

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

**On: 23 May 2019**

---

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

---

**Heading: Renfrewshire Attainment Challenge – Mid-year report**

---

**1. Summary**

- 1.1 This board report provides an update on progress with regards to the Renfrewshire Attainment Challenge.
  - 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.
  - 1.3 Excellent progress, as reported by Education Scotland, 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 children and young people.
  - 1.4 This progress was recently highlighted in the Education Scotland authority report which focused on progress made in closing the poverty related attainment gap.
- 

**2. Recommendations**

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

---

### 3. **Background**

- 3.1 There are five main work-streams within the attainment challenge. These are data analysis, learning and teaching, families and communities, leadership and care experienced children and young people.
- 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. The report is attached as an appendix.

---

### 4. **Progress**

- 4.1 This report includes a selection of highlights from the mid-year report which is submitted to Scottish Government. The mid-year report is attached as an appendix for full details.
- 4.2 With regards to raising attainment, Renfrewshire have made significant year-on-year improvements in closing the poverty-related attainment gap across all key indicators in the broad general education across curricular areas and this noted as a key strength in the recent Education Scotland inspection report.
- 4.3 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.
- 4.4 With regards to health and wellbeing, Education Scotland note in their inspection report that outcomes in health and wellbeing have improved significantly. Health and wellbeing measures are collected from a range of sources including the Strengths and Difficulties Questionnaire (SDQ), wellbeing wheel, PATHs surveys and Place 2 Be collect counselling participation rates. The collection of data supports that pupil's health and wellbeing is improving across Renfrewshire and particularly in relation to social and emotional wellbeing.
- 4.5 The data analysis team have focused on providing continued training and support to schools in relation to data literacy to ensure that staff at all levels are confident in using data to support improvement.

- 4.6 A partnership between Renfrewshire and Stanford University was recently established to support the numeracy work-stream. The first cohort of staff visited Stanford University as part of the Youcubed Leadership summit with Professor Jo Boaler. The trip included a visit to Stanford University and local schools and districts that are also working with Professor Jo Boaler (Healdsburg Schools and Unified Schools District Leaders). The professional learning undertaken allowed staff to; consider different instruction methods; the theory behind the mathematical mindset work; understand the neuroscience underpinning developing number sense and the learning of mathematics; and let staff observe the approaches promoted by Professor Jo Boaler in classrooms where the practice is established.
- 4.7 A further 33 classroom assistants from across 23 primary schools took part in professional learning which was delivered in partnership with the University of Strathclyde. A celebration event was hosted in February which showcased the learning and achievements of the group.
- 4.8 Five Early Level Transition workers are working with Primary 1 teachers to ensure a seamless transition between nursery and primary school. The team are devising a tracking and monitoring tool for children which will be shared between the nursery and primary.
- 4.9 All primary practitioners across the authority have received training in moderation and 3 cohorts (6 clusters) have completed a moderation cycle. In addition to this, assessment and moderation lead training is ongoing, as is secondary maths moderation training.
- 4.10 With regards to health and wellbeing, the development officer has developed a programme for training of staff, with support from Mental Health Services and NHSGCC Health Improvement Team. Health and wellbeing progression planners have been developed to provide staff with resources that ensure progression through a level and these are aligned to national benchmarks. The development officer has also supported the implementation of Place2Be Counselling service, and associated training, in 5 of our most deprived primary schools and 2 secondary schools.
- 4.11 A group of parents have established a 'Just Parents' network to further develop and encourage parental engagement alongside the Parents in Partnership programme. The group of six parents have recently received training from the Adult Learning and Literacies team and are beginning to develop a programme of peer support. This group have been informing the revision of the parental engagement strategy. Inclusion Support Assistants are now gathering data on the quality of parental engagement as well as the quantity to provide a holistic understanding of parental engagement across the authority.
- 4.12 Work has begun with a second cohort of Paisley Grammar pupils in partnership with Columba 1400.

A Values Day for a large group of S3 pupils was delivered and two subsequent sessions for a group who will travel to Skye at the end of January 2019. The first cohort have launched the school's new values following an extensive consultation carried out by the pupils and they are working with the parent council to raise funds to support health and wellbeing initiatives in the school.

