

To: Education and Children's Services Policy Board

On: 31 October 2019

Report by: Director of Children's Services

Heading: Renfrewshire Attainment Challenge – End of 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. Following an authority inspection in October 2018 and reported on in February 2019, Education Scotland concluded that Renfrewshire Council is making excellent progress with improving learning, raising attainment and narrowing the poverty-related attainment gap.
 - 1.4. Work-streams continue to deliver high quality, evidence-based approaches and interventions which are having a positive impact on the teaching of literacy and numeracy and the health and wellbeing of Renfrewshire children and young people.
 - 1.5. Moving forward, we will continue to evidence progress towards raising attainment and closing the poverty-related attainment gap. There will be a continued focus on the sustainability of the programme.
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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 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 through an evaluative style report. This report is also scrutinised by Education Scotland. The end of year report is attached as an appendix.
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4. Progress

- 4.1. This section of the report will summarise progress made towards the three long terms outcomes of the Attainment Challenge. These are to improve learning and teaching, improve health and wellbeing and close the poverty-related attainment gap.
- 4.2. With regards to improvements in learning and teaching, there has been an improving trend in attainment in literacy and numeracy in all stages and curricular areas since 2015-16 within Broad General Education (BGE). Attainment in Broad General Education is measured through the Achievement of a Curriculum for Excellence (CfE) Return which assesses pupil progress in P1, P4, P7 and S3.
- 4.3. The percentage of pupils achieving the expected Curriculum for Excellence (CfE) level for their stage in literacy was 81% in 2018-19. This figure is in line with 2017-18 and represents an 11-percentage point increase since 2015-16.
- 4.4. In numeracy, the percentage of pupils achieving the expected level for their stage was 86% in 2018-19. This figure has increased consistently over 4 years and has increased by 6 percentage points since 2015-16.
- 4.5. The Attainment Challenge is also focused on improving health and wellbeing. We are implementing extremely successful approaches and interventions to support health and wellbeing and this has been recognised by Education Scotland.
- 4.6. All schools in Renfrewshire are implementing a health and wellbeing programme which is focused on improving the social and emotional competence of our children and young people. Furthermore, all schools have implemented a nurturing relationships approach in partnership with the Educational Psychology Service. Staff have also participated in training to support their knowledge, awareness and understanding of mental health.
- 4.7. The size of the poverty-related gap within Broad General Education has reduced in Renfrewshire. Achievement of Curriculum for Excellence Levels (ACEL) Return data demonstrates that the gap between pupils living in SIMD 30% most deprived areas and 70% least deprived areas has reduced by 4 percentage points in both literacy and numeracy since 2015-16.

- 4.8. The gap has reduced in both SIMD measures and free meal/ clothing grant entitlement measures over 4 years, with larger decreases in free meal/ clothing grant entitlement gap.
- 4.9. The size of the percentage point gap between pupils living in 30% most and 70% least deprived is 12 percentage points in literacy and 10 percentage points in numeracy in 2018-19. Both groups have increased attainment since 2015-16. The reason for the reduction in the size of the gap is that pupils living in 30% most deprived areas have increased at a higher rate than those living in 70% least deprived areas.
- 4.10. As demonstrated in the end of year report and reported by Education Scotland, we have made significant year on year improvements in closing the poverty-related attainment gap. A number of factors have contributed to our successful strategy and have enabled us to achieve impact. These include:
- Very strong self-evaluation informed by high-quality data to secure improvement;
 - Highly effective leadership, shared vision and an ethos of empowerment of staff at all levels;
 - The outstanding impact of very high-quality professional learning approaches; and
 - Renfrewshire Council's excellent approach to Scottish Attainment Challenge governance.
- 4.11. We will continue to build on the successes achieved in addressing the poverty-related attainment gap and continue with plans to develop the sustainability of approaches and initiatives.
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Implications of this report

1. Financial

The report details the activities funded by the Attainment Challenge monies, which are additional to mainstream funding and ringfenced for this purpose.

2. HR and Organisational Development

The appendix details implications for HR and OD.

3. Community/Council Planning

The appendix details a range of activities which reflect local community planning themes.

