challenge youth worker has engaged 5 secondary schools in Personal Social Development learning programmes which have had successful and measurable impact on parental engagement (see appendix 1 for Come Dine with Us case study). Programmes have focused on engaging targeted young people from SIMD 1-3 in creative learning, and to encourage contact and engagement with family members in the secondary curriculum. 49 young people from S1-3 have participated in the programme and a total of 33 family members attended sessions delivered by the young people. Quotes below further demonstrate the impact of the programme on parental engagement:

*“I was really worried about coming into the school as I wasn’t sure what to expect, but after receiving a personal phone call, it made me feel more relaxed and encouraged me to come in and see what my daughter had been doing.” – parent*

*“I didn’t have a very good school experience and neither did my eldest daughters, it was nice to come into the school for something positive. I also can’t cook very well myself, so it’s good to see something that we can both do together at home.” – parent*

Inclusion support assistants engage with parents in a variety of ways to improve outcomes for young people in secondary school. Qualitative evidence captured, through records and case studies, for each young person, indicates that in 74% of the cases, positive engagement with parents was achieved. This included regular telephone/text contact, home visits, supporting parents and young people at ESTs, Parents in Partnership (PIP) programme, medical appointments, signposting to services and in applying for benefits to which they are entitled. According to SDQ data, 53% of parents felt that there had been an improvement in their child’s behaviour in one or more of the measures.

Parents in Partnership has been implemented in 10 secondary schools and has a primary focus on the transition stage between P7-S1. Parents are invited to visit the secondary school, engage with staff members and take part in lessons with their children so they have a better understanding of the secondary curriculum. 119 families have consistently engaged with the programme and this is having a positive impact on pupil engagement in school. The project coordinator is beginning to link this with attainment data. The impact of the programme is demonstrated in case studies in appendix 1. A selection of supportive statements is listed below:

*“I enjoyed spending time in the school environment with my child and learning new things together.” – parent*

*“I have definitely been engaging with my child more because I know what she is doing at school. For example, I discussed a poem she was learning in English and her face just lit up as we were talking about it.” – parent*

*“I feel more comfortable because I know where my child is and what he does” – parent  
“It reassured parents and made them comfortable in all aspects of what our school does for their children.” – teacher*

*“Most worthwhile initiative we have been involved in and we have seen the direct impact.” – PIP coordinator*

*“The relationships I have been able to make with the S1 parents has been fantastic and feel that now when I am tackling more challenging problems/issues with the children we have the relationship which, in the past, has not been that easy to develop.” – PIP Coordinator*

This work-stream is working in an aligned and collective way. For example, four transition teachers (Learning and Teaching) have been working closely with the Parents in Partnership project coordinator and Barnardo’s to develop a plan for supporting parents with the curricular transition process. The team have also sought advice from the Adult Learning and Literacy team about engaging with families in a softer way. This group of practitioners are now sharing data and information in a more effective way and ensuring that the right type of support is provided to families rather than duplicating support. This collaboration has been very successful and strong evidence suggests that this project can be successfully rolled out to other clusters. Due to the initial success of the project, the development officers were asked to present to the Deputy First Minister and education leaders at the Education Leaders Forum in April 2018 and to write an article for the GTCS magazine as an example of good practice.

Interpreters have been delivering support in primary schools since May 2018. The support is focused on providing face-to-face and written interpreting to parents where English is not the first language, so they can better engage in their child’s school-life. 8 requests have been completed so far and feedback from schools has been very positive. Head teachers rated the service very high and recommended it to other head teachers. School staff have reported that having an interpreter at meetings was invaluable for parents when discussing a child’s progress and any issues with their attainment. More evidence will be gathered through focus groups with parents and staff.

### **Impact on health and wellbeing**

33 establishments (primary, secondary and special) are involved in Renfrewshire’s Nurturing Relationships Approach (RNRA) which is led by the educational psychology service. 10 of these primary schools are from quartiles 1 and 2. Schools have been progressing very well through the implementation process. Almost all staff (94%) who have participated in whole school RNRA training understand attachment theory, the key principles of nurturing practice and the importance of nurturing relationships in helping all children to learn and develop socially and emotionally. All staff (100%) reported they were prepared or very prepared to lead RNRA in their schools. This has resulted in changes to school policy, staff practices and increasing levels of wellbeing in children and young people in participating schools.

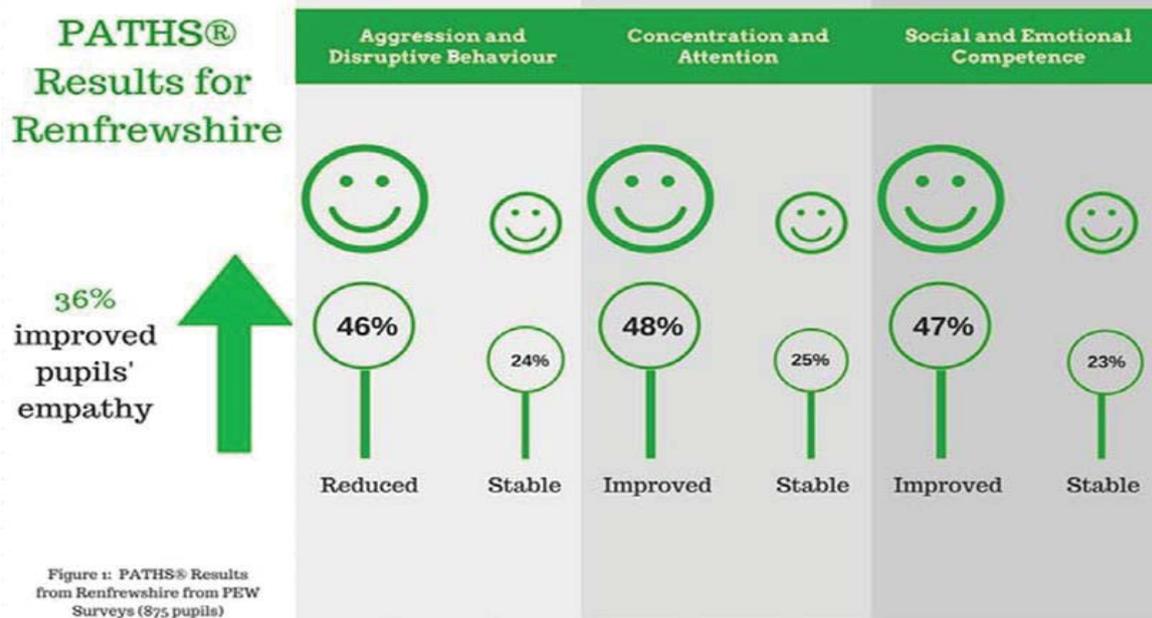
In St Paul’s Primary School (quartile 1 school), there is evidence of the impact of RNRA on school policy. The school were keen to embed a consistent nurturing approach across the whole school. They recognised that transition times were stressful for some pupils and this was reflected in the high number of referrals to the senior leadership team. School staff have focused on the nurture principle “Transitions are important to children lives”. The outcomes for this school are as follows:

- Significant reduction in number of referrals to senior managers
- Increase in staff confidence regarding explaining & implementing a nurturing approach relating to transitions
- Greater recognition that all support needs to be individualised
- Smoother transitions from Rainbow Room to classrooms

The school interventions and supports in place following the development of RNRA approaches have had a positive impact on the wellbeing of pupils. This is supported through preliminary findings from the educational psychology doctoral research.

214 teachers and 52 support staff have been trained in the delivery of PATHS®. 23 primary schools (12 quartile 1 and 2 schools) and 3815 pupils are using PATHS in 147 classrooms across Renfrewshire. The end of year PATHS® report highlights improvements in pupil's social and emotional competence and reduced aggressive behaviours (see infographic 1)

Infographic 1: Results from Renfrewshire pupil surveys



Impact statements relating to PATHS® are included below:

*“Pupil response to PATHS® has been extremely positive across all stages and the children enjoy the lessons and the experience of being Pupil of the Day.” - SLT*

*“The children are now equipped and able to deal with situations that in Term 1 required my intervention. Problem-solving independently and discussing their feelings are positive outcomes.” – teacher*

*“I have learned that there is always a way to figure things out.” – pupil*

*“I have learned that it is OK to have feelings but not all behaviours are OK.” – pupil*

With regards to PATHS®, 87% of teachers agree that children are using a wide range of emotional vocabulary to talk openly about how they are feeling. 74% of teachers agree children can use calming down strategies with support. 78% of teachers agree that problem solving is being modelled and used during the school day and 77% of SLT reported that PATHS® has had a positive impact on pupil relationships. This ensures that pupils health and wellbeing is supported so they can effectively access the learning curriculum.

Secondary school learning programmes devised by the Attainment Challenge youth worker have a focus on healthy eating, literacy and numeracy skills. Feedback from young people and parent/carers support that these skills are being used at home and that targeted young people have an increased interest in making healthier choices. The youth worker has been supporting young people in reducing anxiety around working with others in a social context, eating in front of others, sharing food, and taking responsibility. The following quotes further demonstrate impact:

*“I feel like I worked well in a team with others and made new friends.” – pupil*

*“My behaviour has got better, partly because of this group and my mum no longer needs to attend meetings because I was behaving badly.” – pupil*

*“One thing I did really well was shopping on a budget and swapping ingredients on recipes for alternative cheaper ones.” – pupil*

*“I teach some of these pupils, so I am aware of how challenging their behaviour can be sometimes. You had them engaged and working away.” - teacher*

## **Impact on inclusion**

Almost all pupils receiving support from inclusion support assistants are from SIMD 1 (47%) followed by SIMD 2 (34.2%) and 3 (18.4%). 7.8% of pupils are from SIMD 6, 7 and 8. Over half of the pupils (51%) are in receipt of free school meals and clothing grants. 5% of pupils are LAC.

To promote inclusion and improved attendance, several strategies have been employed across schools including:

- Timetable adjustments and/or alternative curriculum
- 1-1 support in classes and in nurture bases
- Group work – resilience, confidence building, seasons for growth
- Awards and qualifications e.g. Princes Trust, John Muir, YES
- Engaging partners to support young people e.g. Lifelink, school Nurse
- Pick-ups and drop offs home

98% of young people have had zero exclusions since the intervention began. Almost all pupil's attendance (90%) has improved or maintained between October 2017 – June 2018.

68% of young people have benefitted from 1-1 daily or weekly check-ins with the inclusion support assistant and SDQ data indicates that 60% of teachers felt that there had been an improvement in the young person's behaviour in one or more of the measures.

The Cost of the School Day fund has been used across primary schools to remove the barriers that some families face in relation to the school day (e.g. school trips, dances, gym clothes, school uniforms, stationary). Head teachers report that the fund has had a positive impact on inclusion. Children feel more included in school life as they have access to the same resources as others. They can participate in school activities that they may have otherwise not. Head teachers further report that the fund has increased the schools understanding of poverty and are more aware of hidden poverty. This helps promote inclusion in a non-stigmatising and confidential manner. Head teachers reported that the fund has helped build cultural capital in groups of pupils who may have not been able to participate in wider school activities (see case studies in appendix 1).

Finally, the learning programmes devised by the Attainment Challenge youth worker have had an impact on the attendance and inclusion of targeted secondary pupils and this has resulted in positive achievements. For example, 83% of young people who have engaged with the youth worker are working towards wider achievement through Hi5 and Dynamic Youth awards. 5 young people from Johnstone High have received 2 Hi5 awards. Quotes below further demonstrate inclusion impact:

*“This programme is one of the only positive educational engagements this young person has right now.” – teacher*

*“This group is the only reason I come in to school.” – young person*

**Can you share any learning on what has worked particularly well?**

In this work-stream, data is used across all projects to identify, target, monitor and track pupils and this information is often shared with project leads to reduce duplication for families and pupils. The use of data is core to this work-stream understanding the needs of target pupils and evidencing impact. The research assistant has provided project leads with research and evaluation support which has enabled this work-stream to showcase positive outcomes for pupils and families.

The work-stream is continuing to establish connections between projects to reduce duplication of support / interventions for children, young people and families. Wider colleagues within Children’s Services are represented on the Families and Communities project board and this supports connectivity across the service.

Renfrewshire Nurturing Relationships Approach is based on implementation science. This approach is supporting schools with effective implementation and has been recognised on the Education Scotland National Improvement Hub as an example of good practice.

The system to support interpreters includes partnership working with different departments within the authority and this collaborative approach has worked well.

There are a variety of examples where collaborative working has taken place. For example, Parents in Partnership coordinators work closely in most schools with inclusion support assistants and transition teachers. The overall impact of this collaborative approach is that support is better aligned and connected.

In schools where clarity about the roles of the home link staff and inclusion support assistants have been outlined to the wider school team, this results in appropriate referrals being made to the most appropriate person. This also avoids duplication of service for a young person and families.

Identifying a small case load for the inclusion support assistants in August and enabling them to work intensively with a small number of pupils, has greatest impact.

Group meetings with the local authority coordinators have proved to be a successful forum to share good practice, solve problems and develop resources. Informal network meetings organised by the inclusion support assistant group have also provided a very good support network. This approach has also been adopted for PIP coordinators. Inclusion support assistants report that continued professional development has been important to their practice.

The coaching and modelling approach adopted by PATHS® coordinators has ensured the fidelity of the programme in schools.

**Can you share any learning on what has worked less well or could be improved?  
Please include in here any risks to this specific workstream going forward.**

Recruitment and employment checks for over 20 individuals resulted in slippage of the interpreters being able to deliver a service in schools. However, this has now been resolved.

There is now a clearer understanding of the role of the inclusion support assistant and good liaison between transition teachers and home-link. This will enable inclusion support

assistant to identify target pupils. As a result of self-evaluation amongst inclusion support assistant, a decision was made to develop an alternative measuring tool. A bespoke measurement system based on the SHANARRI wellbeing indicators has been developed to evidence progress.

With regards to parental engagement, some individuals found it uncomfortable engaging in a school environment. Going forward different approaches to parental engagement will be considered. For example, the youth worker has considered food bags including feedback sheets which young people and their family members can do at home to increase parental engagement in the home environment.

<b>4</b>	<b>Leadership</b>	
<b>Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.</b>		
<input type="checkbox"/> Primary schools only <input type="checkbox"/> Secondary schools only <input checked="" type="checkbox"/> Both, in primary and secondary schools		
<b><i>Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.</i></b>		
<b><i>Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.</i></b>		
<i>Remember: Your timeframe is from June 2017 to June 2018</i>		
	<b>Outcome (i.e. what the workstream is aiming to achieve) (Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</b>	<b>Evidence Collected (e.g. focus group with parents, online survey etc)</b>
	Increase in numbers of staff, across both primary and secondary sectors, capable of adapting to and leading change influenced by school, authority and national priorities	Course registers Participant evaluations Successful appointments DVD evidence of staff engaging in programme and impact of this Leadership Development paper
	Staff, across both primary and secondary sectors, are knowledgeable about strategies for leading change, leadership approaches and co-coaching and can adapt their use to specific situations	Participant evaluations Numbers participating in ongoing co-coaching partnerships DVD evidence of staff engaging in leadership programmes and impact of this Leadership Development paper
	Enhanced networking opportunities improve the sharing of good practice	Numbers regularly attending head teacher leadership events Participant evaluations
	Improved secondary pupil leadership capacity	Columba 1400 pupil evaluations and report Numbers of pupils leading school projects as a result of participation in programmes DVD evidence from pupils engaging in leadership weekends with Arran Outdoor Centre and pupil evaluations

**What does this evidence show on the extent to which the above outcomes have been achieved to date?** Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.

*Remember: Your timeframe is from June 2017 to June 2018*

The Attainment Challenge is committed to developing leadership at all levels. Evidence towards staff and pupil leadership outcomes will be discussed in this section.

### **Increase in numbers of staff, across both sectors, capable of adapting to and leading change influenced by school, authority and national imperatives**

A total of 134 participants have taken part in the Aspiring Leaders professional development. See below for breakdown per course:

- Aspiring head teacher (primary & secondary) 16 participants
- Aspiring depute head teacher (primary) 28 participants
- Aspiring depute head teacher (secondary) 25 participants
- Aspiring principal teacher (primary) 31 participants
- Aspiring principal teacher (secondary) 34 participants

Since August 2017, we have appointed a further 3 substantive primary head teachers (HTs) from the Aspiring Leaders training, 1 acting primary head teacher, 3 substantive secondary depute head teachers and 7 substantive primary depute head teachers.

The Aspiring Leaders professional development content was very highly evaluated with:

- 100% of Aspiring head teachers and deposes agreed or strongly agreed that participation in the training has made them more self-reflective in relation to their leadership style/s
- 100% of Aspiring head teachers and deposes agreed or strongly agreed that participation in the training has made them more aware of the role they aspire to
- 100% of Aspiring head teachers agreed or strongly agreed that participation in the training made them more confident in their ability to lead and manage change in their school
- 95% of Aspiring deposes agreed or strongly agreed that participation in the training made them more confident in their ability to lead challenging conversations using a coaching approach

Below is a selection of impact statements from participants attending the Aspiring depute head teacher programme:

*"I feel more confident that the move to DHT from PT would still allow me to satisfy both my desire to continue with teaching commitment but also take on a more strategic/senior leadership role within a school...The experience has been invaluable and the course highlighted the skills I already have and made me reflect on the areas that I feel I would like to improve." – principal teacher*

*"It has given me the confidence that I have the necessary skills and traits to pursue a substantive post in the future." – principal teacher*

*"It inspired me to continually improve my leadership qualities and strive for excellence."*

*“It was good to meet other staff from different schools with similar career aspirations... I feel that the course really helped to increase my confidence levels and I have now attained a permanent, substantive DHT post.” – principal teacher*

*“The Aspiring DHT course has had a significant impact on me as an educator. I have reflected on my leadership and management style and from there tried different approaches in my school.” – principal teacher*

The impact of this professional development is further demonstrated in case studies (see appendix 1).

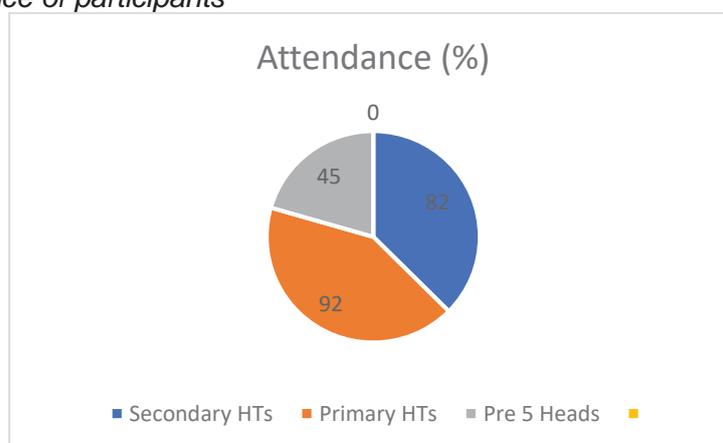
### **Staff, across both sectors, are knowledgeable about strategies for leading change, leadership approaches and co-coaching and can adapt their use to specific situations**

A number of head teachers have engaged in the Step Back leadership programme which gives head teachers the opportunity to discuss strategies for leading change and engage in professional dialogue with their peers. Participation in such programmes has had a demonstrable impact and this has been evidenced in recent school inspection reports. See case studies (appendix 1) and Attainment Challenge DVD for examples of leadership approaches / strategies being used in practice and the impact of this.

### **Enhanced networking opportunities improve the sharing of good practice**

There has been very positive engagement and participation at head teacher leadership events (chart 9) where participants are given the opportunity to network with their peers and share good practice.