- 4.13 Through the care experienced fund, Aberlour 'attain' have recruited staff to deliver the mentoring programme. Aberlour attended an authority wide Leader's Forum to discuss their plans to establish and deliver a mentoring service. A number of individuals pledged a commitment to mentoring and work is now on-going to recruit a bank of mentors who will support identified pupils. This work will be evaluated by the University of Stirling.
- 4.14 33 care experienced children and young people have received a small grant to support their learning and development and access to extra-curricular activities. This has included horse riding lessons for a young person who has ambitions to train towards becoming a mounted police officer. Two young people will use the fund to pursue interests in acting and dance lessons. A samba drumming group has been funded for 10 young people in kinship care. All of the young people have experienced a degree of trauma and it is hoped that this experience will help reduce anxiety, build confidence and create a sense of working together. The impact of this experience will be captured through a focus group and case study.

---

## Implications of the Report

1. **Financial** – *implications are outlined in mid-year report (appendix 1).*
2. **HR & Organisational Development** – *implications are outlined in the mid-year report (see appendix 1)*
3. **Community Planning** – *implications are outlined in the mid-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*.
- 

## List of Background Papers

---

**Author:** Lauren Johnston  
Project Manager  
[Lauren.johnston@renfrewshire.gov.uk](mailto:Lauren.johnston@renfrewshire.gov.uk)  
0141 618 4023



**Scottish Attainment Challenge  
Challenge Authorities Programme 2018/19**

Local Authority	Renfrewshire
Project Lead/Contact	Steven Quinn

**Profile to 31 March 2019**

Intervention	Allocation	Q1&2 Claim	Q3 Claim	Total Spend to Date (Q1-Q3 total)	Q4 Claim	Total spend to 31 March 19 (Q1-Q4 total)
Programme Costs	£553,000	£398,773	£55,577	£454,350	£110,804	£565,154
Learning & teaching	£2,467,000	£551,082	£458,305	£1,009,387	£1,310,148	£2,319,535
Families & communities	£1,126,000	£582,927	£173,896	£756,823	£334,107	£1,090,930
School leadership	£336,000	£129,063	£78,336	£207,399	£150,153	£357,552
Existing challenge schs	£76,000	£59,224	£0	£59,224	0	£59,224
Young scot	£100,000	£0	£0	£0	£100,000	£100,000
<b>Authority total</b>	<b>£4,658,000</b>	<b>£1,721,069</b>	<b>£766,114</b>	<b>£2,487,183</b>	<b>£2,005,212</b>	<b>£4,492,395</b>

Staffing Breakdown	FTE planned	FTE in post	Planned Spend	Total spend March 19
Teachers	41.1	41.1	£1,528k	£1,348k
Principal Teachers	2	2	£117k	£120k
Ed / Devt Officers	7	7	£403k	£406k
Ed Psychologists	2.5	2.5	£145k	£154k
Data Analysis Officers	2	2	£83k	£83k
Project Manager	1	1	£54k	£55k
Family Learning Coord	1	1	£42k	£43k
Family/home link worker	13	13	£368k	£313k
Research / Support Officers	4	4	£108k	£100k
Early Level Transition Workers	6	5	£174k	£101k
Sessional staff	13	13	£40k	£40k
<b>Staff Total 2018/19</b>	<b>92.6</b>	<b>91.6</b>	<b>£3,062k</b>	<b>£2,763k</b>

## MID-YEAR PROGRESS REPORT

Number of schools supported by this funding?	62
How many pupils are benefiting from this funding?	23545
<b><i>What progress are you making towards being able to report on the extent to which you are achieving your short, medium and long-term outcomes and are there any challenges?</i></b>	
<p>The authority is making “excellent progress” in relation to improving learning, raising attainment and narrowing the poverty-related attainment gap. This was recently highlighted by Education Scotland in their authority inspection report which was published in February.</p> <p>Each project is making progress in achieving short, medium and long-term outcomes. This information is captured on an outcomes and indicator excel and is managed by the project manager and management information officer. Regular updates are entered which provide key highlights and snap-shots of data which is related to the outcome.</p> <p>There are no challenges to report in relation to progress towards meeting short, medium and long-term outcomes.</p>	

