

To: Education and Children's Services Policy Board

On: 24 May 2018

Report by: Director of Children's Services

Heading: Renfrewshire Attainment Challenge – Highlights and Challenges Report (Q4)

1. Summary

- 1.1 This board report provides an update on progress with regards to the Renfrewshire Attainment Challenge. The information presented in section 4 of this report has been summarised from the Renfrewshire Highlights and Challenges report (appendix 1) which was submitted to Scottish Government in March 2018.
- 1.2 Considerable progress has been made over the last year. Work-streams are delivering high quality, evidence based approaches and interventions. This is having a demonstrable impact on children and young people living in poverty and has been recognised by Scottish Government.
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2. Recommendations

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

- 3.1 Information on the specific aims of the four Attainment Challenge work-streams has been detailed in the Education and Children's Services Policy Board submitted in November 2017 (see background paper 1).
 - 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 the local and national outcomes via a narrative style report.
 - 3.3 During the period, each work-stream has been working to achieve a coordinated and collective approach to delivering their intended outcomes. Key highlights from each work-stream will be summarised below drawing on the National Improvement Framework (NIF) drivers.
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4. **Progress**

- 4.1 The National Improvement Framework (2018) is designed to help us deliver the twin aims of excellence and equity in education - ensuring children and young people develop a broad range of skills and capacities, whilst supporting them to thrive, regardless of their social circumstances or additional needs.
- 4.2 There are six National Improvement Framework (NIF) drivers. These are; school leadership, teacher professionalism, parental engagement, assessment of a child's progress, school improvement and performance information.
- 4.3 The NIF drivers align with Renfrewshire's Education Improvement Plan (2017) five strategic priorities as well as the Attainment Challenge long term outcomes. Therefore, we are able to report progress using a triangulated method.

4.4 **Teacher Professionalism**

Professional learning in the Renfrewshire Literacy Approach has been delivered in partnership with the University of Strathclyde.

Renfrewshire teachers have taken up 2290 training places across 5 different work-streams (Primary Literacy Coaching Programme, Disciplinary Literacy, Literacy Champions, Dive into Writing and Reader Response) and through the provision of bespoke training opportunities.

Through co-production between school professionals and university academics, the professional learning has enabled teachers to re-

balance the teaching focus of literacy, introduce new pedagogies and more responsive use of resources in the classroom.

4.5 Assessment of a child's progress

Professional learning opportunities have been provided to 270 practitioners to further develop understanding of moderation and holistic assessment.

This has encouraged practitioners to develop the knowledge and skills to better support moderation within establishments and to use assessments confidently to inform and improve learning and teaching.

4.6 School Improvement

Primary transition teachers and secondary class teachers are working collaboratively in classrooms to jointly improve the quality of education in learning and teaching.

This has enabled practitioners to learn from each other and apply different teaching approaches such as responsive teaching, parallel and team teaching. As a result, practitioners are seeing an impact in pupil inclusion, participation, engagement and well-being.

4.7 Parental Engagement

The Pizza Reading programme has worked with 6 schools and 36 families to support the development of early literacy.

Evaluation data from the University of the West of Scotland demonstrates improvements in parental self-confidence, family learning activity specifically related to reading, maths and transitions to secondary school, a reduction in isolation, improved parental understanding of school and parenting relationships.

4.8 School Leadership

High quality programmes for current and aspiring leaders have been delivered this year for a total of 150 staff.

As a result, 15 high quality head teachers have been appointed, nine of whom have participated in the Aspiring Head Teacher Programme, funded by the Attainment Challenge.

4.9 Performance Information

The data analysis team have worked with individual projects to develop a performance indicator framework.

The framework allows the tracking and monitoring of impact for each Attainment Challenge work-stream. The information the authority gathers will provide a full picture of how well we are achieving equity and excellence.

- 4.10 This report has outlined key highlights of Attainment Challenge progress through NIF driver exemplars. The full report is available in appendix 1.

Implications of the Report

1. **Financial** – *implications are outlined in Q4 Highlights and Challenges report (appendix 1).*
2. **HR & Organisational Development** – *implications are outlined in the Q4 Highlights and Challenges report (see appendix 1)*
3. **Community Planning** – *implications are outlined in the Q4 Highlights and Challenges 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) Background Paper 1 – November Board Report Attainment Challenge
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Renfrewshire Attainment Challenge Highlights and Challenges Report

The following information provides a focussed and evaluative report on the key highlights and challenges of the Renfrewshire Attainment Challenge work-streams. This report also showcases exemplars of evidence for each National Improvement Framework (NIF) driver (full details of the work can be provided).