Chart 9: Attendance of participants



For further evidence of impact of the Step Back programme please follow this link:

<https://my.pcloud.com/publink/show?code=kZzK5B7ZUIY9jPyWnxps6uMIkUTfPp2LhXSy>

### **Improved secondary pupil leadership capacity**

Secondary pupils attending the Arran Outdoor Centre leadership weekend from Linwood High School positively evaluated the course. Pupils reported an increase in confidence, leadership skills and being able to work as a team. The weekend provided pupils with the opportunity to engage with their leaders and peers in an outdoor environment. Please see the DVD for pupil testimonies.

Columba 1400 deliver leadership programmes for secondary pupils. Pupils and staff have reported positive outcomes with regards to pupil confidence, leadership skills and attitudes. Below are some comments from a variety of participants involved:

*“Columba has helped me become a strong, confident leader.” – pupil*  
*“I have become more confident and I am not embarrassed to speak out and share my views.” - pupils*

*“I can see a change in the pupil's confidence and maturity.” – staff*

*“I have learned how powerful we can all be as a team if we put our heads together.” – pupil*

***Can you share any learning on what has worked particularly well?***

The research assistant and Information Management Officer has provided support with regards to data literacy training and research and evaluation. This has enabled the workstream to further demonstrate the positive impact of the leadership programmes at all levels. The data literacy training has allowed leaders to understand how to use data to close the poverty-related attainment gap within their establishments.

Aspiring Leaders assignments support local authority intelligence gathering on potential capacity for promoted positions.

***Can you share any learning on what has worked less well or could be improved?  
Please include in here any risks to this specific workstream going forward.***

The Aspiring secondary principal teacher final project has not been completed by a significant number of participants. Therefore, those put forward for future programmes will be discussed with the head teacher regarding suitability for training. Head teachers will be made aware of the requirement to complete the project in order that they can encourage this within school.

The numbers of ‘aspiring’ participants have begun to drop as the training continues to re-run. The central team will continue to promote the importance of professional development and ensure the course content is refreshed, current and relevant. A new cohort has been identified to take part in the aspiring leaders programme for this session.

Columba 1400 have recognised that their evaluation processes require attention. As such, they are working with a consultant to develop robust evaluation approaches and this will demonstrate the impact of the programme more effectively.

5	Young Scot	
<b>Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.</b>		
<input type="checkbox"/> Primary schools only <input checked="" type="checkbox"/> Secondary schools only <input type="checkbox"/> Both, in primary and secondary schools		
<b>Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.</b>		
<b>Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.</b>		
<i>Remember: Your timeframe is from June 2017 to June 2018</i>		
<b>Outcome (i.e. what the workstream is aiming to achieve) (Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</b>	<b>Evidence Collected (e.g. focus group with parents, online survey etc)</b>	
<p>Access for young people to personalised information and campaigns, rewards and discounts including options around leisure opportunities and cost of the school day.</p> <p>To ensure the content on the Young Scot Renfrewshire website page is current, area specific (where appropriate) and linking the YOYP themes, with an overall link to improving the health and wellbeing in an effective and non-stigmatised way.</p> <p>Youth Services will ensure the Renfrewshire Young Scot 'landing page' content is current and responsive; national information campaigns around health and wellbeing within a local context (linked to YOYP themes);</p> <p>Young Scot will increase content on signposting to external organisations e.g. for mental health, opportunities for volunteering, involvement in extracurricular activities;</p>	<p>Fortnightly monitoring reports through interactive data-studio weekly report with the following: Page clicks</p> <p>Renfrewshire 'landing page', area specific articles, health and wellbeing related articles Session durations – area specific articles, health and wellbeing related articles (ongoing)</p> <p>Bi-monthly checkpoint reports to re-focus content if required (ongoing). Screen prints of contents pages to show development and interaction with young people</p> <p>On-line survey/feedback on content. Regular monitoring meetings to share local practice/feedback meetings; National Advisory Group and local Partners Steering Group</p>	

<p>Youth Services and Young Scot will consider how to develop more personalised content aimed at the specific target group(s).</p>	
<p>To further develop our local Young Scot Rewards programme aligned to this SAC project, identifying key partners for delivery, negotiating and securing attractive local and national Reward opportunities for young people to enhance their wellbeing.</p> <p>Youth Services will work extensively with Renfrewshire local partners to embed the Young Scot Rewards programme into this project, including identifying potential rewards and groups to offer targeted offers/experiences.</p> <p>Youth Services &amp; Young Scot will work with Renfrewshire to incentivise participation in positive activities and providing access to unique discounts, offers and experiences through closed groups.</p> <p>Youth Services &amp; Young Scot will work with the 'Connect your Tech' project to encourage more exercise and outdoor activity related activities.</p>	<p>Consultation with young people and Steering Group partners on the range of offers/experiences</p> <p>Fortnightly monitoring reports through interactive datastudio weekly report with number of activity completions and rewards claims</p> <p>Number of discreet reward codes issued and uploaded by young people through participation in closed groups/events/learning activities/wider achievement</p> <p>Data reports based on collecting access to healthy activity/leisure opportunities/fitbits</p> <p>Participant Journeys: interviews and reports</p> <p>Referral Form; assessment of need and support requests</p> <p>Partner Feedback; case studies</p>
<p>Youth Services and Young Scot to continue to actively collaborate with the Improvement Service around further developing the Young Scot digital platform to provide personalised information and services to young people in a secure and effective way, providing a tool for tackling inequality and improving outcomes for young people.</p> <p>Youth Services to engage Renfrewshire at appropriate development and testing milestones of NEC development.</p> <p>Youth Services to recruit and engage young people in development and testing of digital NEC development Recruit supporters from the local private and service providers who will</p>	<p>Piloting/testing "cashless" activity linked to the NEC Young Scot Card</p> <p>Piloting/testing "Tap'nGo" technology aligned to claiming non-stigmatised entitlements; holiday hunger, kit lists; interview package, to compliment access to learning/healthy activity programmes</p> <p>Ticketer reports on Smart travel; number or tickets/journeys made to access services and support attendance/engagement</p> <p>Local discounters focus group and "testers"; activity in developing new and targeted discounts/packages</p>

<p>collaborate and recognise Young Scot Card and offer discounts and discreet packages that will enhance the offer to target groups.</p>	<p>Participant Journeys: interviews and reports</p> <p>Referral Form; assessment of need and support requests</p> <p>Partner Feedback; case studies</p>
<p>Young people facing inequalities are encouraged to participate in learning and wider achievement opportunities. Youth Services will promote raising attainment across an offer of wider achievement awards for young people who participate in peer education, skills development, volunteering and learning activities.</p>	<p>Project Referral Form</p> <p>Attendance/participation records in learning and wider achievement programmes</p> <p>Partner Feedback reports</p> <p>Number of NEC issued/renewed</p> <p>Participant Journeys: interviews and reports</p> <p>Referral Form; assessment of need and support requests</p> <p>Partner Feedback; case studies</p>

**What does this evidence show on the extent to which the above outcomes have been achieved to date?** *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.*

*Remember: Your timeframe is from June 2017 to June 2018*

The first phase of this project has been setting up the framework and structure to enable the delivery of the work packages set out in the original project proposal as agreed with Young Scot and the Scottish Government. An update for each project is included below:

*MA Recruitment*

- Have held interviews for an MA in Business Admin who can support the Young Scot SAC Project, and successful candidate has been offered the post: self-starter, motivated, experienced in social media, and confident communicator.
- PVG has been applied before appointment; induction created and in process; including card management system, Council email and ID set up, Project overview and Youth Service practice and protocols.
- Inclusion in Young Scot planning meetings and will attend National Advisory Group.

*National Advisory Group*

- Membership including Young Scot, Transport Scotland, National Improvement Service, Scottish Government, Highland Council and North Ayrshire Council.
- Sharing protocols, experience to date, assessment tools, best practice models nationally.

- Sharing advancement on smart technology and on-gong work for tap and go facility on Young Scot Card.
- Links to Improvement service and digital access to services in Scotland.
- Links to Child Poverty Delivery Plan 2018-22: sanitary products/ MA travel national scheme.
- Agreement on reporting and monitoring calls.

#### *Renfrewshire Advisory Group*

- Core group of Partners invited to join the Advisory Group: Call back meeting continued discussion on needs of young people: Young Carers, Young Adult Carers, Who Cares? Scotland, Homelink, Employability Hub.
- Clarity on Criteria; numbers, age, demographic, etc.
- Identifying Barriers and examples of packages to support attainment; Travel, interview clothes, targeted shops for tap and go; holiday learning activity and hunger.
- Reward list: Kit List: e.g. Blair did an interview on a budget article.
- Devising local reward activity.
- Creating baseline for evaluation and measuring self-evaluation and impacts relating to Shinari indicators.
- Referral form for partners to propose young people to participate.

#### *Smart Travel*

- Re-activate machines with Ticketer and ensuring the reporting system is valid, accurate and secure.
- Starting to issue smart-travel tickets to Youth Voice groups; Youth Generations planning group; Renfrewshire Youth Voice, Young Carers Group, Youth Events Panel.
- Young Carers Vision Panel looking at entitlements.
- Re-visiting commercial agreement with McGills and exploring other travel options with Transport Scotland.

#### *Rewards & Discounts*

- Meetings RL to evaluate Tackling Poverty and existing targeting of enhanced discounts and healthy access, securing future scope for further rewards and experiences.
- Partnership working on YOYP and Council events and the link between volunteering and arts and culture; rewards and training opportunities.
- Business identified to be approached to participate and support project.

#### *Project Management Feedback from Tackling Poverty*

- Advancing proposal to re-producing PM timeline and sub-group working; all groups projects feedback to Project Management: MPP documents: critical tasks and progress plotted, duration and milestones reached.

#### *Monitoring & Reporting*

- Links made with Renfrewshire Council SAC re: monitoring and evaluation proforma.
- Creating monitoring forms, toolkits for measurement of impact, spreadsheets to collect data and budget monitoring.
- Youth Services feedback into Family Learning stream and looking for parallel complimentary working.
- Ensuring Pass standard is maintained and secure.

*National Launch*

- Renfrewshire hosted launch of the National Strategic Partnership, involving key partners and a delegation of young people. Launch involved DFM in group discussion on experiences of young people and how the project can impact and improve their life experiences and contribute to raising attainment.

***Can you share any learning on what has worked particularly well?***

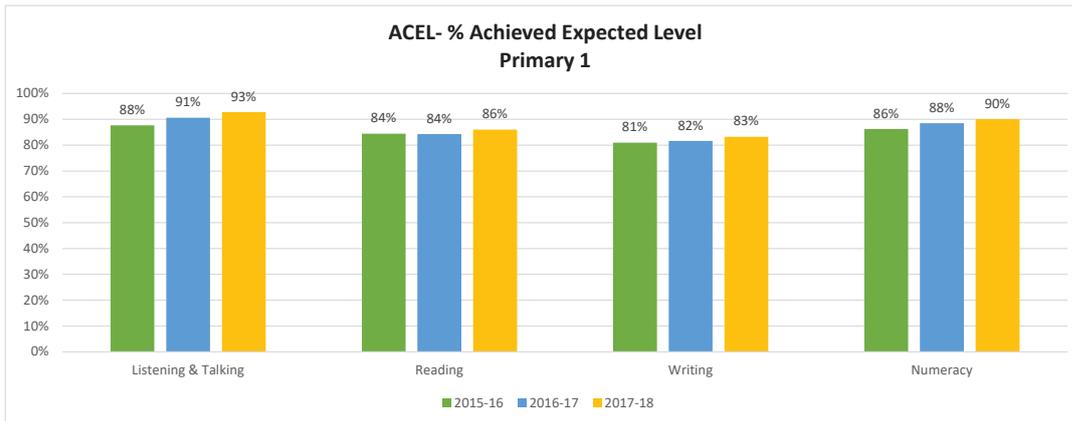
It is recognised that the work achieved through the Renfrewshire Tackling Poverty programme has meant that Renfrewshire has a flexible, bespoke and more advanced stage than other projects.

The networking and partnership working that Youth Services has with partners allows a good foundation for the project to develop.

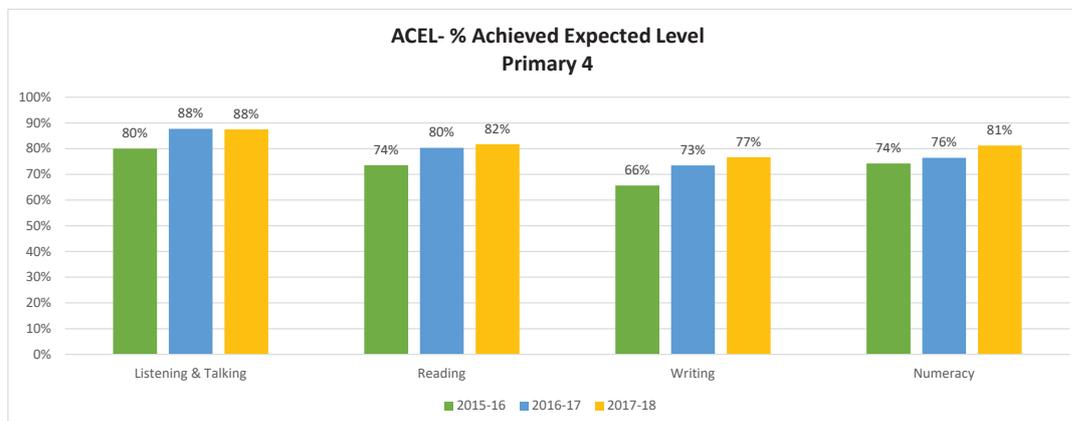
The project is presenting an opportunity to demonstrate the importance of collaborative working in community learning and development in order to promote the Scottish Attainment Challenge agenda.

***Can you share any learning on what has worked less well or could be improved?  
Please include in here any risks to this specific workstream going forward.***

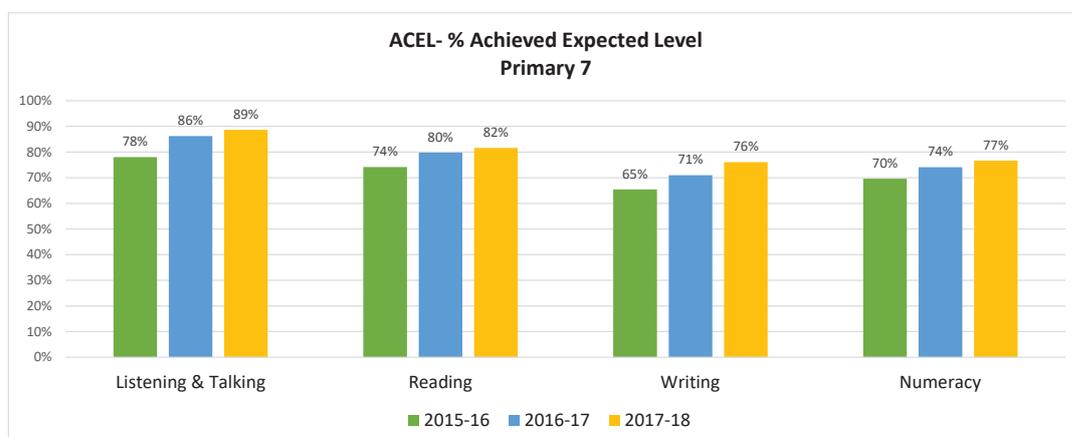
**Achievement of a CfE Level Return- % Achieved Expected Level 2015-16 to 2017-18  
Renfrewshire**



<b>Primary 1</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Listening & Talking	88%	91%	93%
Reading	84%	84%	86%
Writing	81%	82%	83%
Numeracy	86%	88%	90%

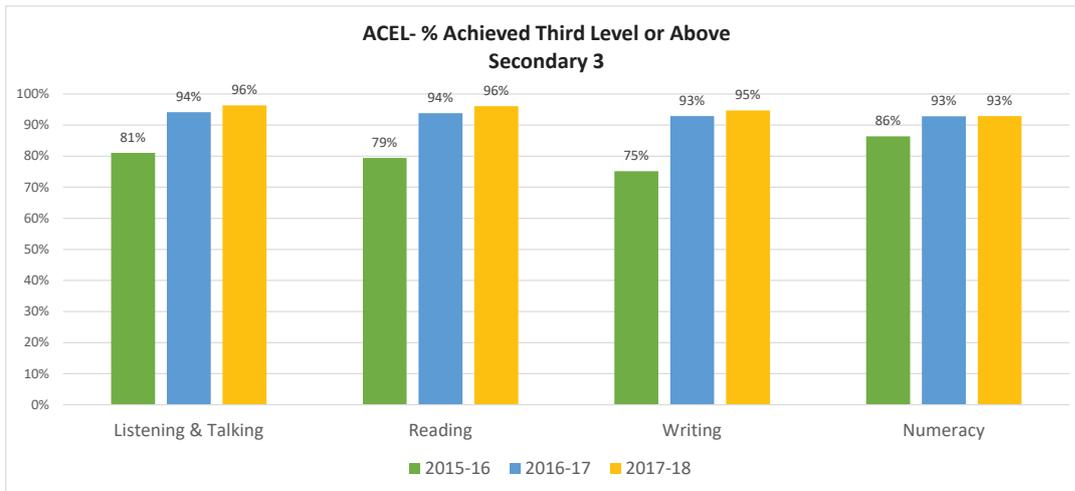


<b>Primary 4</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Listening & Talking	80%	88%	88%
Reading	74%	80%	82%
Writing	66%	73%	77%
Numeracy	74%	76%	81%



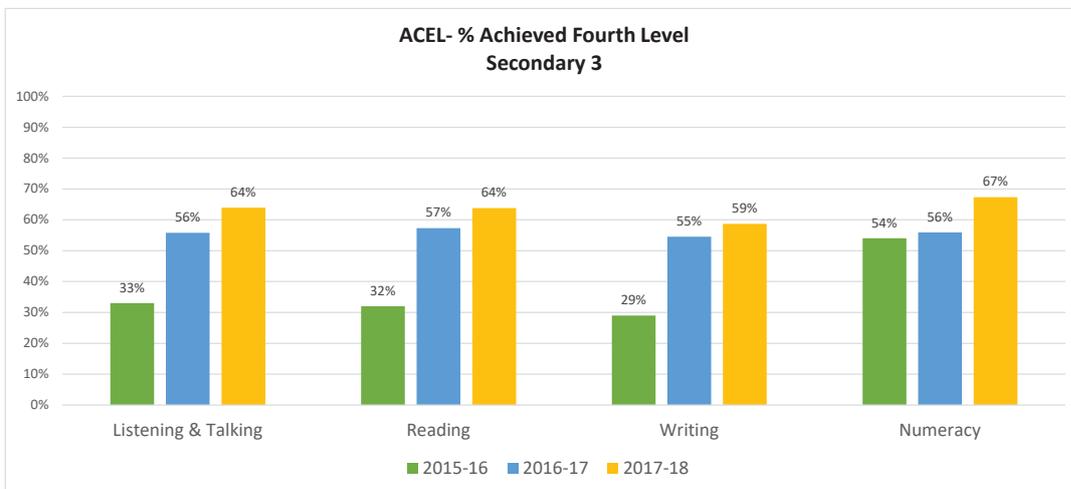
<b>Primary 7</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Listening & Talking	78%	86%	89%
Reading	74%	80%	82%
Writing	65%	71%	76%
Numeracy	70%	74%	77%

**Achievement of a CfE Level Return- % Achieved Expected Level 2015-16 to 2017-18 (provisional)  
Renfrewshire**



**Secondary 3 (Achieved 3rd Level or Above)**

	2015-16	2016-17	2017-18
Listening & Talking	81%	94%	96%
Reading	79%	94%	96%
Writing	75%	93%	95%
Numeracy	86%	93%	93%