## OVERALL PROGRESS AND REFLECTIONS TO DATE

Overall progress towards long-term outcomes and reflections	
Long –term outcomes	<p><i>The long-term outcomes of the Attainment Scotland Fund are to:</i></p> <ul style="list-style-type: none"> <li><i>a. Improve literacy and numeracy attainment</i></li> <li><i>b. Improve health and wellbeing</i></li> <li><i>c. Close the attainment gap between pupils from the most and least deprived areas.</i></li> </ul> <p><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></p>
	<p>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. As part of the care experienced fund, Stirling University will also gather evidence for a number of projects associated with this work-stream.</p>
	<p>We have compiled a booklet of case studies to share and highlight good practice throughout the authority. A film also provides direct impact statements and experiences from pupils, staff and parents. Both were submitted as part of our end of year report in September 2018.</p> <p>The recent Education Scotland authority inspection report highlights that the authority has developed an outstanding approach to the use of data to inform improvement in all aspects of its work related to the Scottish Attainment Challenge. The report states that “Renfrewshire Council has put in place innovative approaches to understanding and analysing data. These have been highly effective in supporting the council’s work to close the poverty-related attainment gap”.</p>



	<p><b>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 at this stage in the year, just leave blank.</b></p> <p>As per the end of year report (Sept 2018), we are continuing to make progress in the long-term attainment challenge outcomes.</p> <p>Education Scotland recognised in their authority inspection report that Renfrewshire have made significant year-on-year improvements in closing the poverty-related attainment gap across all key indicators in the broad general education across curricular areas and this noted as a key strength in the inspection report.</p> <p>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. The ACEL 2018-19 data further shows that the poverty-related attainment gap 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 for both area-based and individual deprivation measures.</p> <p>With regards to health and wellbeing, Education Scotland note in their inspection report that outcomes in health and wellbeing have improved significantly. Health and wellbeing measures are collected from a range of sources including the SDQ, wellbeing wheel, PATHS surveys and Place 2 Be collect counselling participation rates. The collection of data supports that pupil's health and wellbeing is improving across Renfrewshire and particularly in relation to social and emotional wellbeing.</p> <p>Cohort 2 pupils started working with a transition teacher in June 2018 in primary 7. During this time, a baseline wellbeing score was captured. This was reviewed in September and again in December when the pupil had transitioned to S1. The data demonstrates that confidence and achievement scores have improved for pupils working with a transition teacher. Average scores on "wellbeing" improved by 5.07, "achieving" improved by 1.15 and "confidence" improved by 1.18.</p>
<p><b>Can you share any learning on what has worked well in your overall strategy to achieve impact?</b></p>	
<p>The high-quality approaches such as the literacy and numeracy approach, curricular transitions model, PATHS and the Renfrewshire Nurturing Relationship's Approach (RNRA) are underpinned by a robust evidence base and are having a positive impact on outcomes.</p> <p>We are building internal capacity through high quality professional learning opportunities. Education Scotland have recognised the "authorities outstanding approach to professional learning" which has enabled the authority to build capacity. Leadership development opportunities have also enabled us to 'grow our own' promoted staff through providing appropriate training opportunities.</p> <p>We have achieved high levels of empowerment amongst teachers, parent/carers and learners through an ethos of distributed leadership. This was also recognised by Education Scotland. Young people are supported in developing leadership skills through the Columba 1400 leadership academies and aspirational weekends on Arran. This was also highlighted by Education Scotland.</p> <p>The governance structure is highly effective and vital for scrutiny and monitoring progress / impact. There are a number of visible streams of accountability. Each work-stream has a regular project board meeting. These meetings are useful in encouraging further alignment</p>	

and connectivity between similar projects and to monitor risks. The project manager attends the project boards and shares information and good practice examples. The governance board meets on a regular basis.

A committed focus on collective and coordinated impact ensures that work-streams are working in collaboration to deliver better outcomes for pupils. This is demonstrated well through the work of transition teachers working across sectors and in partnership with families and communities. A further development session was hosted in December 2018 which was facilitated by the Robert Owen Centre and these sessions are vital to ensuring Attainment Challenge work-streams are connected.

We continue to communicate in a frequent manner at all levels and this ensures that key messages and information is shared widely. The Director will conduct a number of open sessions with teaching staff across the authority. The forum will provide an opportunity to share key messages, highlights / challenges and future plans.