4. Legal

None.

5. Property/Assets

None.

6. Information Technology

None.

7. Equality and Human Rights

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

8. Health and 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.

13. Climate Risk

None.

List of Background Papers

- (a) Background Paper 1: None.

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Lauren Johnston, Project Manager, 0141 618 4023, lauren.johnstone@renfrewshire.gov.uk.

Children's Services

LJ/KO
23/9/19

Author: Lauren Johnston, Project Manager, 0141 618 4023

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 2018/19 school year, including any planning undertaken prior to the school year starting (timeframe **June 2018 – June 2019**).

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 2018 – June 2019**.

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:

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

Number of schools supported by this funding?	TOTAL: 62
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The following questions apply to these long term outcomes

What specific long term outcomes has your local authority identified for the Attainment Scotland Fund?

As above

What evidence are you collecting to measure these long-term outcomes in your authority? Please specify the type of evidence you are collecting

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 gather evidence from our academic partners.

This session we have partnered with the University of Stanford in delivering our numeracy strategy. This exciting international partnership involves research and evaluation support and will supplement our rich bank of evidence in demonstrating progress towards reaching the long-term outcomes of the Attainment Challenge.

As part of a social media campaign, a series of infographics and blogs were posted on social media. The aim of the campaign was to raise awareness of the Attainment Challenge in Renfrewshire and to demonstrate impact across each of our workstreams. This is in addition to the Spotlight in Success document which was launched in August

2018. See appendix 1 for the @AttainRen booklet and appendix 2 for workstream highlights.

What did this evidence show so far?

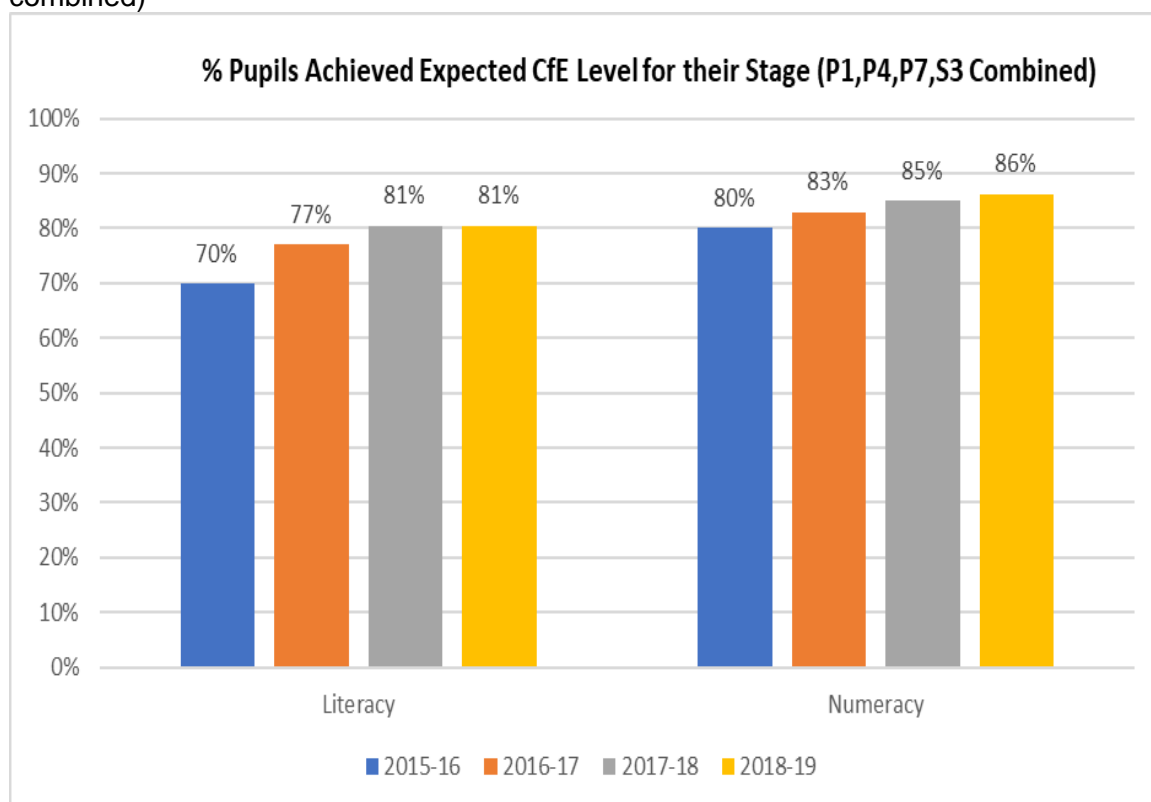
Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just leave blank.