**Secondary 3 (Achieved 4th Level)**

	2015-16	2016-17	2017-18
Listening & Talking	33%	56%	64%
Reading	32%	57%	64%
Writing	29%	55%	59%
Numeracy	54%	56%	67%

## Achievement of a CfE Level Return- % Achieved Expected Level 2015-16 to 2017-18 Attainment Gaps

### All Stages Combined

#### 30% Most Deprived (SIMD Deciles 1-3)

	2015-16	2016-17	2017-18
Listening & Talking	74%	85%	88%
Reading	70%	79%	81%
Writing	62%	72%	76%
Numeracy	71%	76%	79%

#### 70% Least Deprived (SIMD Deciles 4-10)

	2015-16	2016-17	2017-18
Listening & Talking	87%	92%	94%
Reading	84%	88%	89%
Writing	78%	84%	87%
Numeracy	85%	87%	89%

#### Percentage Point Gap

	2015-16	2016-17	2017-18
Listening & Talking	-13%	-7%	-6%
Reading	-14%	-9%	-8%
Writing	-16%	-12%	-11%
Numeracy	-14%	-11%	-10%

	Change in Gap in 2016 to 2017	Change in Gap in 2017 to 2018	Change in Gap in 2017 to 2018 (3RY)
Listening & Talking	-6%	-1%	-7%
Reading	-5%	-1%	-6%
Writing	-5%	-1%	-5%
Numeracy	-3%	-1%	-4%

#### Entitled to Free Meals and/or Clothing Grants

	2015-16	2016-17	2017-18
Listening & Talking	70%	79%	84%
Reading	64%	70%	76%
Writing	58%	64%	70%
Numeracy	66%	69%	74%

#### Not Entitled to Free Meals and/or Clothing Grants

	2015-16	2016-17	2017-18
Listening & Talking	87%	92%	93%
Reading	84%	87%	89%
Writing	78%	83%	86%
Numeracy	85%	86%	89%

#### Percentage Point Gap

	2015-16	2016-17	2017-18
Listening & Talking	-17%	-12%	-9%
Reading	-20%	-17%	-13%
Writing	-20%	-19%	-16%
Numeracy	-19%	-17%	-15%

	Change in Gap in 2016 to 2017	Change in Gap in 2017 to 2018	Change in Gap in 2017 to 2018 (3RY)
Listening & Talking	-4%	-4%	-8%
Reading	-2%	-4%	-6%
Writing	-1%	-4%	-4%
Numeracy	-2%	-2%	-4%

### P1,P4 & P7 Combined

#### Pupils in Quartile 1 Schools

	2015-16	2016-17	2017-18
Listening & Talking	74%	82%	86%
Reading	69%	74%	79%
Writing	62%	65%	74%
Numeracy	67%	69%	76%

#### Pupils in Quartile 4 Schools

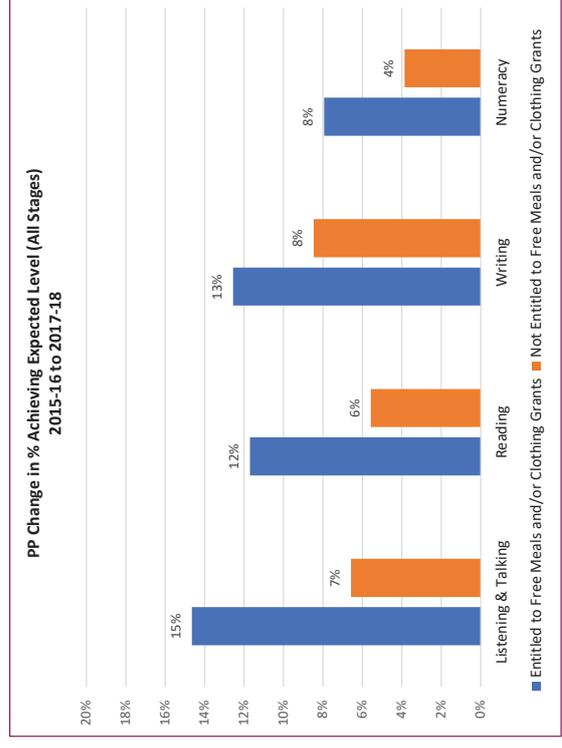
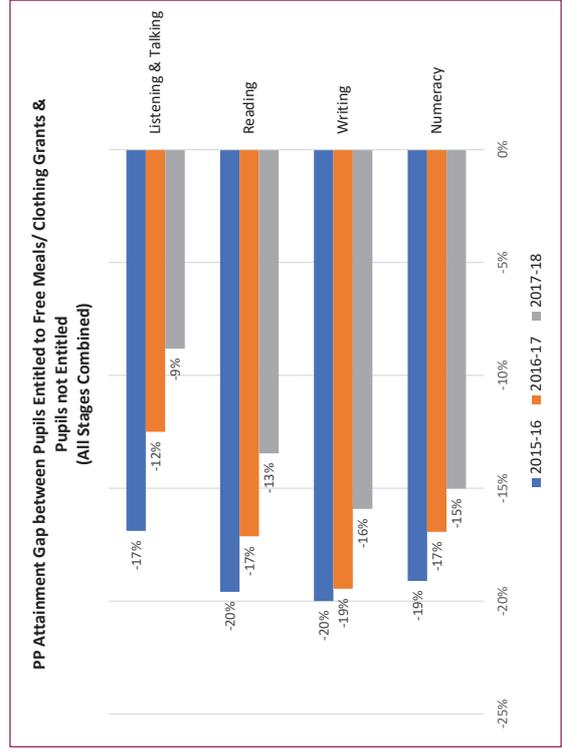
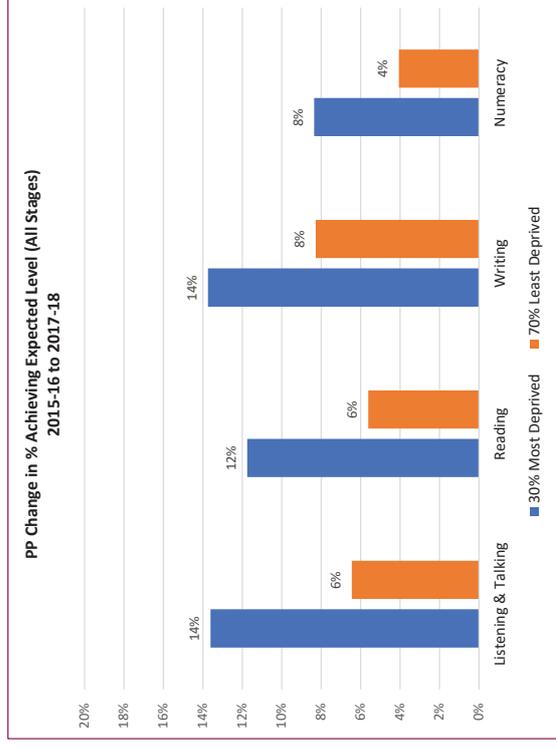
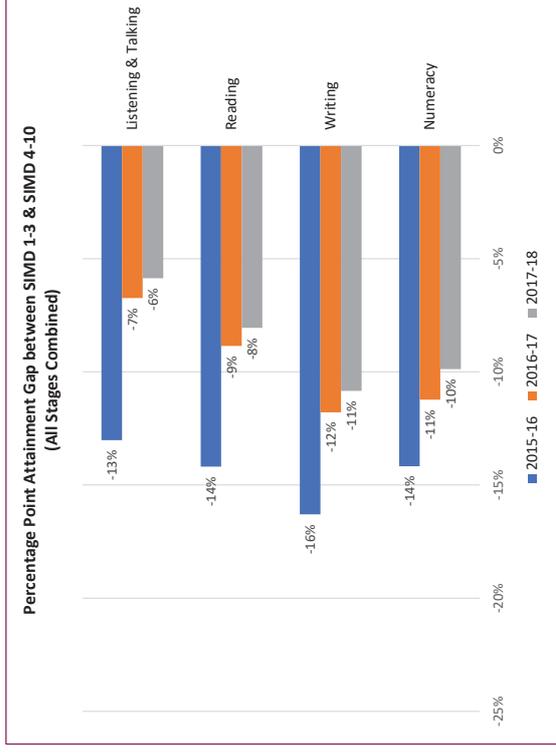
	2015-16	2016-17	2017-18
Listening & Talking	91%	91%	94%
Reading	86%	85%	89%
Writing	81%	80%	86%
Numeracy	83%	83%	88%

#### Percentage Point Gap

	2015-16	2016-17	2017-18
Listening & Talking	-17%	-9%	-8%
Reading	-17%	-12%	-10%
Writing	-19%	-15%	-13%
Numeracy	-16%	-14%	-11%

	Change in Gap in 2016 to 2017	Change in Gap in 2017 to 2018	Change in Gap in 2017 to 2018 (3RY)
Listening & Talking	-8%	-2%	-10%
Reading	-5%	-2%	-7%
Writing	-5%	-2%	-7%
Numeracy	-2%	-3%	-4%

## Achievement of a CfE Level Return- % Achieved Expected Level 2015-16 to 2017-18 Attainment Gaps







# Renfrewshire



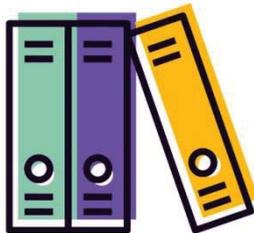
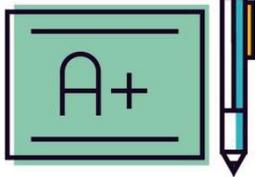
# Attainment



# Challenge

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Literacy, Numeracy, Health & Wellbeing



## Spotlight on Success



Read all about it!

August 2018

## Introduction

We are truly delighted to share across the authority inspirational stories and testimonies from pupils, staff and parents in our bid to make Renfrewshire the best education authority in Scotland.

Renfrewshire became a challenge authority in 2016. Our strategy is focused on building leadership at all levels, improving learning and teaching through providing high quality professional learning opportunities, and building a positive data culture. We are committed to creating safe and nurturing educational establishments.

The purpose of this booklet is to showcase innovative, evidence-based approaches and interventions which are being implemented across Renfrewshire schools. A range of case studies, evaluations and overviews are included which demonstrate improvements in learning and teaching, health and wellbeing and a reduction in the poverty-related attainment gap. Where appropriate, data has been anonymised, however, information can be made available on request through the central Attainment Challenge team.



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# Learning and Teaching

### Key aims of the pilot programme:

To produce well-motivated and highly trained classroom assistants who understand the aims of the curriculum and how to promote the development of literacy, numeracy and health and wellbeing in all children but particularly those from economically disadvantaged homes

To create a sustainable programme of CLPL by identifying those aspects of course design and content that most benefit the personal and professional development of classroom assistants

To identify the systemic issues at national, council, school and class level that would contribute to making the work of classroom assistants effective for Renfrewshire's children and satisfying for the classroom assistant

### Professional Learning for Classroom Assistants: Pilot Programme

Classroom assistants can, and do, make an important contribution to raising attainment, reducing the attainment gap and ensuring the emotional and social wellbeing of pupils. Studies (Blatchford, Russell & Webster - 2012) show that the contribution of well trained and well-integrated classroom assistants can make a positive difference to attainment, particularly when they are deployed in certain ways and their efforts with children are focussed and supported. This pilot programme was designed to provide high quality professional learning and identify the systemic changes that could ensure the most effective deployment and use of classroom assistants in supporting pupils' learning.

#### The Programme

Through evaluation, a clear need was identified for greater professional learning opportunities for classroom assistants. The literacy and numeracy & mathematics development officers worked in partnership with Professor Sue Ellis and Cathy Downes from the University of Strathclyde to devise and deliver a comprehensive programme exploring aspects of literacy and numeracy including the 3 Domain Model, reading comprehension strategies, supporting writing, S.E.A.L and Number Talks. As the programme progressed, adaptations were made in light of participant feedback. Classroom assistants kept weekly diaries to record their reflections of putting the learning from each session into action with pupils.

#### Impact

The training was a highly positive experience for the classroom assistants and trainers alike. The confidence of participants steadily grew across the sessions and each classroom assistant worked alongside a class teacher to plan, discuss and evaluate their use and impact of the strategies shared. This has led to greater consistency of Renfrewshire approaches to literacy and numeracy & mathematics at all levels. A celebration event was planned to share and acknowledge the efforts of each participant with classroom assistants working in groups to create learning displays to share with colleagues and family members.

#### Measuring impact:

- Classroom assistant, head teacher and development officer interviews
- Classroom assistant questionnaires
- Content analysis of weekly classroom assistant diaries
- Recording of pupil views

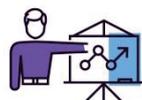
#### Classroom assistants feedback

*"Finding out about cultural capital means I now stop and think about children's home life and experiences."*

*"I have thoroughly enjoyed being part of this pilot course for classroom assistants. It has helped me on my personal growth journey. It was also lovely to get the chance to interact with other colleagues on the course, helping me gain more confidence."*

*"I've been able to take something from every aspect of the course. The whole thing has been beneficial. The course let us discuss ideas and share information. You might think 'I know that. I've done all that' but there's always something else in there to understand about it. The course has made my outlook different."*

### Highlights and Next Steps



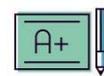
16 sessions of high quality CLPL delivered within the pilot programme



27 classroom assistants from 14 schools participated across 2 cohorts (quartile 1 & 2 schools)



Celebration event for participating classroom assistants held in March 2018 to showcase learning and celebrate achievements



Final evaluation report, 'Classroom Assistants in Renfrewshire: Voices, Growth & Impact' to be published in August 2018



Programme to be offered to further cohorts in session 18/19



**Raising Attainment in Numeracy:**

The overall aims of the Renfrewshire Attainment Challenge in numeracy are listed below. The aims that relate to the initiative are shown in bold:

- Improve teacher confidence in delivering numeracy and mathematics
- **Increase pace of work and challenge to include depth and understanding for pupils**
- **Promote positive attitudes 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

**Initiative in action:**

1. Identify children based on range of data and in consideration of 3 Domain Model
2. Teacher provides targeted support
3. Classroom assistant provides opportunities for deliberate practice
4. Progress including quantitative and qualitative data is tracked on individual tracking planners
5. Progress is reviewed at attainment meetings
6. New targets are set/inclusion of children in target group reviewed
7. Process continues

**Stages of Early Arithmetical Learning – PEF Targeted Intervention**

This intervention developed from the school’s existing self-evaluation of progress in narrowing the poverty related attainment gap, whilst raising attainment for all. It focussed in on incremental gains attributed to the change in pedagogy used in the learning and teaching of Developing Number Sense (S.E.A.L.). The school had previously embedded this approach initially at Early Level but could see how this approach would be a relevant and effective intervention for those children in higher primary stages who had not yet achieved confidence and ‘facile’ skills in their acquisition of number sense.



After self-evaluating the success of S.E.A.L. pedagogy being embedded at Early Level and in line with the school improvement, the decision was made to target a percentage of Pupil Equity Funding toward using the S.E.A.L. plan as an intervention strategy for target pupils in P2 – P7.

There was a volume of rich data available for P4 and P7 stages in particular (GL Assessments, tracking data and teacher judgement data), the process of identifying targeted children began at these stages. Through consultation with class teachers and SMT, and by considering all three elements of the 3 Domain Model, all children who would benefit from the type of intervention were highlighted. Eight primary 7 children and five primary 4 children were selected to be involved in the intervention. All the children except one of the primary 4 children, who was included due to complex support needs, were from deciles 1 – 3. The process was then repeated for primaries 2, 3, 5 and 6. All children from this group were from deciles 1 – 3. 1.0 FTE teacher and 1.0 classroom assistant were employed to target and support the group of target children. The teacher would teach and explore S.E.A.L. strategies with the groups of children with the classroom assistant following the learning and giving the children opportunities for deliberate practice of the concepts.

**The Impact**

The impact on the children has been an improvement in their identities as mathematicians and in their confidence in approaching numeracy and mathematics concepts. The increased level of self-esteem the children have developed has created learners who are resilient, engaged and ready and willing to challenge themselves in their learning. This is a marked difference from the attitudes towards numeracy and mathematics the children displayed previously. Their identity as mathematicians has been further supported by becoming ‘Little Leaders’ who teach the concepts they have been learning to groups and classes. This provides the children with opportunities to lead the learning and achieve personal success in an area that previously they had negative feelings about.

Examples of pupil progress are showcased:

**Child A**, a P2 child, has progressed through 22 steps across 6 skills; this has narrowed the gap and brought the child almost in-line with the standard expectation of progress for the stage. With reference to GL Assessment Data, in the P6 stage, **Child B**, showed an improvement of 14 points from a SAS score of 79 to 93 across the course of the intervention. This is rated as ‘higher than expected’ progress and moves the child from the ‘very low’ descriptor to the ‘average’ descriptor. **Child C** from the same stage moved up 5 points from 102 to 107, moving firmly ahead of the national average of 100.

**Highlights**



Pupils have positive identities as mathematicians leading to greater engagement and motivation



Pupils’ progress indicating significant incremental gains in attainment



22 children targeted from SIMD 1-3



Appointment of 1.0 FTE teacher dedicated to initiative



Appointment of 1.0 classroom assistant dedicated to initiative

## Comments from pupils and staff

“ I like doing numbers with my teacher because *she helps us to know how to work it out*. We can use ten frames and make numbers with counters, ten frames, tens and ones cards and other things. I think I am so good at maths and I always know what to do. P4 child ”

“ I have seen a huge impact on the children in my class after PEF Numeracy Intervention this session. *They are more confident in approaching numeracy and mathematics problems*, are more willing to take part in class number talks and are *much more accurate in their calculations*. Class teacher ”

“ *Maths is so fun because there are lots of different ways to do the one sum* so you aren't wrong even if you do it a different way from someone else. I like doing the Maths Mile because it gets you fit and you get to do maths so it is fun.

P6 child ”



“ The SEAL training, planner and resources have been enlightening and enabled us to engage and interact with our pupils *taking them on a journey where lightbulb moments come thick and fast*.

PEF teacher ”

“ *Now I really love maths and all the number work because you can always get an answer eventually, even if it just takes time to get there. We know how to do every sum, even big numbers, you just have to work through the strategy each step and then you will get there* and if you need help you think about smaller numbers.

P7 child ”

“ I really like teaching the children in my class the games I play outside. They like trying to beat their own score and it is fun to write it down and tell them how they are getting on and if they are improving every time. *I think I am good at maths because I always try my hardest*. P7 child ”

“ I love the Maths Mile because *I get to do the maths problems with my dad and my gran*. I also liked it when we work with the children in the nursery and primary 2 because then I can help them and I would have liked to have help from big ones when I was in P1. P6 child ”

**Assessment & Moderation Programme aims to:**

- Improve understanding of the moderation process
- Widen the scope of Renfrewshire’s approach to moderation
- Improve consistency and increase confidence of teacher professional judgements
- Improve understanding and wider implementation of holistic assessment.

**Programme Overview:**

*‘Scottish Government and education authorities will work together to build on local and national practices for quality assurance and moderation of assessment. The aim will be to achieve consistency in standards and expectations and build trust and confidence in teachers’ judgements’*

- Building the Curriculum: a framework for assessment Programmes:

- National QAMSO Moderation Programme
- West Partnership Moderation Programme
- BGE Moderation Programme: Principal teachers of English
- Quality CLPL in Holistic Assessment
- Renfrewshire Model of Moderation

**Milestones & Highlights**

**2017-2018:**

- 15 QAMSOS participated in National Moderation Programme
- 27 participants across 2 clusters participated in the West Partnership Moderation Programme
- Cluster moderation training has been provided to Paisley Grammar cluster
- Renfrewshire Primary Moderation Model will be rolled out next year after consultation
- Secondary principals of English have received training in Renfrewshire’s Moderation Model for the BGE
- CLPL provided in Holistic Assessment for approximately 200 practitioners including numeracy champions.