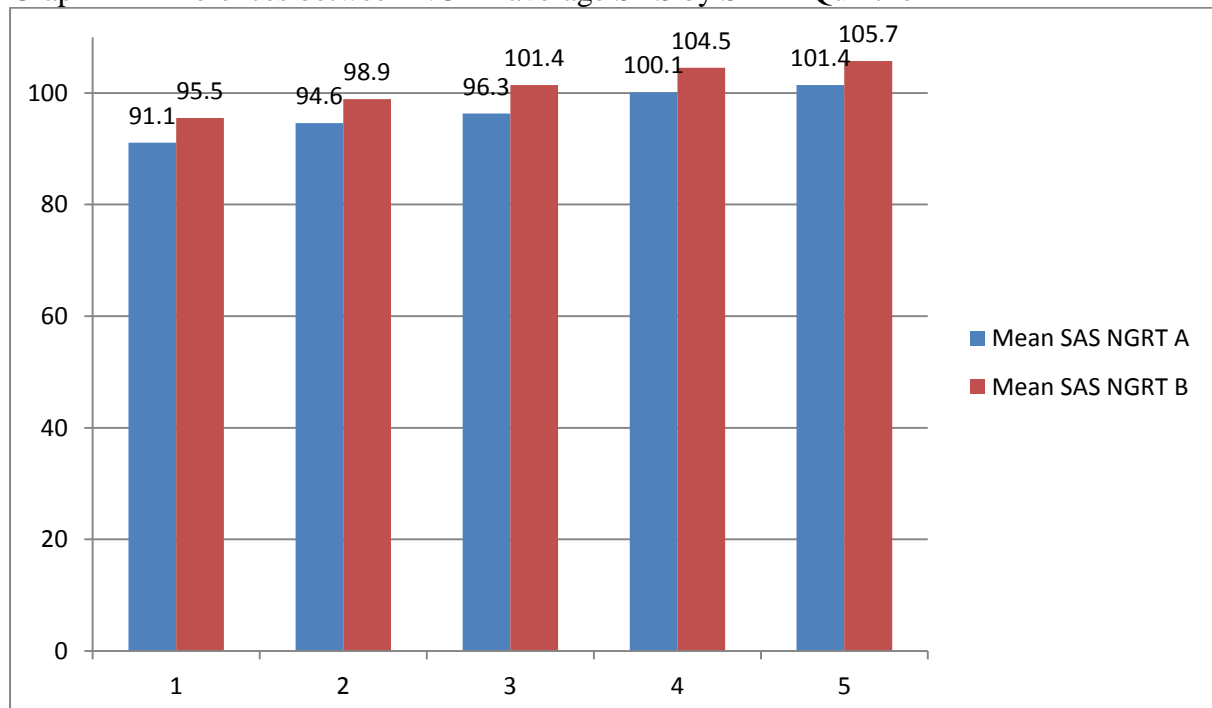
As part of our improvement framework, the Robert Owen Centre, at the University of Glasgow, facilitated a participatory workshop in December to allow the central team to consider the current strategy and connections between work-streams. Subsequently, further internal discussion took place where examples of collective impact were showcased and a larger event has been organised to continue this dialogue with key stakeholders. The event will provide further opportunity for work-streams to network and make relevant connections in order to achieve collective impact across the strategy and thus better outcomes for pupils.

Learning and Teaching

Highlights

The Renfrewshire Literacy Approach evaluation report was launched by the Deputy First Minister in January 2018¹. The New Group Reading Test (NGRT) data from the report shows that children in all SIMD quintiles did significantly better in NGRT B (optional May / June 2017) than in NGRT A (September 2016), making over and above the progress we would expect within a school year (see graph 1).

Graph 1 - Differences between NGRT average SAS by SIMD Quintile



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NIF Driver: Teacher Professionalism

Professional learning in the Renfrewshire Literacy Approach has been delivered in partnership with the University of Strathclyde.