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

The authority has not had a consistent Attainment Advisor. However, a new Attainment Advisor took up post in December and is developing an effective work-plan and programme of support.

There has been difficulty sourcing an academic partner to support the maths strategy. However, a partnership has been secured with Professor Jo Boaler from Stanford University and this work will continue in 2019-20.

The Scottish Government health and wellbeing census tool is welcomed as a consistent measurement tool for health and wellbeing within and across Scottish authorities.

## WORK STREAMS – HIGHLIGHTS AND CHALLENGES

<b>1</b>	<b>Data Analysis</b>
<b>Activities:</b> <i>Please comment on progress in implementing your planned activities in the year 2018/19</i>	
<p>The team have focused on providing continued training and support to schools in relation to data literacy to ensure that staff at all levels are confident in using data to support improvement.</p> <p>Training was provided for transition teachers to support them to use data effectively as part of their process for targeting P7 pupils. Workshops were arranged with the Scottish Government team to support schools in the use of the BGE benchmarking tool. This was very well received by participants with 34 staff attending. 12 school visits were provided at the request of head teachers. These visits focused on support with tracking and analysis of data. Tracking support continued to be provided to 3 secondary schools.</p> <p>With regards to the creation and dissemination of data, all schools were provided with pupil datasets containing all information gathered in the school census. Attendance data packs were developed to ensure better sharing of information with head teachers. Insight data packs for secondary visits were produced and support provided to education managers where requested. A range of board reports have been submitted and presentations delivered to Parent Council Chairs as a means of update and on-going communication.</p> <p>The Management Information Officer has attended two meetings of the Health and Wellbeing Survey Implementation Group. The questions have been shared and reviewed by relevant members of staff and the legal team have been consulted. A small team will progress the work. Support has also been provided for the early year's transitions project. A draft template for collecting data on progress in literacy and numeracy in early years has been created.</p>	
<b>Slippage from plans:</b> <i>Please comment on slippage from your original plans for implementing activities in the year 2018/19</i>	
There is no slippage from original plans.	
<b>Reflections on progress to date:</b> <i>Can you share any learning on what has worked well in implementing this initiative during 2018/19? Please highlight any quantitative data, people's views or direct observations that have informed your evaluation of progress.</i>	
<p>Training evaluations highlight that over 80% of participants felt confident in using the BGE Benchmarking Tool data following the training provided. All participants felt that they would be able to apply what they had learned in practice. Finally, over 70% stated that data provided in the tool will support improvement in their own school.</p> <p>In their inspection report, Education Scotland recognised the quality of the data training delivered by the central team and noted this as being "highly effective". Trained data mentors in each primary school and principal teachers (raising attainment) in each secondary school were also noted in the report as helping to build staff expertise in data analysis.</p>	
<b>Can you share any learning on what has worked less well or could be improved?</b>	

The team are exploring different ways in which to support secondary schools with a consistent and robust tracking of attainment in S1-S3. The ability to use data across schools as an improvement tool at these stages is limited by the lack of a consistent approach in each school. The development of SEEMiS Progress + Achievement module may provide opportunity to tackle this issue.