**Renfrewshire Secondary BGE Moderation Project: English**

Whilst secondary staff are very experienced in verification at Senior Phase, there has been less focus on moderation across the Broad General Education. The National Moderation Cycle signals a slightly different approach, focusing not just on verification of a level but on developing a shared understanding of the standards around the whole teaching and learning process, as well as identifying where and how learners are meeting standards.



Focusing on secondary principal teachers of English, this project was designed to develop staff understanding of the Renfrewshire Moderation Approach across the BGE which is based on the National Moderation Cycle and effective practice from The West Partnership Moderation Programme.

A small short-term working party was established to determine the form the training should take and how the Renfrewshire model would fit into a secondary context. Principal teachers of English were then consulted. It was decided there would be one, short, moderation training and two workshops which were then implemented. In the first workshop, practitioners worked in groups to annotate teacher planning, learner evidence and feedback for pupils. In the second session, practitioners brought their annotated evidence and this was moderated by their colleagues and feedback given.

**Impact**

The approach has helped secondary principal teachers of English to develop an understanding of the moderation process and how they can implement it practically in their departments. Feedback has been very positive with all lead practitioners indicating that they had a clear understanding of how this approach to moderation could help develop a shared understanding of the standards around the whole learning and teaching process. This process has helped to build confidence and increase consistency in teacher’s professional judgements of the BGE, within the principal teachers of English, and has helped to identify aspects of practice that they wish to consider as a team. Owing to the usefulness of this approach, English principal teachers and faculty heads have committed to disseminating this approach within their English departments in the next session. Next steps for this project are to approach the secondary maths principal teachers to consult with them around the development of holistic assessment with a view to moderating the BGE.

**Participant feedback:**

**100% agreed or strongly agreed** that they would be able to make use of the ideas to develop moderation in their own department.

**100% strongly agreed** that the workshop had helped them consider how the activities could help to develop a shared understanding of the standards.

**Usefulness of the programme as stated by participants:**

- Discussion with other practitioners and sharing good practice
- Practical knowledge of the model and process
- Increased understanding of moderation

**How will they use this model of moderation in their own departments?**

- Replicate the workshop activities and process
- Use moderation in departmental meetings
- Reconsider own moderation processes



# Renfrewshire Attainment Challenge

BGE Curricular Transitions:  
Transition Teacher Case Study

**\*Collective impact:**  
Links to literacy & 3 domain  
model

The transition teacher work stream supports target pupils' curricular (literacy and numeracy) transition from P7 – S1. The transition teachers are also supporting professional dialogue and other opportunities for sharing practice across sectors, in order to work towards a more seamless transition and improved continued progression for pupils.

## Coffee, Cake and Comprehension

The transition teacher from A cluster has developed very strong relationships with her colleagues in the primary and secondary schools. She has recognised that key to developing a more seamless curricular transition process (and thus truer progression for pupils) is creating opportunities for staff from both sectors to talk and plan together. With a keen interest in improving literacy across transition, and expertise in the Dive into Reading\* approach, the transition teacher recognised that this approach could be a great opportunity to develop a common pedagogy across the sectors. This will lead to a more seamless literacy transition for pupils.

The transition teacher facilitated a professional dialogue opportunity, 'Coffee, Cake and Comprehension', for P7 and secondary English practitioners to discuss the potential of using the Dive into Reading approach and to formulate a plan for continued discussion and work in this area. The main points of discussion at the meeting were:

- Where each school was on their journey with Renfrewshire Literacy Approach and feelings about how pupils were responding to it. Offers to secondary staff to see this in action in primary.
- Difficulties in teaching close reading and how English departments could help primary.
- Pupils' perceptions of what the expectation is in all pieces of writing.
- Discussion around solo talks and how pupils should be doing more of these, unassessed to get used to, and take away pressures and anxieties about them.
- Secondary writing criteria and close reading homework booklets shared.
- Literacy transition project discussed and agreed.

## Impact on Pupils

The transition teacher and the cluster plan to have another meeting next session as there will be some changes in Primary 7 staff. This is something they hope to have regularly as an opportunity to keep in touch, and ensure they carry out the actions discussed. This has had an impact on pupils and their transitions in the curriculum from primary to secondary English as with more staff communicating and planning together, the more seamless literacy transition will be for pupils. Pupils will see the connection between learning and teaching in both sectors and realise that the knowledge and skills they develop in primary are important and will be needed as they progress to secondary.

## Impact on Transition Teacher

The transition teacher found the project easy to organise but difficult to get the message across about what its purpose was. Now that it has taken place and she can evidence the impact it has had, it has been talked about much more positively than it did at the start. This has really been a big learning curve for the transition teacher in terms of leadership, particularly in the importance of communication with all staff.

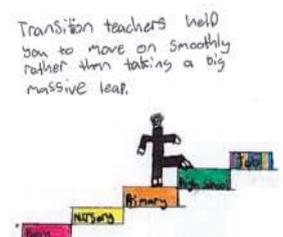
## Impact on Cluster

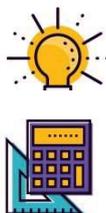
As a result of these meetings staff have:

- Arranged sharing good practise visits (\* see note below)
- Planned for literacy transition project
- Carried out unassessed solo talks in class (both secondary and primary)
- Shared close reading homework booklets with other members of staff and management in primaries and have had discussions about CPD in this area
- Started to discuss and started the creation of cluster expectation for writing
- Been able to talk to their children naturally about links between primary and secondary curriculum as a result of the discussions around language etc. e.g. "we call this key comprehension in primary but in secondary they will call it close reading."

\*It is important to note that several clusters have tried in the past to arrange for secondary teachers to observe pedagogy in the primary. However, this has been met with some resistance as staff felt that the English departments may not be as aware of what is going on in the primaries and primary staff were reluctant to have secondary specialists observe their teaching. Using this approach with staff, allowed relationships to be fostered and discussion about having these visits happened naturally with no objections.

“ *"I thought that went really well - it couldn't have gone any better"* PT English  
*"I would love to see you teach close reading, can I come and visit?"* English teacher  
*"I think the literacy transition project is an excellent idea"* Secondary teacher  
*"Thanks for arranging the meeting, it was really helpful to see what types of things the High School are doing in English"* Primary teacher ”





## BGE Curricular Transitions: Transition Teacher Case Study

Literacy, Numeracy, Health & Wellbeing

The transition teacher work stream supports target pupils' curricular (literacy and numeracy) transition from P7 – S1. The transition teachers are also supporting professional dialogue and other opportunities for sharing practice across sectors, in order to work towards a more seamless transition and improved continued progression for pupils.

### Coffee, Cake and Calculus

The transition teacher from B cluster has developed very strong relationships with her colleagues in the primary and secondary schools. B is a large cluster and the transition teacher realised when talking to staff, that some aspects of learning and teaching look very different, not just between primary and secondary, but between the primary schools. The transition teacher feels that these differences are creating issues for the progression of children as they move from primary to secondary. Numeracy is an area which the transition teacher is passionate about, and through her observations, felt that this was an area where work could be done.

The transition teacher developed a plan for meetings where P7 staff and secondary maths teachers could talk together about pedagogy, mathematical language and shared expectations, to try to work towards a more seamless curricular transition. There have been 2 events so far, with plans for more next session.

Discussion at the Coffee, Cake and Calculus was initially around teaching practice - what maths looks like in each P7 classroom. i.e. active maths, group rotations, number talks, mental maths, deliberate practice, and resources used.



The group then went on to discuss the need for children to show their working once at secondary school.

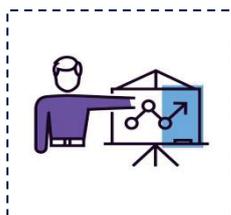


The group also discussed developing a shared methodology, as all P7 teachers were keen to ensure their practice would lead to the best outcome for their class.

### Key Success



We now have a cluster shared methodology for a number of processes which every school has adopted. We have also built relationships between the sectors and as such have a great support network.



The transition teacher has enjoyed facilitating these discussions, being part of building good relationships and seeing the impact on staff confidence. A challenge and learning curve was ensuring that a positive mind set was sustained across meetings, especially at the end of busy days.



The impact on the P7 teachers this year has been positive. They are more confident in terms of preparing the children for moving to secondary. We have shared expectations for all P7 children within the cluster and this commonality will allow for a smoother transition as they move to B High School.

“ As a first time P7 transition teacher, the transition meetings have been very valuable. They have given me a better understanding of where my pupils are going and the expectations they will meet. They have allowed us to share good practice in pedagogy, planning and assessment. ”

Transition teacher

**\*Collective impact:**  
Links to libraries attainment, literacy & numeracy

Pupil Profile			Attainment Baseline (P7)		Reason for Support	
Gender	SIMD	LAC	FME	CG	GL Assessment Literacy	GL Assessment Numeracy
F	3	No	No	No	87 – below average	72 – below average

**Background**

Pupil A is a very quiet girl who will happily go unnoticed. She has very few strong friendships. She is also below average for both literacy and numeracy.

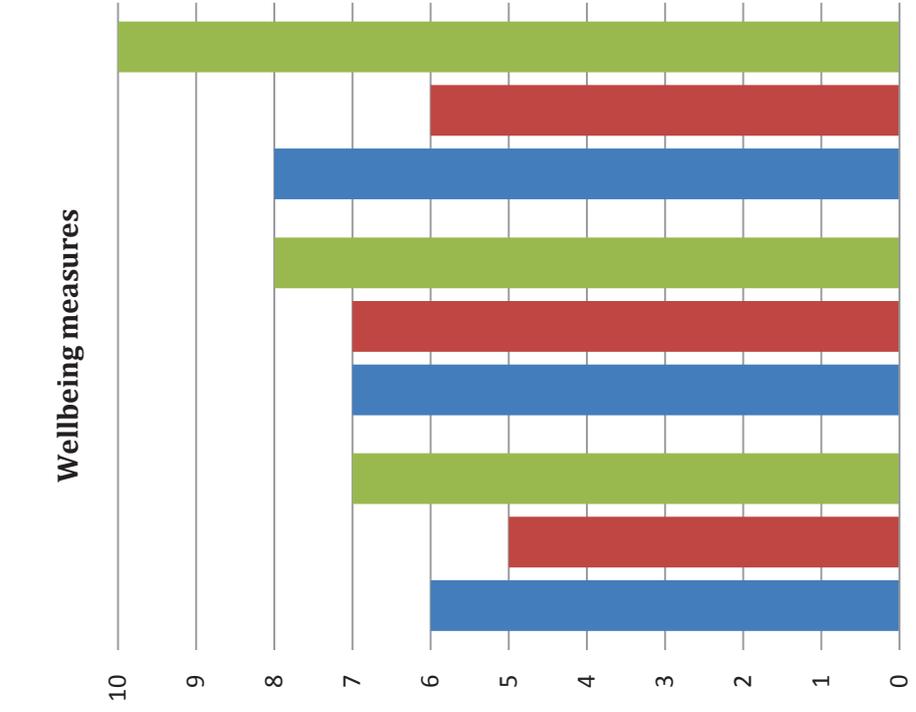
**Transition Teacher Support**

Pupil A was part of the 'Reading aloud' group at Trinity High organised by the transition teacher. Following training she read with confidence and enthusiasm to a Primary 1 class in her former primary. She was also part of the group who went to see Wonder at the cinema and then took part in discussion afterwards at school. This trip was organised by the Library Attainment Team. She then took the book Wonder out of the school library to read – her parents commented that she really identified with one of the characters.

Pupil A was part of the English transition group with the transition teacher. She successfully wrote a level 2 critical essay using the Dive in to Reading methodologies and strategies to support her. She also wrote an imaginative piece of which she was very proud.

**Impact**

Pupil A has integrated back in to class well without the same level of support from the transition teacher. Her class teacher commented that she was really proud that she had the confidence to tell her she was finding close reading homework difficult and would like to do a different book instead. Asking for support like this was a big step for her.



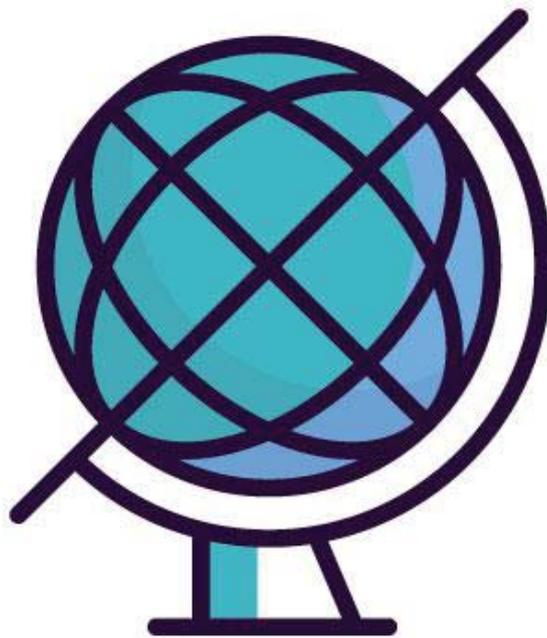
Review 1 Sept 2017    Review 2 Dec 2017    Review 3 May 2018

■ Achieving    ■ Confident    ■ Included

Pupil A's parents shared that she had been practicing every night that week at home with the book she had chosen.

“ We had to scrape her off the ceiling when she came home today; she absolutely loved reading at her old primary school - Parent ”





# Families and Communities

## Approach

The Pizza Learning programme complements the children's learning in school, and uses the community learning and development (CLD) approach to family learning. It provides the opportunity for parents and children to learn together and aims to positively impact on their confidence, build capacity, and raise attainment and aspirations. The programme is managed and coordinated by CLD practitioners and consists of three connected strands of family learning: Pizza Reading, Pizza Maths and Pizza Time, over a 10-20 week period. Attendance at the tea time sessions are incentivised by the sharing of pizza after learning, contributing to the social fabric of the programme.

## Values of Family Learning

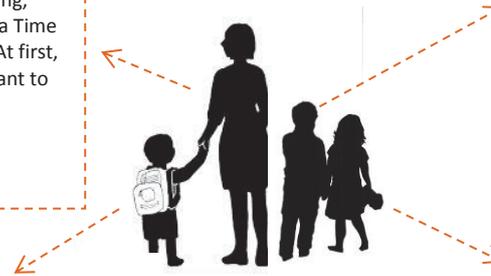
- Recognising the role of the parent as the first educator
- Equal partnership between learners and educators in the process of learning
- Programme is offered as a universal provision with open access
- Promoting change and empowering individuals and communities
- Raising aspirations

## The family

This case study is based on a family from an area listed in the Scottish index of multiple deprivation as one of the most deprived communities in Renfrewshire. The family are from SIMD 1 and receive clothing grants for each of the three children. The children attend Primary School B, where the Family Learning Programme has been in place since 2015 and is a well-established and valued initiative for the community. The case study will showcase the family's journey through the intervention and highlight how it has impacted on each member in a number of ways. To ensure confidentiality and protect identities, names of the parent and children have been changed.

### Cath

As the parent, Cath has attended Pizza Reading, Pizza Maths and Pizza Time with her 3 children. At first, Cath was very reluctant to come along to the programme. She felt "anxious and uncomfortable".



### Kevin

Kevin took part in Pizza Time in P7. Kevin is now in his 1<sup>st</sup> year of secondary school. Kevin was very shy when he started Pizza Time and lacked confidence.

### Sharon

Sharon was in P4 when she attended Pizza Maths. Sharon believed she was not good at maths, it was hard to understand, and had no confidence. Sharon also took part in Pizza Reading. She liked to read but lacked confidence in her ability.

### Liam

Liam is in P2 and took part in Pizza Reading. He initially took part in the programme as a child in the crèche, as his mother attended the sessions with his elder siblings. Liam also went on to attend Pizza Maths.

## Intervention: Initial engagement with the family

Cath received a letter inviting her to attend the Pizza Reading Group which had started for Sharon's age group at her school. Cath felt unsure about what her involvement would be in the programme. She was also not sure why she was being asked to participate and assumed it involved reading which made her more reluctant to engage and slightly apprehensive. Following written communication, the Pizza Learning coordinators telephoned all parents personally, to encourage them to attend. Cath learned a lot more about the programme and what was included during this phone call. She was pleased that the programme included fun activities as well as reading together, and crucially there would be a crèche available which removed a significant childcare barrier for her. The telephone call helped alleviate her concerns and Cath appreciated the personal approach. Sharon was also keen to take part as she always enjoyed reading.

## Pizza Reading



**Sharon** – When Sharon and her mum started the sessions they found the Family Learning staff very welcoming and approachable. The sessions helped Sharon focus by taking the time out to read. Cath states it has "really improved her skills". It helped build her confidence as by the end of the sessions "she loved to read out loud" and now often "disappears to her bedroom to read a book".

**Liam** – Pizza reading also involved arts, crafts and games which Liam really enjoyed. Liam settled down once he familiarised himself with the staff and started to really engage with the learning activities.

## Pizza Time



The Pizza Time Transition Group was developed to support families in the key transitional stage of going to secondary school, with an aim to; build confidence, self-awareness, self-esteem, raise aspirations and ultimately raise attainment of learners. The 20 week programme also gave families time to build solid long lasting relationships and grow as a community.

**Kevin** –After her positive experience in Pizza Reading, Cath encouraged Kevin to participate in Pizza Time. Facilitators observed that Kevin was very shy when he started the group. However, over the course of the programme Kevin took part in group discussions and group work which developed his communication skills. Kevin's confidence increased considerably and by the end of the programme he was happy to present his work to the whole group. Facilitators commented that his skills and knowledge was evident in his work and he became much more comfortable in the learning environment. This was especially significant for Kevin as he was now better equipped to access secondary school learning. Cath stated she was very proud of him.

## Pizza Maths



**Sharon** – Cath brought Sharon to the Pizza Maths group to encourage her to think more positively about numeracy and develop her confidence in the subject. Cath thought the social practice approach in the maths sessions were particularly helpful as it helped Sharon understand how relevant maths was to her everyday life; i.e. using weight when baking. Cath stated that Pizza Maths was "nothing like she expected; it was fun, and used relevant activities". Sharon developed confidence in numeracy and her ability to do maths school work was "better than before taking part in the programme".

**Kevin** – Although he was now in S1, Kevin decided to come back to Primary School B to take part in Pizza Maths, stating he "wasn't very good at maths and wanted to improve". Kevin went on to receive 100% in a class maths test in secondary school after the programme and believed the support he received at Pizza Maths helped achieve this.

## Family and Community

### Learning as a family:

Cath stated the opportunity to spend more time with her children at the Pizza Groups had brought them closer together as a family, strengthening their relationships. She added that Pizza Learning “benefitted family life, improved relationships, and is a safe, supportive and comfortable environment.”



She now feels confident and capable in helping her children with their homework and is very proud of her achievement. Moreover, Pizza Learning provided her with the confidence to consider other personal opportunities. Before Pizza Learning, Cath had never considered being involved in Primary School B’s Parent Council as she thought “only certain people took part in it”, and believed she didn’t have the right skills or strengths. Now, Cath is a member of the Parent Council and is enjoying being involved and engaged at her children’s school, realising how significant “being involved in school life” is, and how much it “helps my children to learn.”

Cath and her family developed confidence, skills and capacity throughout the Pizza Learning Programme. They were able to break down barriers to learning which prevented them from aspiring and achieving their full potential.

## Feedback

The Pizza Learning programme has been a successful intervention in Family Learning with the schools and communities involved. The Community Learning and Development approach has been particularly effective in positively impacting parents and children, in part, due to the focus on building relationships, developing confidence and self-esteem, and the relaxed and informal delivery by the CLD team.