Renfrewshire teachers have taken up 2290 training places across 5 different work-streams (Primary Literacy Coaching Programme, Disciplinary Literacy, Literacy Champions, Dive into Writing and Reader Response) and through the provision of bespoke training opportunities.

Through co-production between school professionals and university academics, the professional learning has enabled teachers to re-balance the teaching focus of literacy, introduce new pedagogies and more responsive use of resources in the classroom.

28 classroom assistants have embarked on professional development focused on the Renfrewshire Literacy approach which has increased their expertise, knowledge and confidence. Across Renfrewshire, classroom assistants are becoming more flexible in the way they approach their role when working with young people and addressing particular needs when children are learning to read.

200 primary and transition practitioners have been trained in the S.E.A.L. approach. As a result, practitioners are more knowledgeable and confident in developing number sense in pupils. A programme of CLPL has been developed and delivered to support upskilling primary practitioners to enhance their own knowledge and abilities in numeracy and mathematics. As such, teacher confidence in teaching numeracy and mathematical concepts has increased.

Through the attainment challenge, the three-domain model has been adopted in both literacy and numeracy. This ensures consistent models are used across establishments and that there is a shared vision and ownership of approaches at all levels. The model outlines three different, but interconnected, domains of professional knowledge that teachers need. These are the child's: cognitive skills and knowledge, cultural/social capital and funds of knowledge and identity as a learner.

Supporting and improving approaches to assessment to improve attainment in literacy, numeracy and health and wellbeing is a focus of the authorities Attainment Challenge strategy.

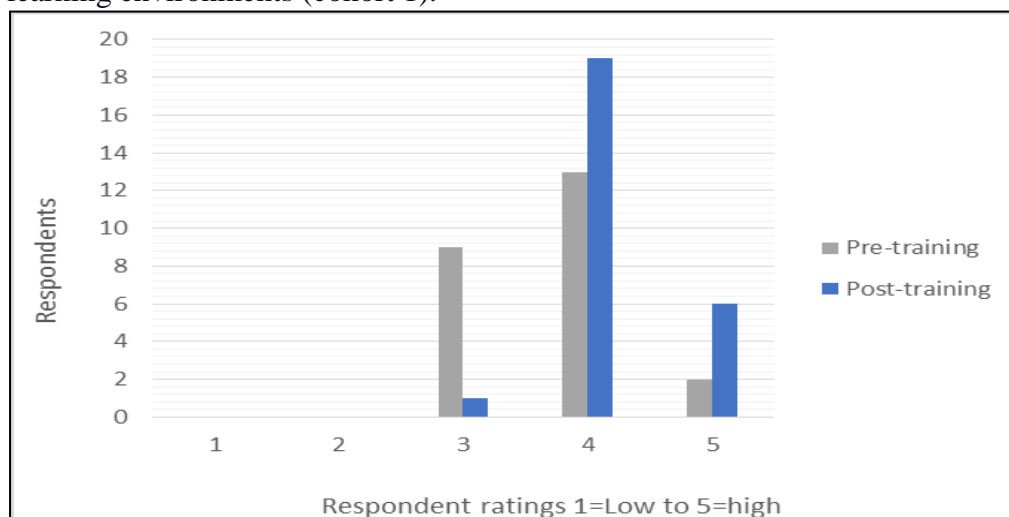
NIF Driver: Assessment of a child's progress

Professional learning opportunities have been provided to 270 practitioners to further develop understanding of moderation and holistic assessment.

This has encouraged practitioners to develop the knowledge and skills to better support moderation within establishments and to use assessments confidently to inform and improve learning and teaching.

This year, 75 teachers have been trained in the P1 Pedagogy approach facilitated and evaluated by the University of Strathclyde. Participation in the programme has enabled teachers to evaluate their classrooms and, supported by mentors, implement positive change in their learning environments (see graph 2). Teachers have gained a deeper understanding of the ways in which the setting can support or potentially restrict aspects of learning.

Graph 2: Programme impact on teachers' knowledge of the characteristics of effective learning environments (cohort 1).



10 transition teachers have been engaging with primary and secondary schools in order to improve P7-S1 transitions. Through using a wellbeing web, transition teachers can now identify areas of strength and development for targeted pupils through learner conversations. While receiving intensive transition support, attainment data is also tracked for each pupil to measure pupil improvements in literacy and numeracy.