We are continuing to make progress in the long-term attainment challenge outcomes. In our authority inspection, Education Scotland (2019) noted that the authority was making “excellent progress” in improving learning, raising attainment and closing the poverty-related attainment gap. In this section, a selection of evidence for each outcome will be discussed.

Improving literacy and numeracy attainment

There has been an improving trend in attainment in literacy and numeracy in all stages and curricular areas since 2015-16. The percentage of pupils achieving the expected Curriculum for Excellence (CfE) level for their stage in literacy was 81% in 2018-19. This figure is in line with 2017-18 and represents an 11-percentage point increase since 2015-16. In numeracy, the percentage of pupils achieving the expected level for their stage was 86% in 2018-19. This figure has increased consistently over 4 years and has increased by 6 percentage points since 2015-16 (graph 1).

Graph 1: % Pupils Achieved Expected CfE Level for their Stage (P1, P4, P7, S3 combined)



Improving health and wellbeing

We are continuing to make improvements in health and wellbeing measures through a range of evidence-based approaches and initiatives. This is having an impact on both pupils and staff as detailed below.

Since August 2018, the Place2Be counselling service has been introduced in 5 of our primary schools that serve children from areas of high deprivation and 2 secondary schools. The service takes a whole school approach to improve the emotional wellbeing of children & young people, families and staff. This includes:

- therapeutic counselling;
- drop-in sessions;
- school staff training and consultancy;
- parent/carer sessions;
- whole class work;
- group sessions for children & young people;
- participation in school events;
- responding to critical incidents; and
- engagement with external agencies and partners

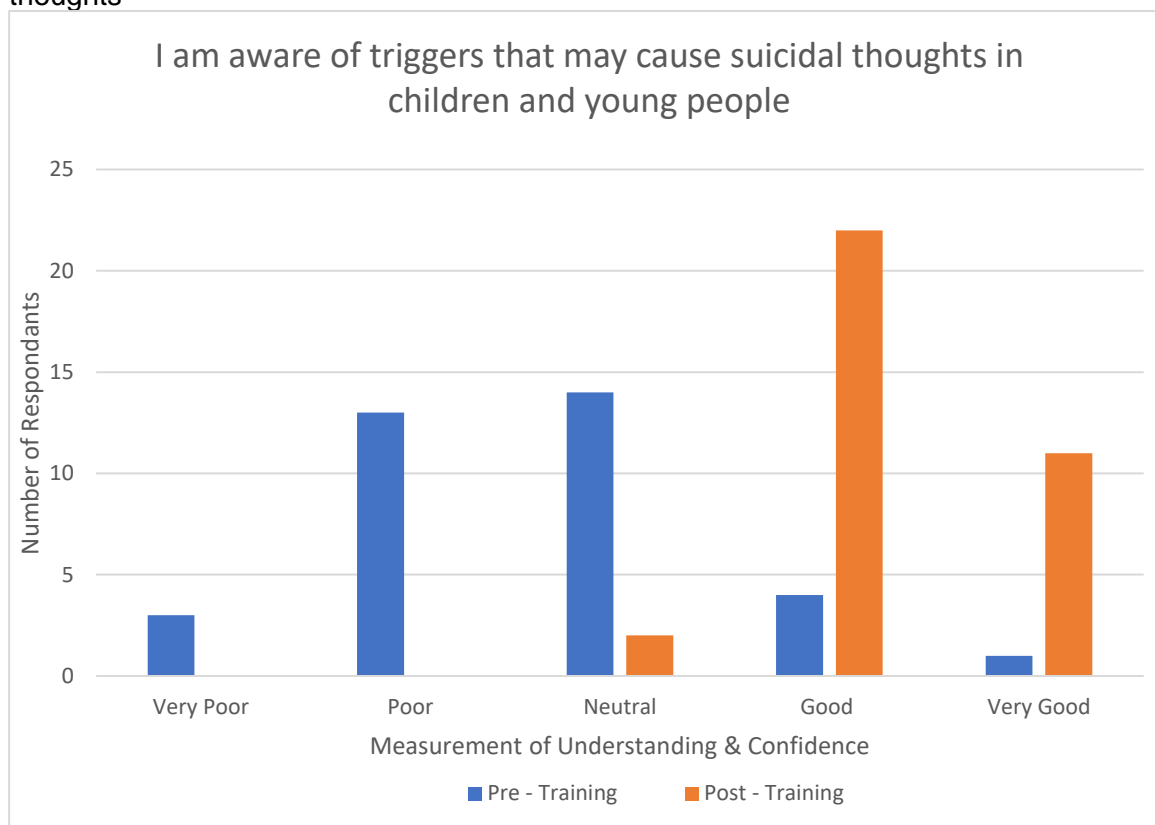
The latest Renfrewshire Place2Be termly reports show that:

- 648 sessions have been held for individuals and groups of children & young people;
- 281 children & young people have been supported in drop-in sessions;
- 38 children & young people are receiving weekly 1-1 therapeutic counselling;
- 42 whole class sessions have been delivered;
- 70 school staff members have received consultancy support;
- 33 parents are currently being supported; and
- 43 parent partnership events have been supported

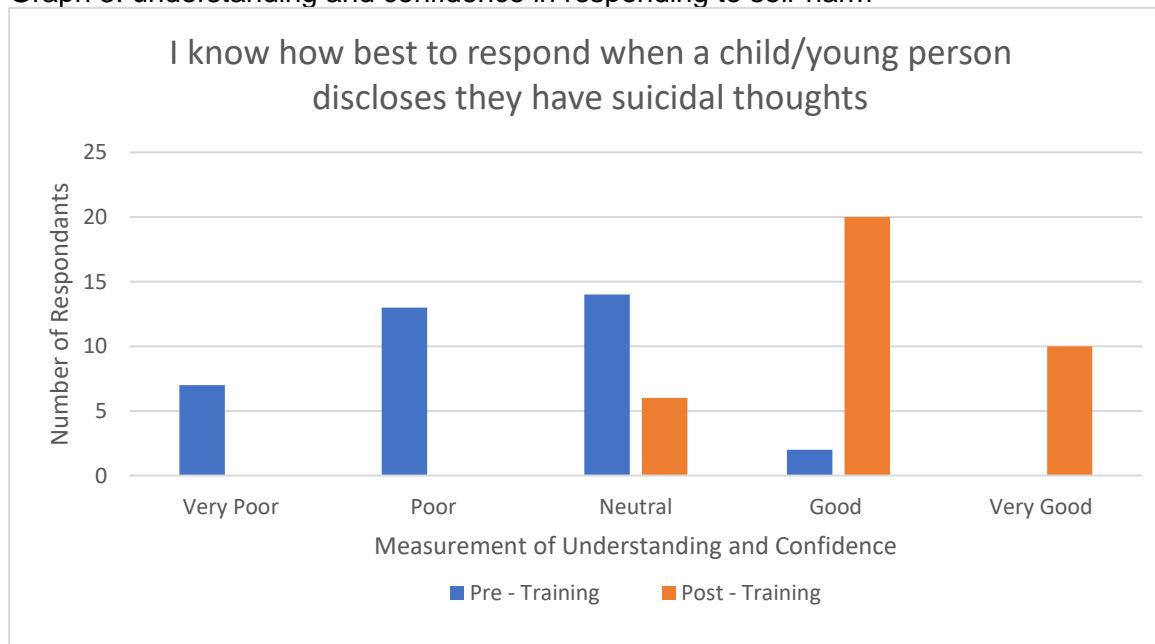
This session, there has been a number of training opportunities for staff that specifically focus on improving understanding and confidence when teaching aspects of the health and wellbeing / personal and social education curriculum, as well as increasing awareness of mental and emotional challenges children and young people face.