2	Leadership
<b>Activities:</b> <i>Please comment on progress in implementing your planned activities in the year 2018/19</i>	
<p>The final 2 Step Back workshops for DHTs was completed with Drummond International in Oct 2018. All Aspiring Leadership programmes continue as planned for HTs, DHTs, primary PTs and Secondary PTs. 4 primary HT learning sets are on-going, and 3 sessions have been completed for each set. HT leadership days 1 and 2 are complete with input from Place to Be and Tree of Knowledge. In addition, a selection of afternoon workshops was delivered which included the opportunity to continue to develop co-coaching approaches established through the Step Back programme. 6 primary HTs continue to participate in bespoke 1:1 coaching programme and 2 'Developing a Coaching Approach' full day training sessions, aimed at school SMT, were delivered in Nov 2018 and Jan 2019.</p> <p>Work has begun with cohort 2 in Paisley Grammar High School in partnership with Columba 1400. A Values Day for a large group of S3 pupils was delivered and two subsequent sessions for a group who will go to Skye at the end of January 2019. Cohort 1 have launched the school's new values following an extensive consultation carried out by them and they are working with the parent council to raise funds to create a gym for pupils to support health and wellbeing.</p> <p>Cohort 1 from Johnstone High School ran a values week for the new S1 cohort in August 2018. This included a series of workshops on each of the school values for every class in S1 and it finished with a disco on the Friday afternoon organised by the Columba graduates. They also took a lead role with anti-bullying week in terms of work in PSHE and the school's 'respect' wall display. The residential programme in Johnstone High School will take place in May 2019.</p>	
<b>Slippage from plans:</b> <i>Please comment on slippage from your original plans for implementing activities in the year 2018/19</i>	
No slippage from original plans.	
<b>Reflections on progress to date:</b> <i>Can you share any learning on what has worked well in implementing this initiative during 2018/19?</i>	
<p>Very positive, ongoing evaluations from all Aspiring Leaders sessions have been received from participants. The Aspiring Leaders and Step Back programmes were highlighted as an example of good practice in Education Scotland's National Thematic Inspection report on Readiness for Empowerment.</p> <p>There has been extremely positive feedback so far from HTs participating in Learning Sets and very positive evaluations were received from the 'Developing a Coaching Approach' training. The ongoing leadership development of Cohort 1 Columba 1400 graduates is very encouraging.</p> <p>Education Scotland noted in their inspection report that the authority's leadership opportunities are "extremely well embedded and sustainable" highlighting the 'step back', aspiring leaders programme and one-to-one coaching for headteachers</p>	

<b>Can you share any learning on what has worked less well or could be improved?</b>
<p>Attendance on a few of the sessions at different levels has been disappointing. This has been investigated and is caused by competing demands in schools and the lack of supply cover available. We are looking at new ways of overcoming the challenges that are put in front of us.</p> <p>There have also been some challenges in getting the necessary updates required from some external supports due to staff absence.</p>

3	<b>Learning and Teaching</b>
<b>Activities:</b> <i>Please comment on progress in implementing your planned activities in the year 2018/19</i>	
<p><b>Latest update</b></p> <p>The interim Dive into Writing report highlights very positive changes in teachers' professional understanding, in adaptations to the school/class curricula learning mix which teachers provide, and in teacher reports of pupils' confidence and engagement. In addition, a further 33 classroom assistants from across 23 primary schools took part in professional learning which was delivered in partnership with the University of Strathclyde.</p> <p>With regards to numeracy, the Modelling and Coaching Officers are having a positive impact supporting Q1/2 schools. In addition, the recruiting process for phase one of the partnership with Winning Scotland has been undertaken, with Winning Scotland now processing the applications. The first cohort of staff visited Stanford University as part of the Youcubed Leadership summit with Professor Jo Boaler. The professional learning undertaken during the visit to Stanford University, Healdsburg Schools and San Francisco Unified Schools District Leaders has allowed us to; consider different instruction methods; the theory behind the mathematical mindset work; understand the neuroscience underpinning developing number sense and the learning of mathematics; and let us see the approaches promoted by Professor Jo Boaler in classrooms where the practice is established.</p> <p>Five Early Level Transition Officers and an Early Level Transition Co-ordinator have now been recruited and are in post. The transition staff have been upskilled through an extensive CPD plan, which is having a positive impact on their skills, knowledge and ability to support establishments. Plans have been set for next session and a tracking tool has been developed and is being piloted. Three additional transition teachers have just been appointed to address staff turnover but are not yet in post. P7-S1 transition work is ongoing; the pilot working group approach has been evaluated positively and is now being rolled out to all establishments.</p> <p>All primary practitioners across authority have received training in moderation and 3 cohorts (6 clusters) have completed a moderation cycle. In addition to this, assessment and moderation lead training is ongoing, as is secondary maths moderation training.</p> <p>With regards to health and wellbeing, the development officer has developed a programme for training for staff, with support from Mental Health Services and NHSGCC Health Improvement Team. Health and wellbeing progression planners have been developed to provide staff with resources that ensure progression through a level and these are aligned to national benchmarks. The development officer has also supported the implementation of Place2Be Counselling service, and associated training, in 5 of our most deprived primary schools and 2 secondary schools.</p>	
<b>Slippage from plans:</b> <i>Please comment on slippage from your original plans for implementing activities in the year 2018/19</i>	
No slippage to report.	
<b>Reflections on progress to date:</b> <i>Can you share any learning on what has worked well in implementing this initiative during 2018/19?</i>	
Education Scotland have recognised that the authority has a very clear and consistent focus on improving aspects of literacy, numeracy and health and wellbeing to meet more effectively the specific needs of individual learners.	