Internal evaluation data supports that over 80% of practitioners strongly-agree or agree that transition teacher support has positively impacted on the engagement of targeted learners in learning and teaching. As a result of transition teacher support, 45% of staff can now better identify pupils who have potential barriers to attaining due challenges pupils face outside of the classroom environment.

The development officer has been working in collaboration with Parents in Partnership and Barnardo's to develop pilots which aim to encourage earlier parental engagement in the transition process. The pilot was showcased at the Education Leaders Forum and was positively received. Professional learning has been provided for 240 staff in relation to improve understanding of curricular transitions.

NIF Driver: School Improvement

Primary transition teachers and secondary class teachers are working collaboratively in classrooms to jointly improve the quality of education in learning and teaching.

This has enabled practitioners to learn from each other and apply different teaching approaches such as responsive teaching, parallel and team teaching. As a result, practitioners are seeing an impact in pupil inclusion, participation, engagement and well-being.

Challenges

Staffing issues have made it challenging to recruit and retain our 12 literacy teachers. However, each quartile 1 school now has an additional teacher to support literacy. For 2018-19, we intend to utilise these teachers to increase the pace and breadth of numeracy development as well.

As an authority, we have focused support on literacy to ensure that pupils are ready to access the curriculum and our work in numeracy has progressed at a slightly slower pace. However, our plan for 2018-19 displays a clear commitment to increase the pace of work in numeracy.

Early challenges existed around developing a consistent model for transition teachers. This has now been resolved and all teachers / establishments are adhering to an agreed collective model to support curricular transitions and improve outcomes for pupils. However, there is still scope within the agreed parameters to allow creativity with this approach.

Families and Communities

Highlights

Twenty-seven primary and secondary schools are engaged in the Renfrewshire Nurturing Relationships Approach. Through whole school training methods, all staff in participating schools have an understanding of: attachment theory; the key principles of nurturing practice; and the importance of nurturing relationships in helping all children and young people to learn and develop socially and emotionally. The approach is being evaluated at PhD level with the University of Dundee.

A focus group consisting of head teachers has highlighted the clear impact that Cost of the School Day funding has had on pupils and families. The fund has given pupils access to “cultural capital” and to take part in activities that they may not have been able to by removing financial barriers for pupils and families. It has also supported a pupil from SIMD 1 to gain access to further education in Music at the Royal Conservatoire.

A programme of learning opportunities has been delivered by community learning and development practitioners in partnership with families and schools. This has engaged parents in early literacy and numeracy learning within the home and wider community.

NIF Driver: Parental Engagement

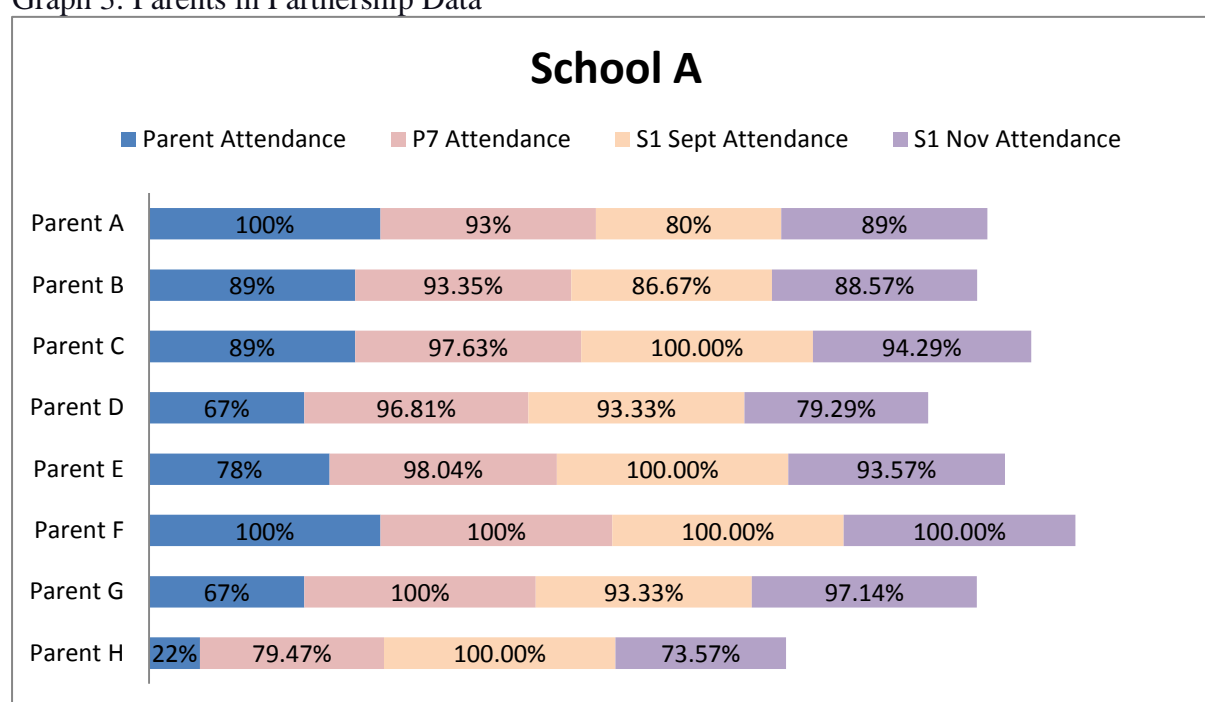
The Pizza Reading programme has worked with 6 schools and 36 families to support the development of early literacy.