A longitudinal study by the University of the West of Scotland discusses the outcomes of the Pizza Learning programme for many of the families involved, including:

- ✓ New skills
- ✓ Increased confidence and understanding
- ✓ Improved communication
- ✓ Changed behaviours
- ✓ Changed relationships
- ✓ Changing expectations.

Below are comments from participating families explaining the impact Pizza Learning has had on them:

“Most of the kids keep it all in and don’t talk about things, or are shy. Hardly any of them were talking, but now they’re all confident, **more happy and positive.**”

“I am more confident speaking to different people in new situations. It’s helped boost my confidence. I am **considering going to college** once my child goes to nursery.”

“**It was nothing like I expected it to be.** People actually listened to you instead of telling you what to do. They tried to understand things and approach things in a different way.”

“They’re **transforming** in front of our eyes!”

“Before Pizza Reading my son wouldn’t read a book at all. **Now, he’ll ask me if we can sit and read a book,** or if he could buy a certain book. If I hadn’t come here, I don’t think my son would be reading.”

“I was one of those people that didn’t think the programme was for me, and that I couldn’t do it. Now, I look forward to it every week. I’m glad I came here as I was originally not going to come. **I didn’t think it would help my son with all the issues he had, but I was wrong.**”

“The Pizza group has taught me that **you don’t have to accept what society says about your situation.** I was a mum at 15 and when I was growing up I heard a lot of people saying ‘she’ll never get a job’ and ‘that’s it now’ which dampened my confidence. But now, I know what I want to do and I am very confident.”

“I was worried about my grandson going to high school in case he didn’t settle in and it was going to be a major change, but now **he’s in his element.**”

“It was a **different kind of learning.**”

### The Parents in Partnership Programme

Parents in Partnership seeks to:

Increase the capacity of parents to support their child's learning at home

Encourage parental involvement in high school life and promote more informed conversations at home with children

Giving parents/carers the confidence to engage with school and school staff to support their child's learning

Raise awareness of support available in the community to families and parents

#### PIP in action:

- Delivery of Phase 2 of PIP within 12 secondary establishments
- Track the attendance of targeted families at each establishment programme
- Track the attendance of targeted families at S1 parents' evenings
- Track participation of targeted families at each establishment programme
- Collate qualitative feedback from staff and families engaged with the programme



### High School B's PIP Programme

The High School B PIP programme developed as a result of consultation with parents regarding programme content and structure. Parents expressed that they really enjoyed parent-pupil sessions in the previous PIP programme and welcomed more of these.

Learning from the feedback from parents, High School B PIP programme was developed to include some sessions which involved parents and pupils working together. These practical based sessions took place every second week. Individual subjects were delivered in the alternate weeks for parents only. The practical sessions were double periods on timetable to allow time for engagement. The subjects chosen were Art, Technical, Home Economics, and Computing.

#### The outcome

The parents on their own were quite anxious in the individual sessions, however working with their child made them feel more relaxed and as a result they got more involved in both sessions.

The pupils were comfortable very quickly having their parents/carers in school, and would come along and visit the group at tea/coffee time for a chat. The school felt that this was a good balance of practical lessons and worked well for the parents. A number of the parents have their own difficulties in maths and English and therefore find these more challenging.

Owing to the success of the programme, parents are now asking to come to school and sit in on lessons and the school is currently considering this option.

“ I feel comfortable to contact the school about my child's education. **Parent** ”

“ I think the programme is really good. Everyone should have the chance to do it. I know more about everything and feel like I can actually talk to the school and ask questions. I don't want to stop - can I come back next week? **Parent** ”

“ The Art and Technical sessions were "...the highlight of the programme so far" **Parent** ”



### Highlights and Next Steps



10/12 programmes delivered and evaluated to date



Development of P7 transition model 'Parents in Transition' as a result of feedback from families



4 secondary school clusters identified for transition pilot



4 pilot programmes currently underway May 2018



1 secondary school phase 3 PIP programme showing significant increase in numbers



Linking with transition teachers – integrated model creating a more collaborate/collective approach

Pupil A								
Gender	SIMD	LAC	FME	CG	Standardised assessment literacy		Standardised assessment Numeracy	Reason for support
					English	Reading		
M	1	No	No	Yes	80-below average	78-below average	76-below average	Attendance, Attainment, Family Engagement

### PIP Coordinator Support

#### Parental engagement with the school since involvement in the PIP Programme:

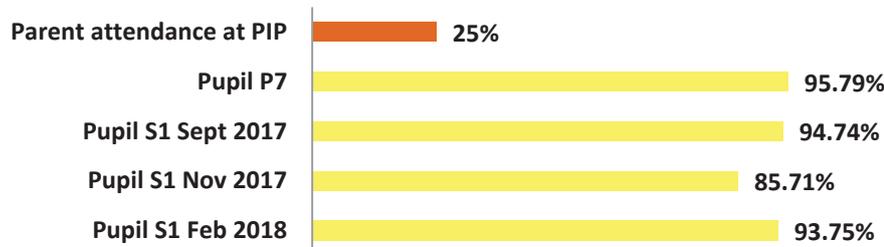
Parent A works full-time but made the effort to attend PIP by changing her shifts when she could. Since taking part in PIP's programme parental contact with the guidance teacher has improved dramatically. Parent A actively seeks advice and support as and when required by phone or email.

#### Impact of family engagement with PIP on the pupil's S1 performance and attainment:

Parent A had raised behaviour concerns at Primary school about Pupil A but stated that she felt that her concerns were not taken seriously. Attending PIP has helped to build her confidence and trust in High School. Getting to know the guidance teacher as part of the PIP Programme has led to her actively progressing a referral to CAMHs for her son to be assessed for ADD. Pupil A's guidance teacher was able to support Parent A in this process and Pupil A is awaiting an appointment with CAMHs. The PIP coordinator is hopeful that improving and supporting Pupil A's issues through CAMHs will have a positive impact on his attainment, attendance, and performance in school.



### Parent & Pupil Attendance 2017/18



Pupil B								
Gender	SIMD	LAC	FME	CG	Standardised assessment literacy		Standardised assessment Numeracy	Reason for support
					English	Reading		
M	1	Previously	Yes	Yes	80-below average	95-average	81-below average	Attainment, Family Engagement

### PIP Coordinator Support

#### Parental engagement with the school since involvement in the PIP Programme:

Parental contact with both PT Guidance and School Admin team has improved. Previously Parent B would not contact the school if either of his children were absent; now Parent B contacts the school if his children are unwell. Parent B was an excellent contributor to the group during the programme and showed interest in becoming a Parent Ambassador. He, however, struggles with his own health and this can be a barrier to his participation.

#### Impact of family engagement with PIP on the pupil's S1 performance and attainment:

Pupil B's attendance has improved and this is having a positive impact on his attainment.

Pupil B has received 47 Merits and only 5 Demerits (all for non-return of homework. This is an area the PIP coordinator is working on with Pupil B). Pupil B's S1 report card was also very positive and attendance remains stable.



### Parent & Pupil Attendance 2017/18



Pupil C							
Gender	SIMD	LAC	FME	CG	Standardised assessment literacy English	Standardised assessment Numeracy	Reason for support
F	2	Yes	Yes	Yes	85-below average	111-average	Attendance, Family Engagement

### PIP Coordinator Support

#### Parental engagement with the school since involvement in the PIP Programme:

Parent C attended all school events. She was able to engage fully with the coordinator and the programme. Parent C regularly called the coordinator and was a frequent visitor since the programme started in September. Sadly Parent C passed away earlier this year and Pupil C is now living with another family member. With continued coordinator support and encouragement, Family C has continued the same level of participation and engagement with the programme.

The PIP programme has meant that the coordinator feels better able to support Pupil C and her family through the difficult time and ensure attendance continues to progress. As the coordinator and Parent C formed a bond over the time Parent C was involved with PIP, it has made it easier to continue support and maintain solid relationships between the family and school.

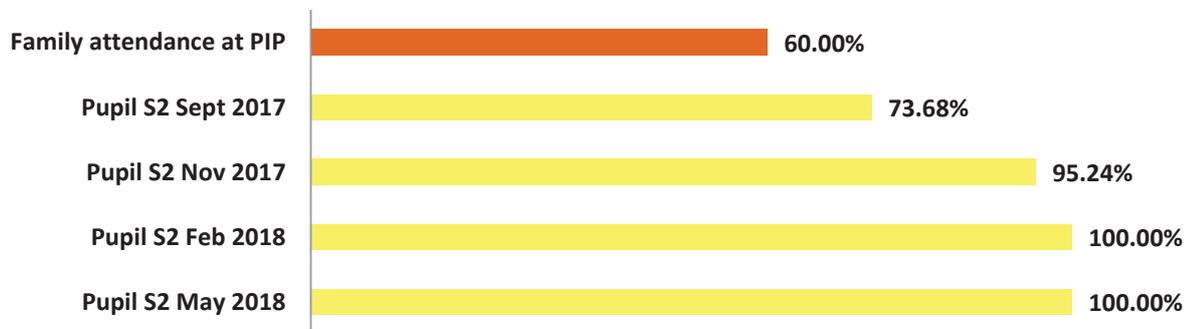
*"Parent C and I were in frequent contact and I hope Family C now feels the same degree of security in contacting the school knowing we will support her and Pupil C."* PIP coordinator

#### Impact of family engagement with PIP on the pupil's S2 performance and attainment:

Pupil C continues to work hard and achieve her potential since the PIP programme. Even with her recent bereavement she is secure coming to school knowing the coordinator is working with her family to make things secure and successful. This is also evidenced in her attendance below.



### Family & Pupil Attendance 2017/18





## PATHS®

PATHS® has a recognised evidence base and was selected as there is a need to develop the emotional literacy of pupils in Renfrewshire to ensure they are ready to learn and engage in the curriculum.

PATHS® is designed to facilitate the development of:

- Self-control;
- Emotional Awareness;
- Interpersonal Problem Solving Skills.



14 Schools



3815 pupils



214 teachers trained

## Renfrewshire PATHS® Case Study

As part of the Scottish Attainment Challenge, Renfrewshire is providing targeted improvement in literacy, numeracy and health and wellbeing. PATHS® has been selected to develop the emotional literacy of pupils to help support this.

### The PATHS® Programme

#### Feelings

The PATHS® Programme allows teachers to deliver lessons focused on identifying different feelings. Pupils are given an opportunity to **explore what these feelings look like** and **share their personal experiences of different emotions**. Having this **emotional awareness** helps pupils to build skills in **emotional regulation and self-control**. In P1 and P2 the pupils learn the different feelings through PATHS® character puppets such as Twiggle.

*“Children are better equipped to recognise, name and discuss their feelings which reduces frustration and anger and the impulsive behaviour which can result from these feelings.”*

Senior Leadership Team

#### Self-control & Problem-solving

PATHS® has improved pupil's social and emotional competence and has reduced aggressive behaviours.

### PATHS® Results for Renfrewshire

36%  
improved  
pupils'  
empathy

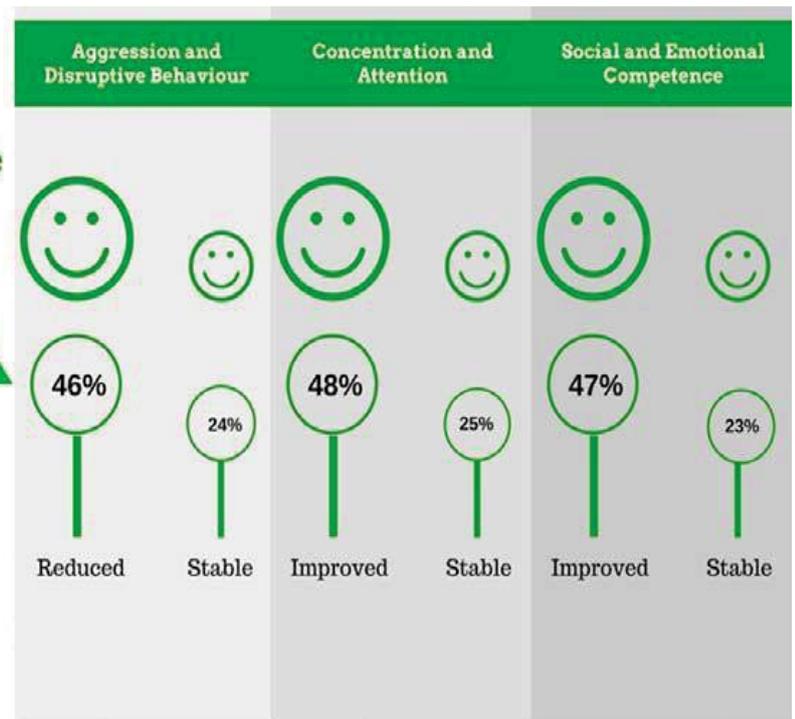



Figure 1: PATHS® Results from Renfrewshire from PEW Surveys (875 pupils)

#### Cross curricular links & Whole School Approach

As PATHS® becomes embedded in the classroom, teachers are beginning to **link the lessons and concepts to other areas of the curriculum**.

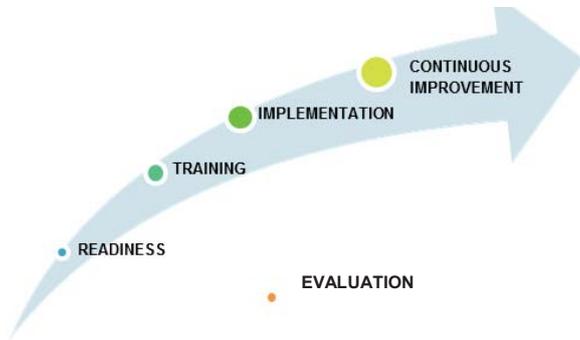
Many schools are beginning to develop a **whole school ethos** to further embed the PATHS® concepts and allowing pupils to see and use the strategies not just in the classroom. **80% of pupils believe that PATHS® helps all children.**

**Parental engagement** is important for the development of a whole school approach. **There were 110 attendees at a PATHS® information session** at the start of the new school year in Renfrewshire.

*“In 30 years of teaching, I have never seen a programme make such an impact so quickly”*  
Primary School Head teacher

### What is RNRA?

RNRA uses an implementation science framework and coach-consult model to embed a whole school nurturing relationships approach that is sustainable and tailored to each school's action plan. The RNRA team delivers training at key points throughout each school's RNRA journey and gathers ongoing data from training participants.

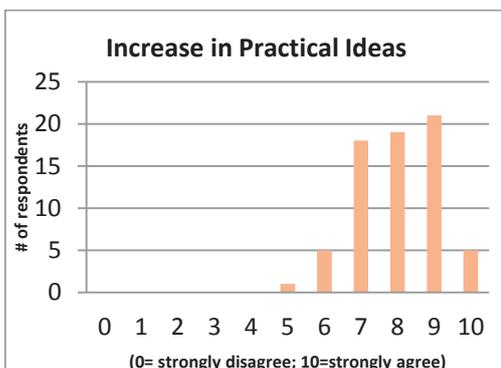
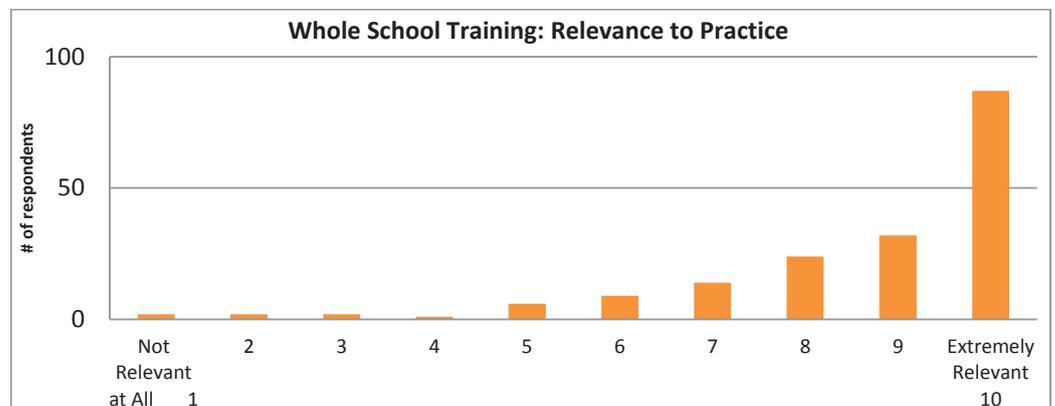


### What are the different training programmes offered to RNRA Schools?

1. Whole School Nurturing Relationships Training  
*Covers attachment theory and the importance of nurturing relationships*
2. 4-Day Leadership Training for School Leaders  
*In depth training for SMT/school leaders driving RNRA in their schools*
3. Nurture Principle Training  
*Targeted training on a school's chosen nurture principle*

### Whole School Training Session 2016-2017 (180 Respondents)

- Almost all reported gain in knowledge of attachment theory (87%) and importance of nurturing relationships (71%)
- 80% reported the training as *extremely relevant* to practice

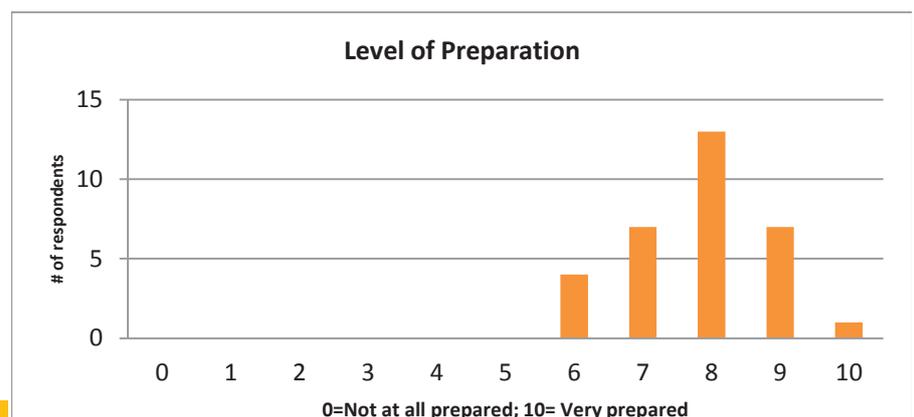


### Nurture Principle Training – Session 2016-2017 (69 Respondents)

- 97% reported gain in knowledge of target nurture principle
- 100% reported they agreed or strongly agreed that they gained practical ideas
- Training helped participants reflect on their own practice and pupils' needs
- Practitioners reported they already engage in some nurturing practices and received reassurance they were on the right track
- Video clips were highlighted as useful for reinforcing concepts, giving practitioners examples of strategies and techniques to use and making the training engaging
- Positive feedback regarding the practical experiences and strategies shared

### 4-Day Leadership Training Session 2017-2018 (34 Respondents)

- Almost all reported gain in knowledge of attachment theory (94%) and importance of nurturing relationships (94%)
- 100% reported the training received was *relevant* or *extremely relevant* to their practice
- 100% reported that they were *prepared* or *very prepared* to lead RNRA in their schools



Barriers to learning

Attendance rate Sept 17

31.58%

Attendance and Behaviour

CG Yes

FME Yes

LAC No

SIMD 1

Gender M

**Background**

Pupil A's father sadly passed away last year. This caused Pupil A to struggle to attend school and had an effect on his behaviour. Parent A was unsure how to help him and was also disengaged with the school. Pupil A was quiet and would not speak about his feelings or why he didn't want to attend classes. He had few strong friendships, and was also below average in both Numeracy and Literacy.