From March – May 2019, 4 'Understanding Suicide' sessions and 4 'Understanding Self Harm' sessions were delivered. A total of 118 participants attended voluntarily. Evidence of impact has been gathered using staff pre- and post-training questionnaires. Overall, the response from staff has been very positive with clear improvements in knowledge and confidence. Extracts of the evaluation data are displayed in graph 2 and 3 below:

Graph 2: understanding and confidence in awareness of triggers that may cause suicidal thoughts

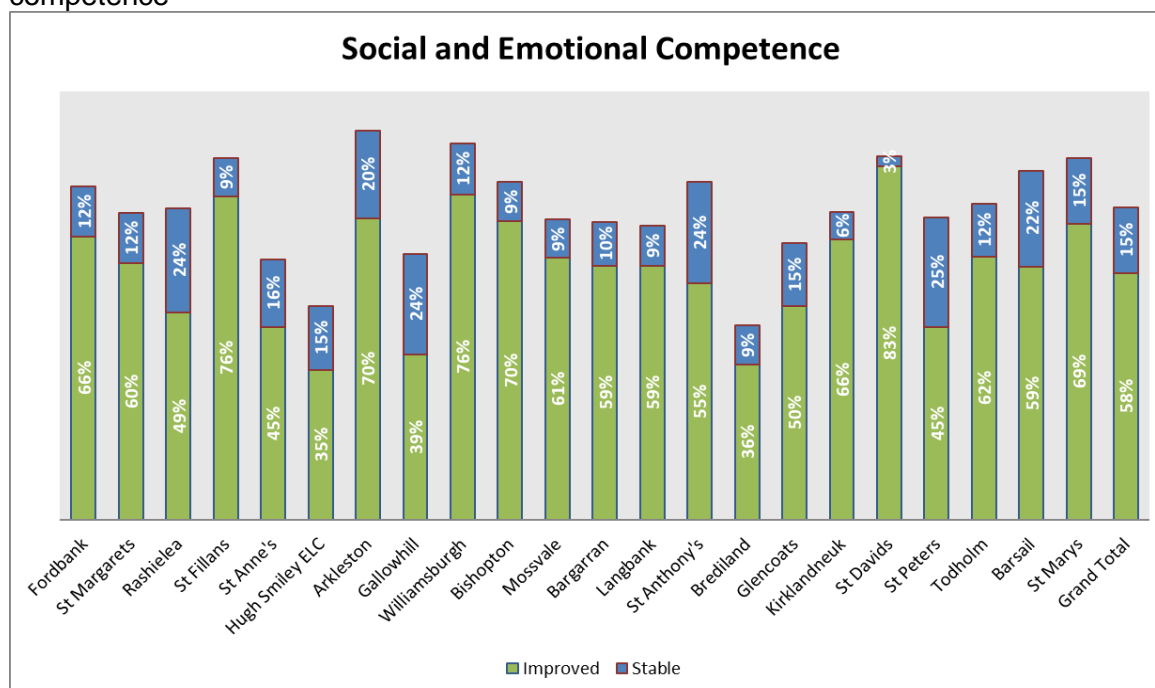


Graph 3: understanding and confidence in responding to self-harm



PATHS® is a whole school social and emotional literacy programme. Over 70% of 1201 surveyed pupils showed improved or stable social and emotional competence (graph 4). This is a similar figure to that reported in September 2018.