Evaluation data from the University of the West of Scotland demonstrates improvements in parental self-confidence, family learning activity specifically related to reading, maths and transitions to secondary school, a reduction in isolation, improved parental understanding of school and parenting relationships.

Base-line Strengths and Difficulties (SDQ) data has been collated for 76 pupils working with inclusion support assistants. Data has been collected from parents, teachers and pupils. The majority of pupils are from SIMD 1 and 2. The pupil self-report data shows that 27% of pupils have either borderline or abnormal difficulties. Intensive support is being provided to address these difficulties which are clear barriers to attendance and therefore attainment. Inclusion support assistants are working in collaboration with transition teachers and Parents in Partnership coordinators to enhance connectivity, share intelligence and therefore reduce duplication for pupils and families.

All eleven secondary schools have implemented Parents in Partnership programmes to improve parental engagement and parent confidence in attending their child's high school events such as parents' evening. Data suggests that parental engagement has a positive impact on pupil attendance (see graph 3). A pilot has been devised which focuses on earlier parental engagement in collaboration with other key Attainment Challenge projects. This is a good practice example of collective impact.

Graph 3: Parents in Partnership Data



Fourteen primary schools have engaged with *PATHS*[®] and 195 practitioners have received 2-days training in the programme. This includes teachers, head teachers and support practitioners. Training was positively received and as a result staff are now embedding *PATHS*[®] language into the school day, as well as, modelling the language and skills for children. 3815 pupils have engaged with the *PATHS*[®] programme this academic year. Pupil impact data will be available at the end of the academic year.

Challenges

There has been staffing issues in relation to inclusion support assistants. This has resulted in some schools not being able to provide targeted support due to absences. Initial challenges existed in relation to developing a consistent model for inclusion support assistants. However,

this was resolved and all inclusion support assistants are working to a clear and consistent model.

Educational Psychology recruitment has been successful; however one of the new Educational Psychologists will be off on maternity leave until July 2018. This could mean that certain schools will not be able to begin the Nurturing Relationships journey. This will be resolved via successful recruitment.

Leadership

Highlights

We recognise that leadership at all levels is one of the most important aspects of the success of any school. Through the attainment challenge, a number of professional development programmes have been delivered which includes an Aspiring Head Teacher and Aspiring Principal Teacher Programme. In addition, we have continued to support our head teachers to take time to step back and reflect on their own leadership style and challenges in partnership with Drummond International. As a result of this training, participants are more reflective in relation to their leadership style, are more confident in their ability to lead and manage change and are more confident in leading self-evaluation.

NIF Driver: School Leadership

High quality programmes for current and aspiring leaders have been delivered this year for a total of 150 staff.

As a result, 15 high quality head teachers have been appointed, nine of whom have participated in the Aspiring Head Teacher Programme, funded by the Attainment Challenge.

Pupil Leadership weekends have taken place in two secondary schools. In addition, two further schools have been supported to engage with the Columba 1400 Leadership Programme. This has increased leadership capacity and improved confidence, resilience, team working, decision making and independence resulting in pupils making greater contribution to school decision making.