**Inclusion Support Assistant (ISA) Support**

The ISA started working with Pupil A due to his attendance and behaviour in class. Parent A was also not communicating with the school and would cancel meetings regularly. The ISA invited Parent A to the school, not to discuss her son's attendance or behaviour, but to receive a picture Pupil A had made for her for her birthday. This worked in engaging Parent A with the school. During this visit the ISA introduced her to Pupil A's guidance teacher and they had an informal conversation about the support that could be offered to her son to help him participate more. Parent A appreciated this intervention as she felt that her son was receiving the support he needed and she wasn't simply being told about his poor attendance or behaviour with no resolution.

Following the meeting, Parent A kept in contact with the ISA, and they would regularly update each other on Pupil A's progress. Due to the positive relationship that had developed, the ISA was also able to refer Parent A to Advice Works and helped complete Free School Meals and Clothing Grant forms.

The ISA involved Pupil A with the Prince's Trust Group where they built a good relationship. Pupil A's behaviour has changed due to this and has since confided in the ISA about the loss of his father. This is significant as he was able to speak about his feelings and address them, rather than let his feelings affect his behaviour.

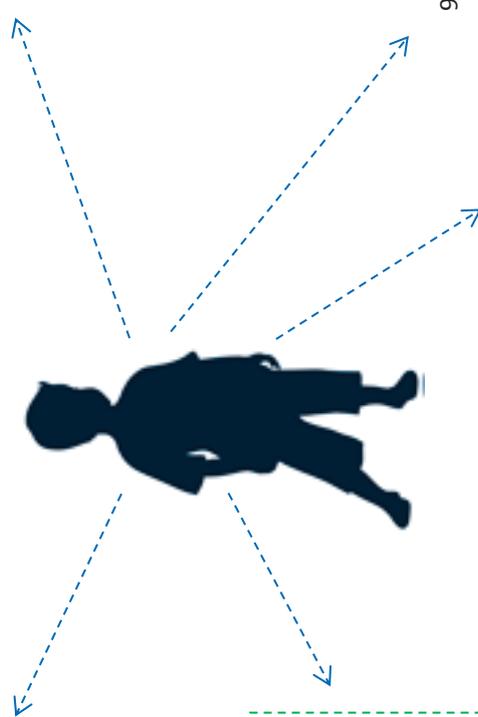
**Inclusion Support Assistants**

ISAs help support and improve the health and wellbeing of targeted children who are vulnerable to becoming or have become disengaged with school.

The ISA intervention aims to:

- Lower exclusion rates
- Maintain or improve attendance rates from primary school
- Increase parental/family engagement

There are 9 Inclusion Support Assistants providing intensive support to 80 young people across 9 Secondary schools.



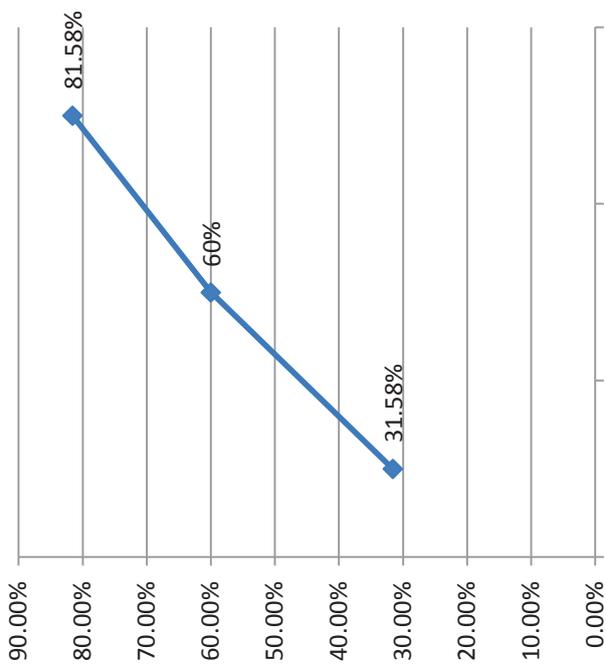
**Impact**

Pupil A's attendance and behaviour has now improved. He recently received 97% in a Maths test and has completed his level 3 in the Prince's Trust Group, working hard during his time in there.

Pupil A is attending his classes more regularly, whilst engagement with Parent A continues. Parent A also commented that Pupil A has formed really strong friendships in school and is happier. His behaviour has also improved at home and he now helps Parent A where he can.

Pupil A continues to visit the ISA daily to discuss the classes he has. As a result of the inclusion intervention, his overall attendance and participation in school has increased significantly.

**Attendance**



“My son is happier and better behaved due to the support he receives, and I feel comfortable calling the school for any support I need.” Parent A



## Inclusion Support case study: Pupil B, C & D

### High School B: Pupil B

Gender	Year	SI/MD	LAC	FME	CG	Barriers to Learning
F	S1	3	No	No	No	Attendance & Behaviour

#### Background

Pupil B had behaviour issues which affected her learning and attendance at school. She struggled to follow instructions and generally adhere to class rules. This led to her being regularly excluded from classes.

#### Inclusion Support Assistant support

The Inclusion Support Assistant shadowed Pupil B in her classes. It was clear to see that Pupil B was really outspoken and presented as very confident. However, Pupil B often spoke out at inappropriate times and struggled to follow class rules.

During 1-1 sessions with Pupil B it became evident that although she appeared confident, she had underlying emotional problems. She had difficulty controlling her emotions at school and at home. This had an adverse effect on her relationships with peers, teachers and Parent B.

#### Action

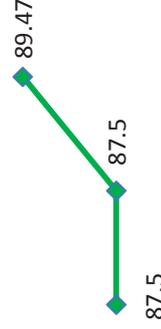
The ISA and Pupil B set agreed targets to help address this and had regular 1-1 meetings to track progress. Pupil B used a daily target sheet with small actions or behaviours to do to achieve her goals. Pupil B was encouraged and made a lot of effort to engage and perform better.

#### Impact

Pupil B's improved behaviour in classes has resulted in a significant reduction in referrals and class exclusions. She has responded well to support and teachers have also commented on the progress made with her behaviour.

Pupil B seems more content at school. She states feeling more positive about herself and her school experience. Parent B also commented that she is very happy with her progress and the support received stating that there has been a noticeable difference in her happiness and wellbeing.

#### Attendance %



Oct2017 Feb2018 Jun2018

### High School D: Pupil D

Gender	Year	SI/MD	LAC	FME	CG	Barriers to Learning
F	S3	3	No	No	No	Attendance & Social

#### Background

Pupil D was very quiet and had few solid friendships. She would either not come to school, or go home early because she did not like her classes. At lunch or break times Pupil D would often sit on her own and struggled with confidence and anxiety.

#### Inclusion Support Assistant support

The ISA initially started to work with Pupil D because her attendance was very low at 53.13% at the start of the school year. Through 1-1 discussion it became apparent that Pupil D had low self-esteem and required support in building her confidence and social skills which would help her stay in school and participate in classes.

### High School C: Pupil C

Gender	Year	SI/MD	LAC	FME	CG	Barriers to Learning
F	S3	1	No	No	No	Attendance & Emotional

#### Background

Pupil C is a very able and pleasant girl, however she is also subdued, withdrawn, and does not actively participate in class or attend school regularly. She has an unsettled home life spent switching between her mother and father's house and her mood at school often depends on which parent she is living with at the time. This has disrupted her learning.

#### Inclusion Support Assistant support

The ISA became involved at a point where Pupil C was refusing to attend school. There was not a strong relationship with the guidance teacher so Pupil C did not open up about her barriers to learning. However, Pupil C soon became more comfortable with the ISA as she learned she was able to give her the time and support required to tackle the problems she faced at home and a strong relationship developed.

#### Action

The ISA referred Pupil C to a Maximum Support Group with Skills

Development Scotland to keep Pupil C focussed on her aspirations rather than troubles at home. This also helped Pupil C to socialise. The ISA then referred Pupil C and her family to Family Functional Therapy to try and address issues. Pupil C appreciated the support and started to engage more with the agencies involved in helping her.

#### Impact

Pupil C is a lot more settled at school due to the Inclusion Support

intervention. She is now engaging in classes and socialising with her peers.

The ISA states Pupil C's emotional intelligence has grown a lot over the year and she is better able to express herself. Pupil C performed really well in her 3<sup>rd</sup> year exams with her teachers commenting that this was especially significant as she did not think she would have performed as well without the Inclusion intervention. Although Pupil C's attendance is similar to the start of the year she has overcome significant barriers to maintain this.

#### Attendance %



Oct2017 Feb2018 Jun2018

#### Attendance %



Oct2017 Feb2018 Jun2018



# Renfrewshire Attainment Challenge

School costs can put pressure on low-income families and put children at risk of missing out on opportunities and feeling different, excluded, and unhappy. This can undermine their wellbeing and potential attainment at school. *Child Poverty Action Group*

## Cost of the School Day: Case Study January 2018

The Cost of the School Day involves children, parents and school staff in identifying cost barriers and in taking action to remove them, helping to create environments where every child can access school activities and participate fully in school.

The following are excerpts and examples from head teachers explaining the huge and real impact Cost of the School Day funding is having on pupils in both primary and secondary school.



*"The staff really value it because they see the difference it makes for pupils to have sandshoes at gym time, to be wearing the shorts, and if it's cold they can get tights. Those kinds of things are **real and tangible.**"*

*"It's a fantastic fund. It is giving children **access** to aspects of school they wouldn't have otherwise."*

*"They talk about this phrase '**cultural capital**' and that's a huge part of it. Children being able to feel they can take part in any school activity. Sometimes that means we use that fund for everybody and everybody accesses it but it means those kids that are living in poverty get access to that cultural capital and **take part in things they otherwise could not.**"*

*"We had a card from a parent who we funded a trip for saying: **'I can't thank you enough, you've allowed my daughter to have a birthday.'**"*

*"I think it's **made our understanding visible to parents** as in the past it was easy to say "I know things are hard", but now we can **actually put our money where our mouth is**, and do something about it."*

*"We had a girl last year in 5<sup>th</sup> year who had the opportunity to go to a scholarship at the Royal Academy. She was from SIMD 1 and couldn't afford to go, so we used the fund last year to pay for her, and now she's just a real success story. She took the time to say to me: **'thank you for giving me that opportunity; it's changed my whole thinking about life.'**"*

*"There are pupils not living in **SIMD 1 or 2 who are really struggling.** Just because people look as if they're managing doesn't mean they are. Parents are proud, so for us it's about putting things in place without embarrassing or making people feel as if it's charity."*

*"Children need the **security** of knowing they will be given the **same opportunities** as everybody else."*



## Family Engagement in Learning with Youth Services

Youth Services is Renfrewshire Council's youth work team. The team consists of Community Learning Officers, Youth Information Officer and Part Time Sessional Youth Workers. The service aims to improve the outcomes for young people in Renfrewshire through youth work, youth information, empowerment activities and outdoor learning.

*"Parental and family engagement in their child's education is a key factor in ensuring successful outcomes" (NIF, 2016)*

### Programme Overview

As part of Renfrewshire Attainment Challenge, Youth Services have developed a range of programmes which are aimed at young people in S1 – S3 across secondary schools in the authority. 49 young people have been involved in the programmes coming from a variety of different backgrounds including SIMD 1- 3, entitled to both free school meals and clothing grants. An important aspect of these programmes is to increase parental engagement in their child's learning.

### Aim

One of the most successful programmes is the "Come Dine with Us" project which aims to support young people to work in teams and develop new skills including teamwork, cooking, and budgeting.

### Objectives

- » Young people have an **increase in confidence**.
- » Young people **take responsibility for tasks**.
- » Young people have **positive relationships** with family members.
- » Young people **make new friends** and work with others that they may not have worked with before.
- » Young people **use their skills and learning** in a different setting.
- » Young people **gain accreditation** or recognition of their achievements.
- » Young people **develop and enhance life skills** that can be used in a variety of different contexts.

### Participants

86% of the young people involved in the programmes over the year live within deciles 1, 2 and 3 according to the Scottish Index of Multiple Deprivation. 23 of the young people engaging are entitled to free school meals and 16 are in receipt of a clothing grant. Across the authority the programmes have also engaged with 8 young people who are classed as looked after and accommodated.

### Outcome

Throughout the programme young people have been given the opportunity to gain accreditation using Youth Scotland Awards schemes. Three of the young people this year will be gaining a Dynamic Youth Award while the rest of the young people will be achieving a Hi5 award. Using accreditation has provided young people enhanced achievement and acknowledgement for their hard work throughout the programmes. One of the highlights of the programme is that it is delivered at the end of the school day with young people staying on after school finishes. This is a great youth work model as it shows that young people are choosing to participate and doing so in their own time.

There has been an increase of parental engagement across the schools with teaching staff and senior managers reporting that parents who do not usually engage with meetings or parents' evenings have attended and participated in informal discussions about their child's learning as part of the family meal. Parents/carers reported that receiving a personalised phone call to invite them into the school resulted in reduced anxiety levels and helped make them feel more comfortable when arriving for the family meal.

There have been numerous reports of young people transferring skills they have learned and cooking at home both with and for family members. There have also been verbal comments from families reporting that young people are helping with weekly shopping.

### Delivery

Each week 2 – 3 young people from the groups visited a local supermarket during the last period of the school day to purchase ingredients on a budget for the rest of their group. On return to the school, the group came together and worked in teams to prepare different meals each week. Once each team had prepared their food, there was an opportunity to share this as a whole group sitting around a dining table. This gave an opportunity to have issue based discussions and share experiences on various topics.

Preparing meals on a weekly basis has provided the groups with an opportunity to gain a sense of achievement and the opportunity to try new foods that they have prepared themselves. One of the main aims of the group is to host a family meal where young people invite family members along to one of their sessions and provide a family meal to share with their parents, carers and other family members.

The family meal is a great opportunity for young people to showcase their work and share what they have learned over the programme.

The family meal is designed by the young people in each group and has been delivered in different ways throughout the year. High School A opted for turning one of their classrooms into a Valentine's themed restaurant. Pupils served their family members a meal and sat together participating in conversation games. One of the other school partners, High School B, decided to invite their parents in to cook with them and then share the meal together around the dining table. This has been a successful method with parents, carers, young people and staff members all providing positive feedback on the impact and difference the project has made.

### Impact

- » **83%** of young people who participated have worked towards wider achievement through Hi5 and Dynamic Youth awards.
- » **5 young people** from High School C have received 2 Hi5 awards as a result of participating in these groups.
- » **Increase in parental engagement** with families that don't usually engage with the school.
- » Young people have reported an **increase in skills** including budgeting, making new friends, working with others and in the kitchen.
- » Young people have **enjoyed learning** how to make meals from scratch.
- » Parents have reported that young people now want to **cook more at home** on their own and as a family.

## Conclusion

“Come Dine With Us” was a pilot family engagement programme targeted in secondary schools with young people in S1-S3. The programme used a youth work engagement approach, starting where young people were at. Offering a flexible approach that responded to the ongoing feedback from parents, teachers and young people ensured that the outcomes were met. The feedback received provides evidence that it has been successful and impacted positively on families. Schools are now signing up to ensure that the programme is ready to be rolled out again to more students in the new academic year 2018 - 2019.

## Feedback

*“I feel like I worked well in a team with others and made new friends”* **Young person.**

*“My behaviour has got better, partly because of this group and my mum no longer needs to attend meetings because I was behaving badly”* **Young person.**

*“This group is the only reason I come in to school on a Thursday”* **Young Person.**

*“One thing I did really well was shopping on a budget and swapping ingredients on recipes for alternative cheaper ones”* **Young person.**

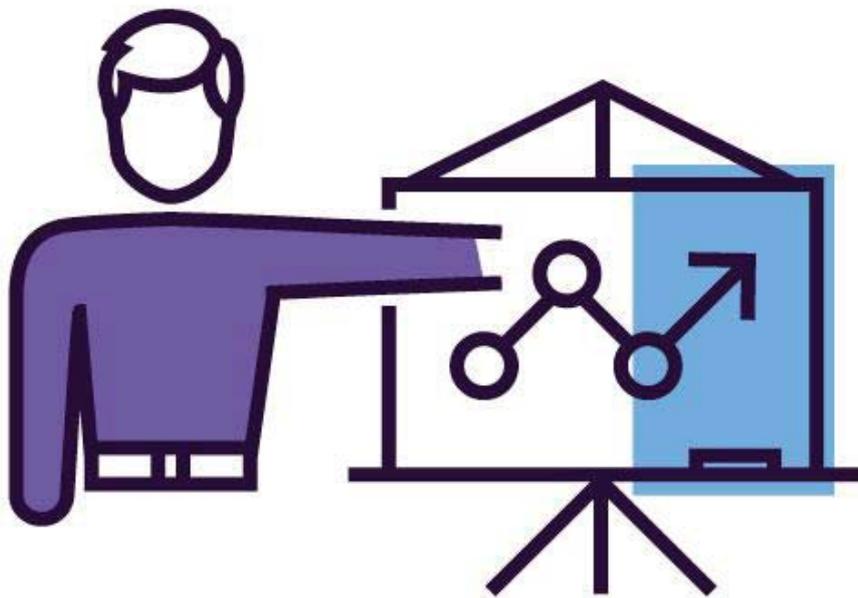
*“I teach some of those pupils so I am aware how challenging their behaviour can be sometimes. You had them engaged and working away”* **Teacher.**

*“This programme is one of the only positive educational engagements this young person has right now”* **Teacher.**

*“I was really worried about coming into the school as I wasn’t sure what to expect, but after receiving a personal phone call, it made me feel more relaxed and encouraged me to come in and see what my daughter had been doing”* **Parent.**

*“I didn’t have a very good school experience and neither did my eldest daughter, so it was nice to come into the school for something positive. I also can’t cook very well myself, so it’s good to see something that we can both do together at home”* **Parent.**





# Leadership

## Work stream Overview:

A sustainable leadership strategy for staff at every level, with high quality professional learning at its centre

- Aspiring Leaders
- Step Back
- Leadership Collaboration
- Coaching and Mentoring
- Support Assistants
- Pupil Leadership

### Aspiring Leaders Programme:

Professional development can boost attainment but needs to be evidence-based, intensive, long term, contextualised and incorporate systematic monitoring of impact and continued support for teachers (Ellis & Sosu 2014).

- High quality professional learning for staff seeking to take on formal leadership roles in schools
- A package of sustainable opportunities with mentoring support
- Allows aspiring leaders the time to learn from their peers and other leaders as well as providing formal assessment of their own competence in order to identify their own next steps in learning

### Milestones & highlights

- Appointment of 10 high quality head teachers and two Early Years Heads of Centre over 18 months
- Successful recruitment of 26 establishment senior managers (18 head teachers and 8 depute head teachers) over the last 2 years, all of whom participated in our Aspiring Leaders programme
- Development of pupil leadership approaches in 3 secondary schools
- Newly appointed head teacher mentoring programme

## Professional learning and support in developing strong, confident leaders.



Head teacher A was a participant in both the Aspiring Head Teachers course and the Leadership Development Mentoring and Coaching programme. She discusses her experiences of each, and the impact it has had.

I had undertaken the Into Headship programme at the University of Strathclyde as part of my own confidence building when I was considering Headship. Now in the role, I had to put theory into practice – so when the opportunity came from the authority for continued professional development it seemed a really good way for me to ensure that my confidence continued to build and I had some highly experienced and trustworthy people to learn from.

Both programmes took very different approaches. One was *Content* driven, and the other was *Context* driven. In the Aspiring Head teacher course, the learning intentions were laid out, i.e. the legal, political, and financial aspects of my role. It was about my role within my school and as a senior leader in the authority. In the Leadership Development programme, it was about mentoring and coaching; the mentor responded very much to what I was experiencing in my own school.

On the Aspiring Head Teacher course, I considered aspects of self-evaluation and improvement. For example, how I could be a better head teacher and the need for a real focus on learning and teaching. It can be quite daunting but the course really equipped me and made me aware of the responsibility I would have as a head teacher.