The development officers continue to plan and deliver in collaboration and this ensures that a consistent message is being communicated to all schools with regards to the implementation of the 3-domain model.

Two further evaluation reports by the University of Strathclyde support that the academic partnership continues to have a positive impact on pupils and staff in Renfrewshire. Please follow link to view the reports: <https://blogs.glowscotland.org.uk/re/renattainmentchallenge>. This partnership was also noted in the Education Scotland inspection report.

The training and upskilling of transition staff has led to positive feedback from schools in relation to their impact in post. The learning which has been gathered from the P7-S1 transitions pilot has been vital in ensuring that the early years pilot is effectively implemented in nurseries.

Interest in the Winning Scotland partnership has exceeded expectations, particularly from a secondary perspective.

The work of the Numeracy Modelling and Coaching Officers has been well received by Q1/2 schools and has led to several Q3/4 requesting input and support.

The HWB Development Officer has made important connections with several partners in various agencies that will be support HWB developments across Renfrewshire schools. Resources that include lessons plans, activities and delivery notes on Substance Misuse Education, that meet the criteria outlined in the benchmarks aligned to the experiences and outcomes, are now available to support staff.

Following an initial survey of secondary support staff, training was delivered for staff working with LGBTI young people. This was facilitated by LGBT Youth Scotland and in conjunction with Health Improvement team. Feedback was very positive, with 91% rating their knowledge as either 'Very Knowledgeable' or 'Knowledgeable' following the training.

The Place2Be school-based counselling service (2.5 days per week) has been introduced into 5 of our most deprived primary schools and 2 secondary schools. Early reports from Head Teachers indicate that the service is already beginning to impact positively in providing support for children, young people, staff and parents.

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

Due to the positive impact of the Modelling and Coaching Officers, requests for support from Q3/4 schools have been received. It is difficult to respond to these requests without diluting current levels of service to Q1/2 schools. However, this is being reviewed.

Nationally, there has been a lack of 'Train the Trainer' support for Scottish Mental Health First Aid (SMHFA) and as a result, there are no trainers locally that would be able to provide training, impacting greatly on the availability, consistency and sustainability of training for Renfrewshire staff working with children and young people. The development officer is exploring options.

There has been a delay in the recruitment of school's project managers who coordinate Place2Be, however this has been recently resolved.



4	<b>Families and Communities</b>
<b>Activities:</b> <i>Please comment on progress in implementing your planned activities in the year 2018/19</i>	
<p>The health and wellbeing of Renfrewshire pupils has improved due to the implementation of evidence-based approaches and interventions. Over 70% of Renfrewshire schools are implementing a whole school Renfrewshire Nurturing Relationship's Approach. In terms of levels of implementation, 17 schools are in phase one, 20 are in phase two, 10 schools have progressed to phase three and 3 schools are in phase four. 27 schools have engaged in the PATHS® programme in the authority. PATHS® end of year data suggests that there has been a decrease or stabilisation of antisocial behaviour, aggression or disruptive behaviour. Pupils also demonstrate improved or stable concentration/attention.</p> <p>This work-stream has a focus on parental engagement. Parental engagement has increased in schools. Parents in Partnership have engaged with 135 families to date and as a result, parents are more informed about the secondary curriculum and experience. In primary and secondary, family learning programmes encourage pupils and parents to learn together in a supportive environment and this aims to bridge the gap between school and home-life. Parental ambassadors have recently received training from the Adult Learning and Literacies team and are beginning to develop a programme of peer support. Inclusion Support Assistants have developed a measurement tool to evidence the quality and quantity of parental engagement. This will provide further insight into this area.</p>	
<b>Slippage from plans:</b> <i>Please comment on slippage from your original plans for implementing activities in the year 2018/19</i>	
<p>1 Inclusion Support Assistant has been absent long-term, and this has had an impact on the delivery in the associated school. However, the school is working closely with the project lead to resolve this. 2 Inclusion Support Assistants have recently left to move to new posts and recruitment is underway to fill these positions.</p>	
<b>Reflections on progress to date:</b> <i>Can you share any learning on what has worked well in implementing this initiative during 2018/19?</i>	
<p>Education Scotland highlight that “the local authority has extremely successful approaches and interventions to support health and wellbeing”.</p> <p>The collaboration between Parents in Partnership and Curricular Transitions has been very successful as most schools are now delivering their Parents in Partnership model at transition time which supports a more seamless transitions for not only pupils, but parents also. The model has brought together a range of staff (home-link workers, inclusion support assistants, active schools coordinators, head teachers, teachers, transition teachers, Parents in Partnership coordinators, data officers) to identify, target, support and track pupils in a coordinated manner. Education Scotland included a case study on Parents in Partnership in their authority inspection report highlighting the highly effective work in relation to parental engagement.</p> <p>The implementation science model in RNRA includes a process of school readiness. This ensures that schools are able and ready to effectively implement the model, so it has maximum impact.</p>	