Challenges

There is a risk that head teachers become overloaded with leadership development opportunities including mentoring. However, these opportunities should be viewed as positive and the authority will ensure that the concept of mentoring is defined as a positive workforce development activity that is required for systemic change.

There is a challenge in relation to allowing staff time to attend sessions and workshops due to the supply situation. However, as an authority we recognise the importance of leadership, particularly in relation to raising attainment and endeavour to ensure that staff wishing to develop leadership skills are able to attend sessions to support their own continual professional development.

Data analysis

Highlights

This work-stream continues to support Renfrewshire's attainment challenge plan and also provide effective, practical support to Children's Services and all of our education establishments in their use of data to secure improvement.

To date, 90 practitioners across 47 primary establishments have received data literacy support and training to ensure that staff at all levels are supported to use pupil data to support interventions, learning and teaching.

The data management team has provided education managers with training to enable them to better support and challenge head teachers as part of the service's revised quality improvement framework. This ensures schools are supported to maintain their focus on improving the attainment of our most deprived children and young people.

Individual head teachers have received one-to-one support to improve their tracking and monitoring systems to make them more robust, to identify need more accurately and to help measure the impact of interventions being made to reduce the poverty attainment gap. This work will continue into the next session.

A data network has been established with representatives from each of our secondary schools. This group supports and shares best practice in relation to improving data literacy and attainment in our secondary schools.

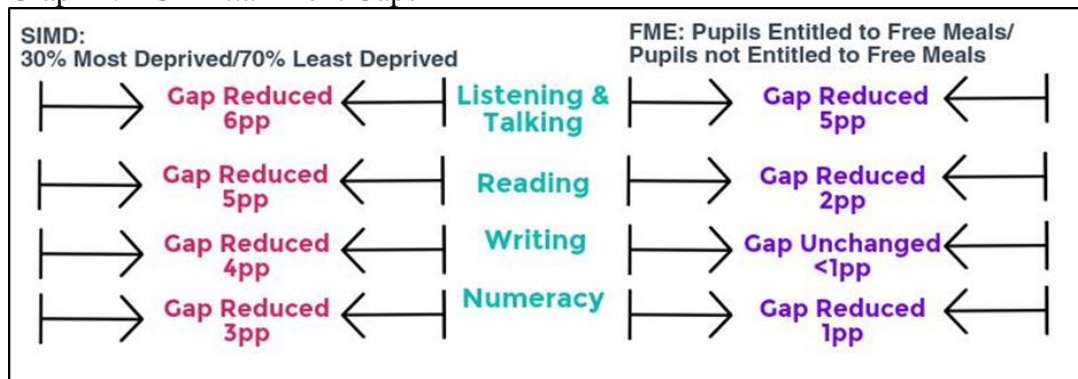
NIF Driver: Performance Information

The data analysis team have worked with individual projects to develop a performance indicator framework.

The framework allows the tracking and monitoring of impact for each Attainment Challenge work-stream. The information the authority gathers will provide a full picture of how well we are achieving equity and excellence.

Our authority data highlights that we are improving attainment for all while reducing the poverty related attainment gap. Graph 4 displays that the BGE attainment gap in listening and talking, reading, writing and numeracy has reduced between the most and least deprived pupils and between those pupils entitled/ not entitled to free school meals.

Graph 4: BGE Attainment Gaps



Challenges

In terms of challenges, feedback from training sessions suggests that for many promoted members of staff there remains a lack of confidence in data literacy which will have an impact on the school's ability to improve data literacy at class teacher level. This varies across the authority. The team continue to identify areas of need, where further support is required and will aim to address these throughout the year.

Understanding how to put measurable impacts in places has been initially challenging for particular projects. However, significant support has been provided to ensure that projects are able to capture the impact their projects are having.

Summary

This report has outlined the key highlights and challenges of the Renfrewshire Attainment Challenge while providing exemplars of evidence for each NIF driver. There has been significant progress in relation to scaling up and implementing the Attainment Challenge strategy throughout the authority this year. We will continue to deliver high quality, evidence-based interventions and approaches throughout 18-19 with an on-going focus on achieving collective impact and positive outcomes for Renfrewshire's pupils.