One key learning experience I took from the Aspiring Head Teacher course was the constant striving to get better at what I did and having the information about how I could do that. There was a framework in place which focused on How Good Is Our School (HGIOS) and bespoke reading which I could use to develop my own knowledge. The Mentoring and Coaching approach was very much about where I was on my leadership journey.

The key learning experience I took from the Mentoring and Coaching programme was self-belief. The mentor helped me realise that it's not a race, it is working to the best I can, at this moment in time, but always looking at ways to improve, and believing that I was doing a good job. He reassured me a great deal. He really emphasised that I am not alone, although I may feel that way sometimes, I am part of a wider team, a bigger community, and that I should call upon those people to support and help. During every single session there was a light-bulb moment. He allowed me to work out the problems myself, switching between coach and mentor. I remember during the first session I thought "I haven't got time for this", but then I would sit down for an hour and it would be the best time spent. It was like counselling for head teachers and it was very valuable.

The biggest impact has been on my school improvement plan. I have learned that in order for something to be changed, I have to win over my team and have everyone pulling in the same direction, getting everyone in alignment. To affect change and to make it successful, I need everyone going in the same direction so I spend time with them, bringing their different skills together, making sure I am clear about where the school is going and why I believe this is the right way forward. The programme taught me the importance of relationships with staff, pupils and parents and how I can nurture those relationships, how I can sustain those relationships, and how I can *show* I value my staff.

Both programmes merge together in their focus on Learning and Teaching; reminding everyone about why we're here, what it's all about and our objective.

## Programme overview

*Step back – find your way forward*

Workshop sessions include:

- **Challenges and outcomes**
- **The ACE Test**
- **Co-coaching skills development** which supports leaders to consider questions such as: what is getting in the way of best performance? Are we captive to a particular way of doing things? What are the courageous conversations we need to have?
- **Growing the co-coaching culture** – cohesive teamwork and collaborative action
- **3 Gs** – What are you going to do; what will you Get personally from the changes you make; what are you going to Get Off your to do list
- **Step Up... to go forward**
  - Choosing your attitude
  - Calling it
  - Living in the 'now'
- **Next steps;** individually, collectively, school and wider community

## Highlights

- Opportunity to network and build new relationships
- Relaxed approach and inspiring venues supported the whole 'Step Back' process
- Getting the time to reflect with colleagues from across sectors and plan to do what really matters
- Feeling valued by our employers who also took the time to be in attendance
- Positively impacted on personal as well as work life

## The Step Back Programme

*"Step back... finding the way forward to Closing the Attainment Gap"*

The Step Back Programme is delivered, in partnership with Drummond International, to head teachers and deputy head teachers from across all sectors. The programme is a 2 day workshop, set in various locations across Loch Lomond, giving senior leaders the opportunity to 'step back' in a relaxed and inspiring space. The programme allows leaders to take valuable time to rethink priorities, consider their leadership styles, and develop a co-coaching approach. The following is an interview with one of the participating senior leaders who is a primary school deputy head teacher in Renfrewshire. The deputy head teacher also participated in the Aspiring Head teacher programme. She discusses her experience of Step Back and the impact it has had on her as a leader.

### What are your opinions of the Step Back Programme?

The Step Back programme has been the best professional development opportunity I have had in my career so far. I had the opportunity and time to literally step back. I felt valued and confident that I could move forward both personally and professionally in a more positive and healthy way.

### Which aspect(s) of the programme were particularly unique in its approach?

The location was beautiful and scenic, a complete contrast to undertaking a course in a school building. My colleagues and I were very well looked after by the whole team. The opportunity to stay the night for those who wished to was an added unique element to the programme.

Over the course of the two days I was able to engage with the content at a relaxed pace and in a perfect space. It gave me the opportunity to reflect on what I had learned, and fully comprehend concepts in my own time. The two days gave me enough time to make new friendships and truly enjoy the opportunity.

In terms of content, the programme was unique as it presented quotes and passages throughout the days that inspired me. The team also presented on Nelson Mandela's leadership styles as stimulus for discussion and reflection.

### Which aspects of the 2 day workshop have had the biggest impact on you, and will have the biggest impact on your school?

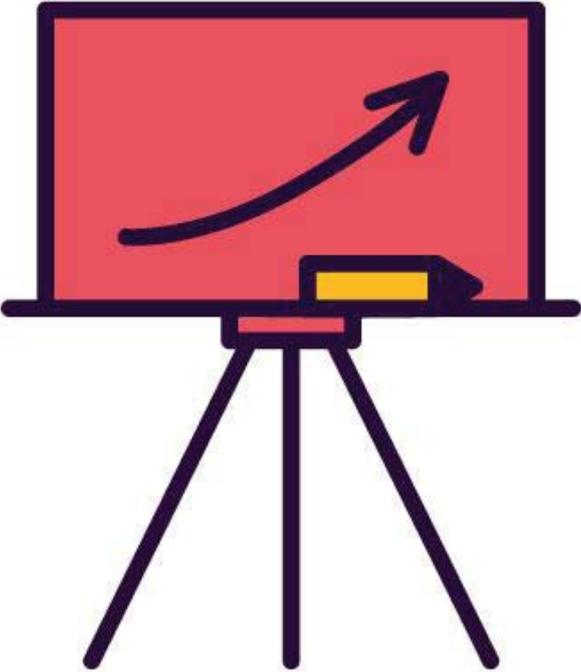
- I have learned that being more proactive as a leader and leading by example will have the biggest impact.
- I am developing a clear vision about what I can do, or not do, to improve personal and professional life.
- Being solution focussed and taking the right action which will have long lasting effects, rather than opting for the easier action and a short-term fix.
- I now have a toolkit based on what we have learned over the last two days which I can refer back to, i.e. 'the trusted other', the 'hill road' and co-coaching.
- I am now really thinking about what my values and non-negotiables are, and talking about these with others. I aim to live these out.

### What suggestions do you have for the programme going forward?

As deputy head teachers don't get many opportunities to meet each other, it would be great to have regular follow-up meetings with the Step Back group with an informal agenda. This will allow us to share further reading and recommendations.

I feel I have been privileged to work with my trusted other for many years, however, as she prepares to move on I am contemplating what life will be like without that support. I think it would be a great idea to have a support network in the Authority on a mentoring/trusted other basis.

Lastly, I appreciate the cost of a course like the Step Back programme and know it would not be possible to run on a regular basis, however, having a rolling programme would help to revive and refresh leaders and may be something to consider.



# Data Analysis

## Data Literacy Support: Case Study

### Work stream

#### Outcomes:

- Increase data literacy skills across Renfrewshire's establishments.
- Teachers will know who to target to improve equity and raise attainment through using data effectively.
- Data is used systematically to plan for improvement.

### Strategy

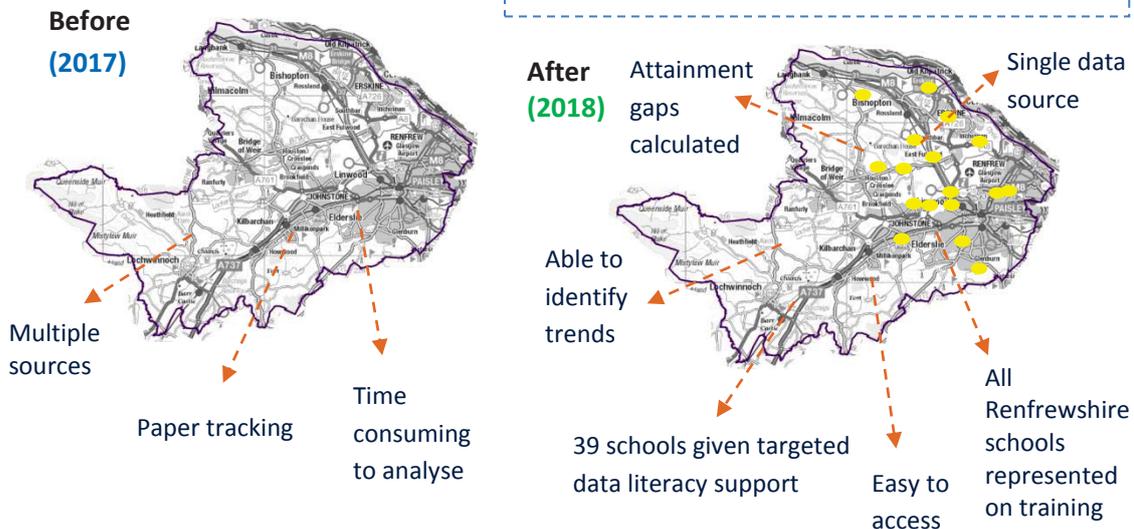
1. Design tracking template that meet key criteria
2. Individual meetings with schools to discuss template and agree changes to meet schools' needs
3. Bespoke template created centrally and sent to school
4. Follow up support arranged where required
5. Small support sessions arranged to focus on common queries when using new trackers.

### Attainment Challenge

The effective use of data is a core component in ensuring that we close the poverty related attainment gap. As a data literate authority, we can better understand our attainment trends, identify pupils and target support appropriately, and evaluate our interventions. By understanding 'what works' we can continue to improve outcomes and raise attainment for learners in Renfrewshire.

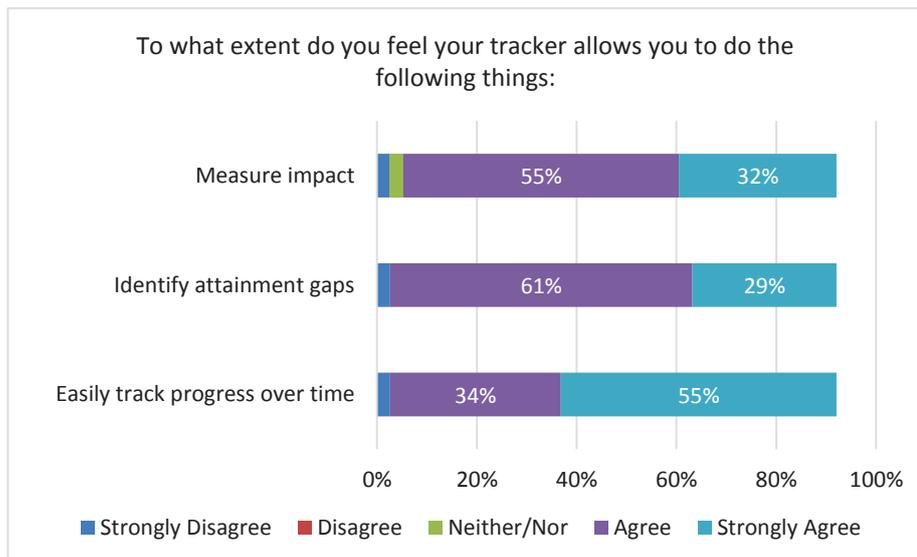
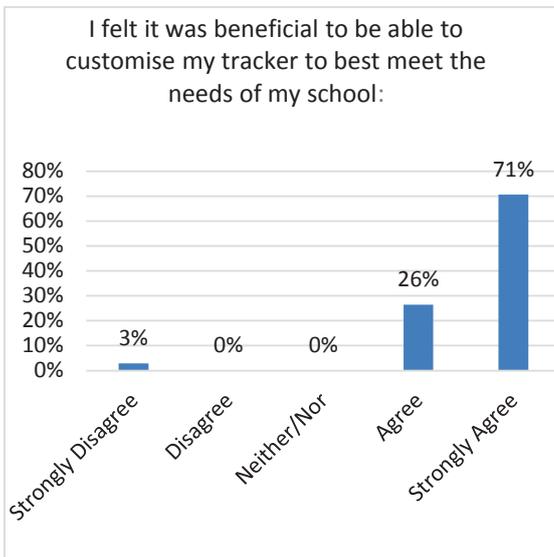
### Approach

Initially, the central team worked closely with a small number of schools to understand the current challenges with tracking, and to design a system that supports the effective use of data in schools. The tracking system that was created was based around discussions with Head Teachers and key criteria devised by the central team. The key criteria ensured that while schools could have flexibility, all trackers would meet a similar standard. The Management Information Officer then met with each school to discuss their needs and personalise the template tracker. This bespoke approach was adopted as Head Teachers were keen to have flexibility and it was essential that they were confident in using their tracking data to drive improvement.



### Feedback

From evaluations received from **38 participants across 22 schools** that have trackers, **94% of respondents agreed or strongly agreed** that their recording of data was **more effective following support** from the central team.



### Comments from participants:

"Great support on offer and much appreciated, will **reduce workload considerably** and wish I had these skills years ago!"

"The **support and training has been fantastic.**"

"Training has **enabled me to pull all of my tracking systems together** very effectively."



## Renfrewshire Attainment Challenge

### Data Literacy: the benefits of data management support for schools

The following case study is a testament to the impact data literacy support and training can have on staff and schools in terms of efficiency, progress, and planning. Being able to understand, analyse and use data has enabled this Head Teacher to understand her school and her pupils much better, and in doing so, has equipped her to drive forward learning, progress and attainment.

#### How did you track and manage your data prior to support?

I started my new post as Head Teacher in August 2017. At the time of my handover, all I received in terms of tracking was a printed spreadsheet with no original digital copy. My staff then had to manually input records from these paper copies. Very quickly I knew I needed to develop a more efficient tracking system. I arranged a meeting with my cluster colleagues to develop ideas on how to better manage my data. One head teacher at this meeting had digitised tracking while all other head teachers were working from paper copies. I was very keen to change this and was made aware of Fiona Wright's role as a Management Information Officer and the data literacy support she has been giving to primary schools.

#### What support were you given?

I met with Fiona and discussed my parameters and the support I needed. I showed her the data my school held and from this she was able to formulate a draft system and guided me on how to use it. I trialled this in my third term with a few teachers to determine what worked and what didn't. I then requested a support meeting to address issues which occurred over the course of the trial period. Fiona was able to fine tune the system to my school's requirements, and provided guides and a checklist on how to use the system to ensure it was sustainable. She explained the complexities and functionalities of excel in a way that was **relatable and easy to understand and pick up**.

To monitor and track progress, I targeted a group of pupils and split this group in to 3. In each of the 3 terms I focused on one group with a different focus each time depending on learning and teacher judgement. I monitored the progress of these children over the term, then triangulated with a termly tracking meeting with the rest of my staff. During this meeting we analysed the data for each targeted child. This then provided a basis for professional dialogue married with teacher professional judgement to ensure tracking was accurate and verified.

The teachers find the new system particularly useful as they can virtually see the progress of pupils in each meeting from term to term. All the support given to each child is stored in one place so it is easy to see all the agencies involved in supporting any one child. Fiona also tailored sections for 'interventions' and 'impact', which are constantly reviewed, and improves the quality of work. **It allows my staff and me to see the bigger picture, beyond just the figures.**

The spreadsheet provides overview figures so we can look at **trends** over the years. It is **easily shared with teachers so they are able to see national and local figures. This has been of great help strategically, and for observing individual pupil trends.** This has also been **fantastic for parents' nights** as teachers are able to share this information with parents. I have also recently participated in Fiona's data literacy training course which has prepared me for the turnover of pupils and the new school year.

#### What do you feel the impact has been to you and your school?

The new monitoring and tracking system, along with the guided support given by Fiona, has allowed my school to track pupil progress, plan interventions, support professional dialogue about target setting, and share all of this information more easily. **The system has consolidated an extensive amount of data in one place, which is manageable, and helping with transition information.** It is much easier to transfer information, and is an efficient way to track as it cuts down on paperwork for me and my staff. **We now have a thorough and comprehensive system** that allows us to report on pupil progress, understand what is going on in our school, and at the end of the year, we have a snapshot of how we are doing.

**“ We started from nothing and she has created something that has really driven our practice forward. ”**

Fiona has been a constant support throughout this process through meetings, emails and training sessions. **We started from nothing and she has created something that has really driven our practice forward.** Personally, I feel that I have immediately benefitted from the tracker as I now know and understand the school and my pupils much better. It has **given me confidence to analyse data, understand it, monitor pupil progress, and plan for next steps.** I now have great confidence that I have the information that I need, I can use it, and it is in a sensible format.



## Data Literacy Support: Primary School A

### Data Literacy and the Benefits of Tracking

The position in Primary School A prior to support being provided meant that the amount of information available regarding pupil progress was less than ideal. It was not collated and presented in such a way as to maximise staff understanding of its value to inform improvement and drive progress. The extended management team did not feel confident or well placed to support the staff team in this area.



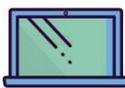
#### Support given

Initially an Excel spreadsheet was introduced to collate information that was considered useful. This new document allowed standardised assessment information, teachers' professional judgements and other important information such as P2 screening results to be recorded and viewed at a glance. It also allowed for SIMD information relating to individual pupils to be viewed. However, other important information such as a pupil's looked after status and additional support needs were documented elsewhere and required articulation every time data was being used.

The Management Information Officer and Head teacher at Primary School A worked collaboratively with Cluster Head Teachers to agree on the information the secondary school would find helpful, and this influenced how the spreadsheet was designed. Within the Cluster, all schools agreed on the same colour-tracking key for ease of reference.



#### Impact on staff



Class teachers are required to collect evidence to support their professional judgements, discuss this at planned professional dialogue sessions with senior managers, and submit data on a termly basis. Before support, this was recorded on a word document. The Head Teacher then had to take all this information and input it on the spreadsheet. Therefore, while this new document was helpful and a very good starting point, it was cumbersome to use, required manual data input and was therefore extremely time consuming. The articulation required with other documentation was problematic and presented the potential for error. With help and support from the Management Information Officer, the school now has a tracking system that while still in infancy, has already proven to be easier to use, less time consuming and more fit for purpose. Using SEEMIS information, an Excel spreadsheet customised to the needs of our establishment was created.

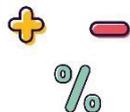
#### The benefits

The tracker, which is now in use at Primary School A, has been able to provide the following:

- 1
- 2
- 3
- 4



Create pivot tables which allowed staff to better scrutinise information in a wide variety of ways with no need for information to be calculated manually



By applying different filters, information can easily be extracted and applied when data is being scrutinised



This gives a clearer picture of individual learners *and* allows for the comparison of groups of learners with common features in a very easy and manageable way



Comparative data provided by the LA has allowed staff to consider progress in relation to quartile and Renfrewshire schools average. Additional information provided, allows for these comparisons to be made at individual school level

#### Impact on practice

Although some tracking was in place prior to the data literacy support, the process was time consuming at all levels. It is now easier to use and analyse information to drive progress. It is also now a collaborative task undertaken to benefit every learner. With the central team's support, class teachers are becoming more skilled in scrutinising data from standardised assessments and using these to support their own professional judgements. This is now being completed at more regular intervals across the school year.



# Pupil Equity Fund



# Renfrewshire



## Attainment



## Challenge

**Pupil Equity Fund:**  
Primary School A

### Approach

#### National Improvement Framework Drivers:

1. School leadership
2. Teacher professionalism
3. Parental engagement
4. Assessment of children's progress
5. School improvement
6. Performance information

#### Agreed actions

- One principal teacher appointed to depute head teacher to support the implementation of PEF
- One early years officer to support children and parents in P1
- Two classroom assistants to provide targeted support in literacy, numeracy, health and wellbeing
- One inclusion support assistant to support children and families
- Supported study payments to three class teachers to deliver family learning
- Breakfast club
- Resources to support learning and teaching

### PEF Consultation

The head teacher supported by his management team, has created an open culture based on mutual respect and shared values. Together they have worked hard to seek the views of the school community on how to spend their PEF allocation. Children, staff and parents were fully consulted about the Pupil Equity Fund by the head teacher and his management team. They circulated questionnaires, held formal and informal meetings, assemblies, class discussion and conducted consultation at the parent council. In particular the school have made excellent use of the 'Interventions for Equity' framework to help structure discussions and focus on priorities.