Graph 4: PATHS® Results from Renfrewshire for improved social and emotional competence



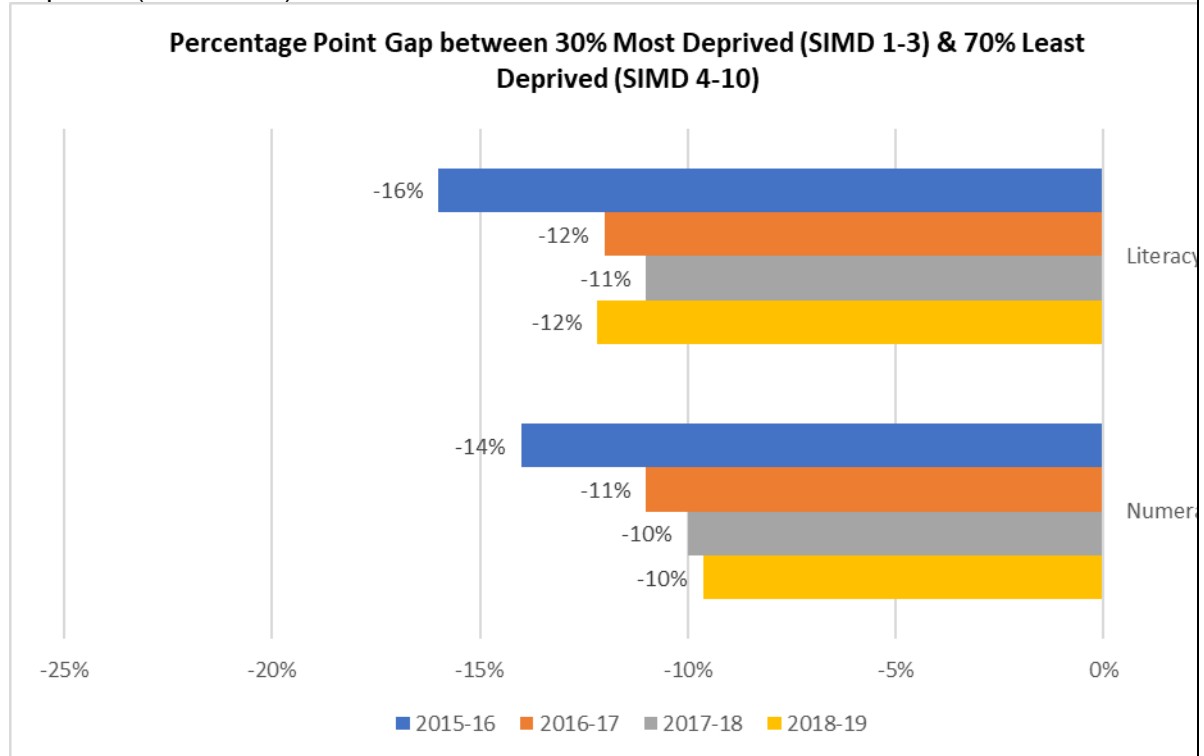
All Renfrewshire schools are implementing Renfrewshire Nurturing Relationships Approach (RNRA) at a whole school level. 24 of these primary schools are from quartiles 1 and 2, an increase of 14 from academic year 2017-18. Provisional results from the authority evaluation / University of Dundee doctoral research for RNRA indicate a positive impact on pupils' social, emotional and behavioural functioning, changes to school policy and changes in staff practice.

Further detail on health and wellbeing improvements are discussed later in this report in section 3.