The model and approach developed by the Youth Services worker in secondary schools has been very effective. Through soft and alternative approaches to engagement, pupils feel more comfortable with their parents engaging with the secondary school and this has resulted in improved parental involvement and participation.

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

There is a need to better coordinate the intelligence, activity and data associated with parental engagement. A short-life working group has been established to focus on this theme. The group will update the parental engagement strategy.

A database has been developed which tracks young people and their levels of involvement in Attainment Challenge approaches / interventions. Work requires be undertaken to better understand the collective impact for children and young people who may have several layers of support.

5	Care experienced fund
<b>Activities:</b> <i>Please comment on progress in implementing your planned activities in the year 2018/19</i>	
<p>Aberlour 'attain' have recruited staff to deliver the mentoring programme. Aberlour attended an authority wide Leader's Forum to discuss their plans to establish and deliver a mentoring service. A number of individuals pledged a commitment to mentoring and work is now on-going to recruit a bank of mentors who will support identified pupils. A number of open sessions will take place where individuals can receive further information about the role and requirements related to mentoring. A meeting with Stirling University has taken place and the research team will support the evaluation of the mentoring programme.</p> <p>The Support to Promote Attendance / Attainment for the Care Experienced (SPACE) project is currently recruiting project workers and a project manager to deliver the intensive support service. Plans are in place for Stirling University to also evaluate this project. The team have started work on identifying potential children and young people who would benefit from working with the service. As part of this project, a small grants fund is available for care experienced children and young people. As of February, 33 young people have received a small grant to support their learning and development and access to extra-curricular activities. This has included horse riding lessons for a young person who has ambitions to train towards becoming a mounted police officer. Two young people will use the fund to pursue interests in acting and dance lessons. A samba drumming group has been funded for 10 young people in kinship care. All of the young people have experienced a degree of trauma and it is hoped that this experience will help reduce anxiety, build confidence and create a sense of working together. The impact of this experience will be captured through a focus group and case study.</p> <p>Sleep Scotland training will be delivered to a range of staff in health, social work and education. 150 staff have expressed initial interest in the training. The project lead is currently identifying dates of delivery with Sleep Scotland.</p> <p>The project board are developing proposals for 19-20 and this will include a range of approaches and interventions to support care experienced children and young people.</p>	
<b>Slippage from plans:</b> <i>Please comment on slippage from your original plans for implementing activities in the year 2018/19</i>	
<p>There has been some delay in recruiting staff for the SPACE project. However, this has been resolved and a team have been recently recruited.</p>	
<b>Reflections on progress to date:</b> <i>Can you share any learning on what has worked well in implementing this initiative during 2018/19?</i>	
<p>As part of the Attainment Challenge governance structure, the care experienced fund has an established project board. This ensures all work is connected and there is appropriate scrutiny in place.</p> <p>Project outcomes have been established in collaboration with the Attainment Challenge project manager. Stirling University will evaluate two of the main projects associated with this fund which provides external analysis on the impact of both projects. The Attainment Challenge researcher will work with project leads on ensuring the impact is measured for developing projects.</p>	

<b>Can you share any learning on what has worked less well or could be improved?</b>
<p>The time-scales associated with this fund have been challenging. The funding was announced in July 2018 with expectations of spend by end of March 2019. Recruitment and procurement related activities can often impede progress with delivery. The project manager is working closely with other services to ensure this work is progressed in a timely manner.</p>