### PEF journey from consultation through to implementation

Three actions centred round the recruitment of high quality staff have generated significant impact:

**First high impact initiative:** appointment of the principal teacher to depute head teacher to support the management of PEF. The head teacher reported that the DHT has been highly effective in leading change; supporting staff; collecting data and evidence across the school.

**Second high impact initiative:** appointment of one early years officer, two classroom assistants and one inclusion support assistant, to support P1 pedagogy and to deliver support to targeted children in literacy, numeracy, health and wellbeing.

**Third high impact initiative:** family learning sessions where evaluations from parents had all been very positive.

**Finally,** the head teacher recognised that the school had been very fortunate to have high quality staff fully committed to supporting and enriching learning across the school; targeting individuals; developing nurturing approaches; and working with families. The HT reported that the addition of the PEF had helped to raise the profile of pedagogy and develop distributed leadership.

### Impact on Pupils

All of the children agreed that they had been consulted on the use of PEF. They described the 'Interventions for Equity' and the head teacher's graffiti board where suggestions could be posted. They all recognised that there were new initiatives in place to support them, and that these initiatives had made a positive impact on their progress. The children all felt that learning was 'much more fun'.

All of the children were able to describe activities to support either literacy, numeracy, and/or health and wellbeing. Several children commented that having regular short inputs of tables practice had made a difference to their ability, and that they now had the confidence to help other children learn them too.

The children also spoke very highly of the family learning sessions and how they had impacted positively at home with their parents. All of the children displayed a strong sense of belonging and appreciation of the work of the staff. The children all reported that they felt safe, cared for, and supported.

### Impact on Parents

The parent group reported that they had been fully consulted on PEF through the 'Interventions for Equity' framework. All of the parent group were very knowledgeable about the range of supports on offer for their children and all had noticed improvements in their children's learning.

The parents spoke very positively about the quality of the school staff, and were very proud that their children were at Primary School A. They felt that communication across the school was a strength with very good use being made of IT to keep parents involved in children's learning.

The parents identified that the additional staff paid for through the PEF had increased the amount of support available for children, this included throughout the day and before and after school. All of the parents commented on the significant progress that their children had made.

The parents also commented on the effectiveness of the family learning. They had enjoyed hearing 'hints and tips' to use at home with their children and all commented very positively of the benefits of being able to speak freely with staff, and of the support networks that had been created with other parents.

# Renfrewshire Attainment Challenge

Pupil Equity Fund:  
Primary School A

## Impact on Staff

The entire staff group felt that the head teacher had consulted with them effectively both through formal and informal meetings using the 'Interventions for Equity' framework to support discussion. All the staff were fully invested in the actions that had been identified. The support staff felt that they too had been fully consulted and were included and valued across the school.

The support staff appreciated meeting regularly with the depute head teacher to reflect on what was working and what needed to be changed. They felt empowered. The support staff commented on teamwork and on the head teacher's highly effective leadership style. One colleague states that the head teacher, 'lives his principles and values, every single day'.

The support staff felt that they had all benefitted from high quality professional development which was impacting positively on children's learning.

The staff group agreed that they had been given high levels of autonomy to effect change; that there was increased staff dialogue around learning and teaching; and that support was available to children across the school. The staff group also reported that the family learning opportunities had strengthened their relationships with parents and supported children's learning at home.

### Challenges identified

The head teacher commented on the challenge of:

- Ensuring that the school was 'getting it right' for every child in terms of providing support
- Providing enough additional nurture time for children with the available resources
- Ensuring that teachers and support staff have protected time to plan together for children's learning
- Engaging with parents to come to events

### Next steps for Primary School A

The Primary School team are now going to:

- Build on the success of the P1 pedagogy
- Create a project leader for family learning
- Create a project leader for Developing the Young Workforce
- Commission staff to provide more family learning opportunities
- Explore ways to facilitate teachers and support staff planning together
- Explore how best to further develop feedback through sharing data with children and parents

#### Roll:

School: 182  
Nursery: 70

SIMD 1 & 2:  
37%



Primary School A

## Approach

### National Improvement Framework Drivers:

1. School leadership
2. Teacher professionalism
3. Parental engagement
4. Assessment of children's progress
5. School improvement
6. Performance information

### Agreed actions

- One Attainment Challenge teacher
- One Attainment Challenge nursery officer
- After school Reading Café to support children and parents
- Resources to support learning and teaching

## PEF allocation

Children, staff and parents were fully consulted using questionnaires, formal and informal meetings, assemblies, and through the parent council. The school took full advantage of parents' evenings to talk with parents and carers about the PEF and noted that the 'Engaging Children and Families Toolkit' was a useful framework to help structure discussions and focus on priorities.

The head teacher reported that she had been a long serving member of staff at Primary School B, starting as a class teacher before becoming depute head teacher. As a result, she felt that she had a very good knowledge of the families and the community that the school served, and had benefitted from working with previous head teachers who were positive role models.

## Why it worked well

The head teacher believes that as a former class teacher she has gained the respect of the staff by having high standards, working hard, and caring about the children and their families. She reported that her professional learning, in preparation for headship, had greatly benefitted her ability to lead and manage the PEF.

The head teacher stated that the school had a history of collecting attainment data to track and support children's learning, and consequently the staff had a sound knowledge of children's progress. She emphasised the complimentary skills of the management team, and the professionalism of the staff at Primary School B as key elements in taking forward the PEF plan.

## The Reading Café

The head teacher reported that the Reading Café had been very successful. She attributed this to the time taken to ensure that the staff had been fully involved in the planning; the emphasis on building relationships between children, parents and staff; and the provision of a framework to support the organisation and management of each session. Using impact and evaluation data, the head teacher was able to demonstrate that all parents who had attended the Reading Café had evaluated the experience very highly. In addition, the staff had also reported increased knowledge of family circumstances; closer links between home and school; and more confidence in working with parents to help them support their children.

## Impact on Pupils

All of the children in the focus group felt they had been consulted on usage of the PEF. They felt that their suggestions for improvement were acted upon, and talked about the benefits of the additional equipment in the playground.

All of the children were able to talk about activities in the school that supported literacy, numeracy and health and wellbeing. Several children talked about the benefits of the nurture room, and another child talked about supporting a friend who was dyslexic.

All of the children had enjoyed the Reading Café, reporting that it had made them more confident to read aloud and had improved their spelling. One child commented that the Reading Café had been 'the best thing ever' and several others noted it had 'brought me closer to my mum'. Indeed, there was general agreement in the group that reading together with a parent at home was enjoyable. All of the children identified that working with their parents, alongside other children from their class in the Reading Café wasn't embarrassing because 'they trusted one another'.

## Impact on Parents

The parents in the group agreed that they had been consulted about the PEF, however they emphasised that at Primary School B it was the children, not the parents, who were at the centre of the consultation process.

The parents felt that communication in the school was very effective, commenting on how much they appreciated the monthly reports which allowed them to sort out any concerns with their child's learning at an early stage. One parent commented that the head teacher could, 'tell you the family history of every child in the school' and the parents expressed very high levels of satisfaction with the staff team at Primary School B.

The parents also commented on the effectiveness of the Reading Café. They had appreciated meeting staff in a more informal setting and seeing staff as, 'Just like ordinary people'. They had also enjoyed learning how to use the same techniques as the teacher to help their child at home. One parent commented on how helpful the reading strategies bookmark had been. In particular, the parents also noticed the pleasure to be gained from reading with their children and the positive impact this had on their relationships at home.

### Impact on Staff

The staff group felt that the Head Teacher had consulted them effectively both through formal and informal meetings and were fully invested in the actions that had been identified.

They expressed confidence and trust in the head teacher's judgement, and recognised the effectiveness of the Reading Café approach. Whilst initially they felt a degree of uncertainty about working directly with parents, this proved to be unfounded due to the time spent agreeing the details of how the Reading Café would operate; the support staff offered one another; and the provision of the framework to assist with the organisation and management of each session. The staff group also reported the benefits of being able to share the reading strategies from the literacy project with parents; meet with parents in a more relaxed setting; and being able to share their own experiences of the challenges of parenthood.

The staff group felt that forward planning meetings were a very good opportunity to look closely at attainment data and how best to support individual children. One member of staff commented that the head teacher was always keen to keep the focus on improvement and would regularly, at these meetings, ask the question, 'What do you need to support this child?' The staff group reported that there were high levels of professional engagement and that all staff were willing to take on distributed leadership.

#### Challenges identified:

- Encouraging more parents to come to events
- Making family learning sustainable

#### Next steps for Primary School B:

- Build on the success of this year (early intervention/targeted support)
- Extend the Reading Café approach (model) to include non-fiction texts and digital learning
- Develop family learning and training of support staff in numeracy
- Introduce 'Place2Be' counselling series into the school
- Take forward P1 pedagogy

School Roll:

175

SIMD 1 & 2:

72%



Primary School B

### Attainment Challenge

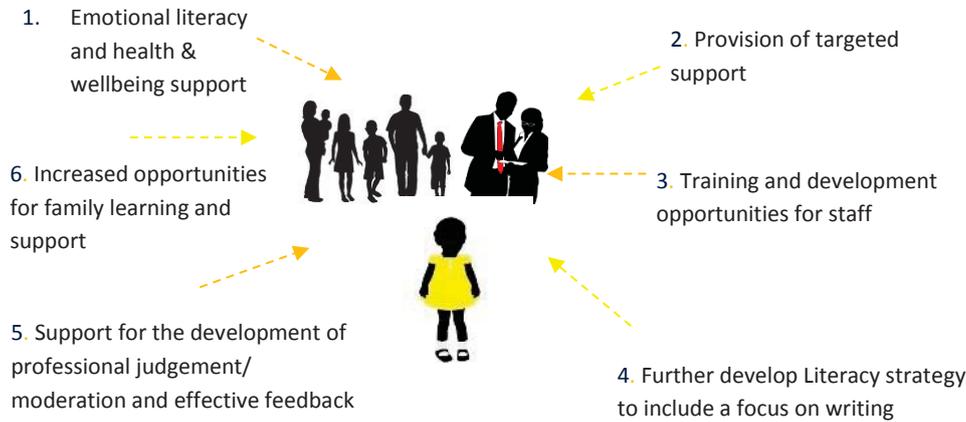
The aim is to raise the attainment in literacy of 20 chosen pupils from SIMD 1 & 2 in P2-P5 by June 2018 with 80% of cohort targets being met at each review. The Teacher Judgement data indicated that the chosen pupils will need support to be more on track to meet national expectations for reading and writing.

### Strategy

Consultation with staff, parents and children highlighted 6 Areas of Focus listed below:

### Approach

- Supportive learning environment with effective whole staff training
- Positive pupil engagement with the PEF team and pupil desire to make progress
- Quality and quantity of appropriate targeted intervention by PEF team
- Parents/carers and families are fully informed and are encouraged to support learning



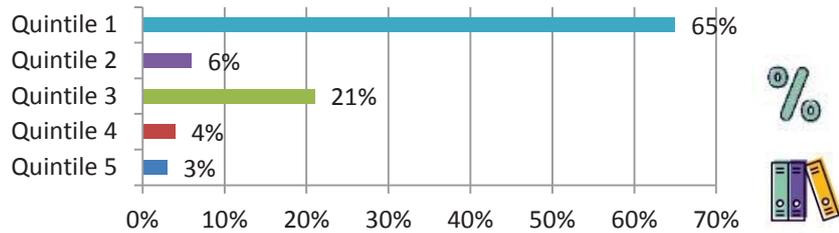
**Pupil focussed**  
**Effective,** and  
**Flexible** approach to raising attainment



### Background

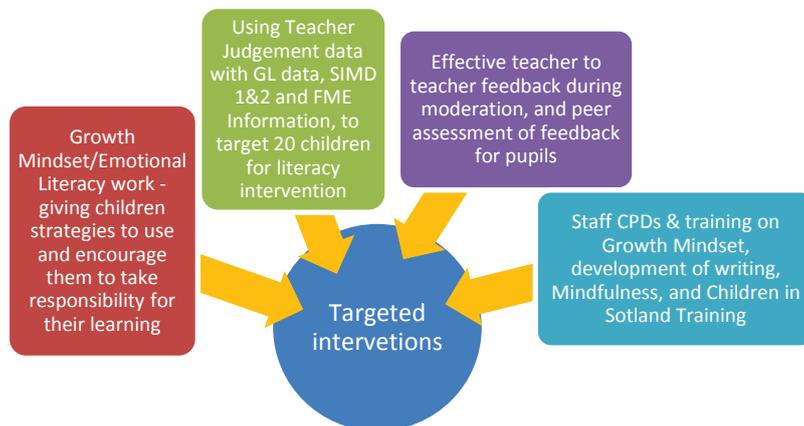
The intervention is set in an area in Renfrewshire where 65% of the children attending Primary School C are SIMD 1 and 2.

Children in these areas can face many barriers to learning which can affect their wellbeing, participation in school, and attainment.



### Targeted intervention

The Education Endowment Foundation was used to identify how best to target the 6 focus areas above to gain the biggest impact and least expense:



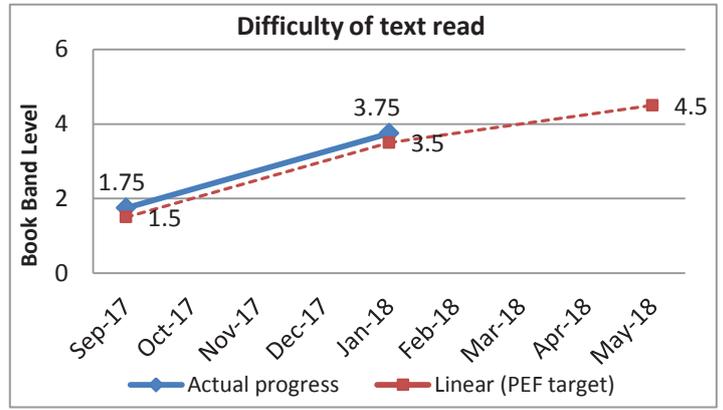
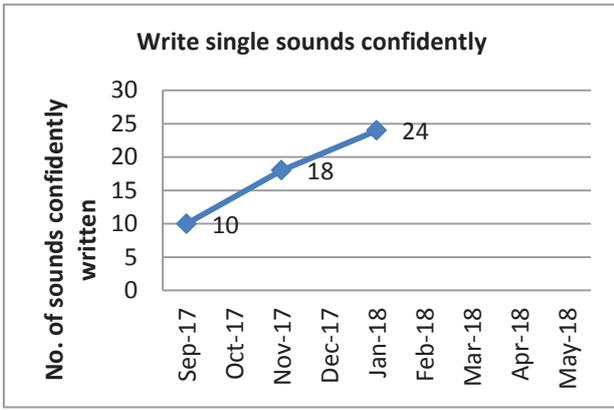
### Targeted support

Staff carried out baseline assessments for each child. From the baselines, individual targets were set for children, based on benchmark assessments, and previous pace of learning, with added value aspect to increase pace. Attendance data per pupil was also collected. Different aspects were targeted for different pupils depending on which area of literacy they required support with.

### Baseline assessments

- Reading single sounds
- Reading common words
- Engagement during class reading time
- Text difficulty
- Writing single sounds
- Writing common words





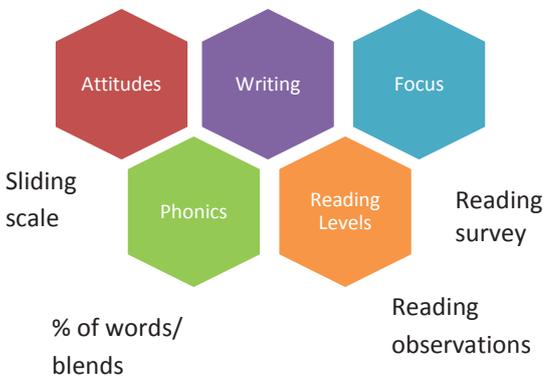
**Confidence**

Pupil confidence in reading single sounds, reading common words, and writing single sounds was tracked over the months. The above data shows a steady increase in the number of single sounds written confidently from Sept 17 to Jan 18 by a pupil.

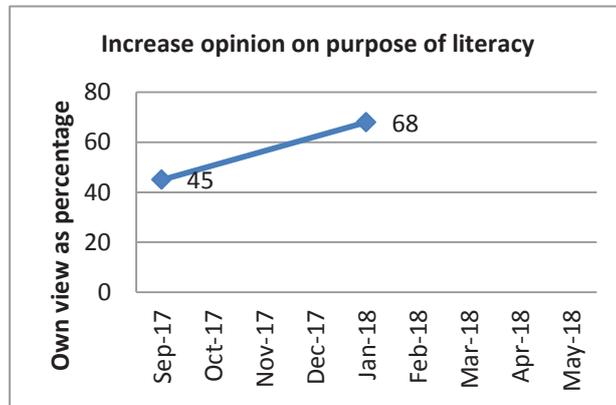
**Text Difficulty**

Book banding levels were used to set targets used to measure increased complexity of text read, based on previous pace of learning. This pupil, when assessed, had exceeded the target set for January 2018

**What is being measured and how?**



**Example**



**Attitude to Literacy**

This data is taken from reading surveys which measured pupil's opinions on literacy. There has been a 23% increase in opinion on literacy from Sept 17 to Jan 18 for this pupil.

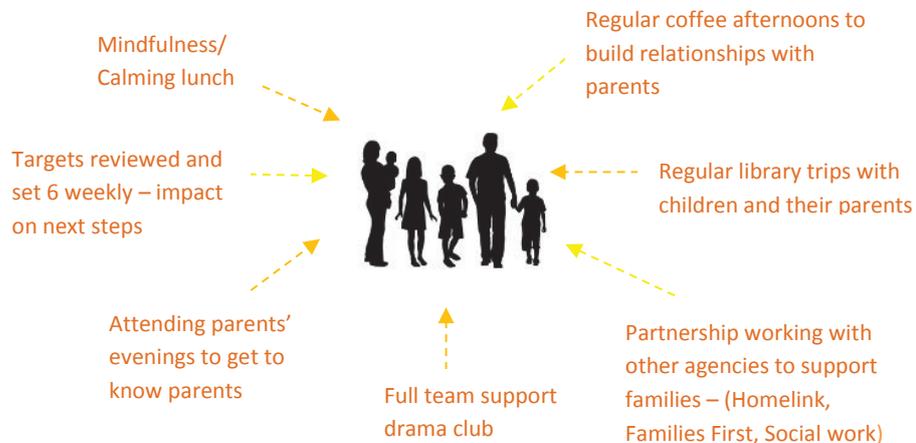
**Why has it worked?**

The intervention has been successful as there has been:

- **Strong communication** with regular formal and informal meetings between PEF Team and core staff
- **Dedicated staff** team with a range of different knowledge, strengths and ideas
- **Wide baseline** and a varied, **targeted, approach** to children and their support needs.
- **Involving parents** and staff in targets and using these to develop clear next steps.

**How has it evolved?**

A number of initiatives have evolved that were not planned, but have added to building and developing relationships with children and parents.



**What next?**

- Review pupils targeted next session based on SNSA data and Teacher Professional Judgement
- More cluster training opportunities
- Keep the same team – adapt the role of Inclusion Support Assistant (with training)
- More opportunities to work with families
- More creativity/ expressive art opportunities involving parents and community



To find out more about the Renfrewshire  
Attainment Challenge:



**'RAC 2018'**

<https://youtu.be/F45davj4JBs>



**Renfrewshire Attainment Challenge  
(School Staff) Group**



**@AttainRen**

 **Renfrewshire**  
 **Attainment**  
 **Challenge**

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Literacy, Numeracy, Health & Wellbeing