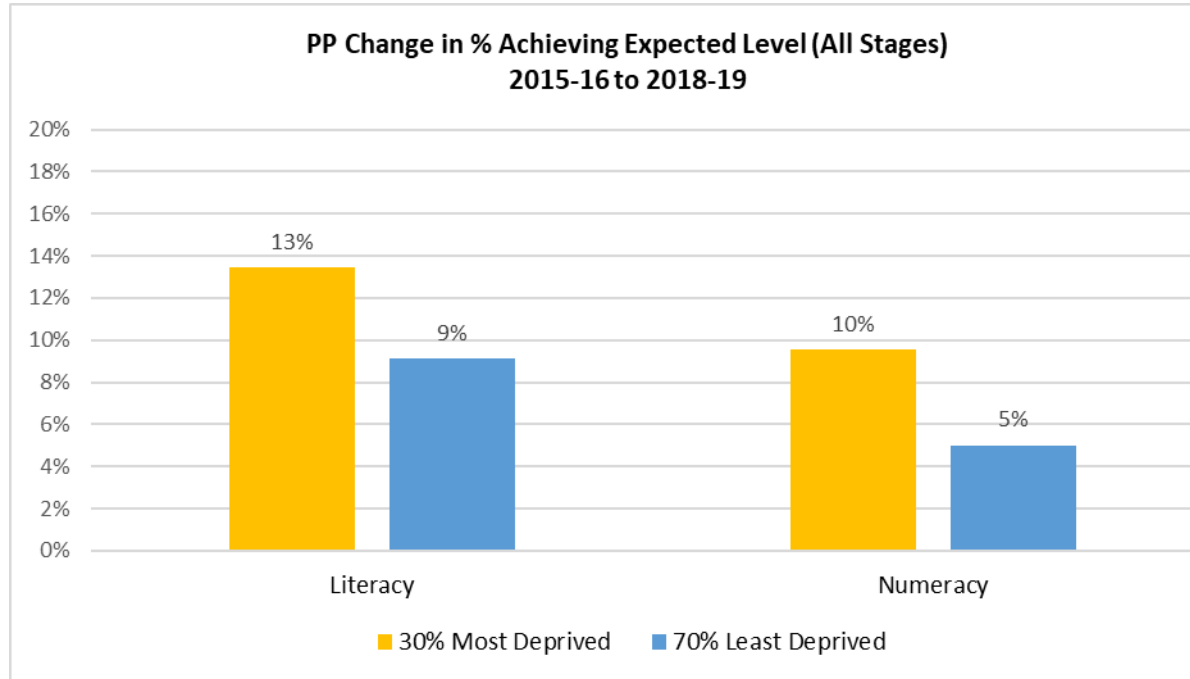
Closing the poverty-related attainment gap

ACEL Return data demonstrates that the gap between pupils living in SIMD 30% most deprived areas and 70% least deprived areas has reduced by 4 percentage points in both literacy and numeracy since 2015-16. The gap has reduced in both SIMD measures and free meal/ clothing grant entitlement measures over 4 years, with larger decreases in free meal/ clothing grant entitlement gap. As shown in graph 5, the size of the percentage point gap between pupils living in 30% most and 70% least deprived is 12 percentage points in literacy and 10 percentage points in numeracy in 2018-19. Both groups have increased attainment since 2015-16, therefore the reason for the reduction in the size of the gap is that pupils living in 30% most deprived areas have increased at a higher rate than those living in 70% least deprived areas. This is demonstrated in graph 6.

Graph 5: Percentage Point Gap between 30% Most Deprived (SIMD 1-3) and 70% Least Deprived (SIMD 4-10)



Graph 6: Percentage Point Change in % Achieving Expected Level (All Stages) 2015-16 to 2018-19



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

There has been significant year-on-year improvements in closing the poverty-related attainment gap since 2016 across all stage and curricular areas. This is due to a range of factors which are detailed below.

Education Scotland (2019) note 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. This has encouraged the development of a positive data culture where staff at all levels are confident in scrutinising data to better understand the poverty-related attainment gap.

Our strategy is focused on very strong self-evaluation and this is informed by high-quality data. According to Education Scotland (2019), this is resulting in the implementation of very successful, evidenced-based universal and targeted interventions, which are securing improvement.

Through highly effective leadership, staff at all levels have a shared vision and ethos of empowerment. This includes a very clearly articulated vision and well-defined set of priorities which are understood at all levels and across all services. This is supporting improved outcomes for children, young people, families and communities.

High-quality and sector leading professional learning approaches are developed and delivered in collaboration with partners such as the University of Strathclyde and Stanford University. We are working very effectively with partners to deliver and evaluate evidence-based targeted programmes and approaches to close the poverty-related attainment gap. We recognise that closing the gap is a priority for all and cannot be achieved by education alone therefore strong partnerships are essential.

Education Scotland (2019) further recognise the authority's excellent approach to governance, which is set within a well-defined accountability framework. The Project Manager has visited a number of authorities to discuss Renfrewshire's approach to governance and to share practice. Other authorities have visited Renfrewshire to discuss other elements of our approach such as the quality improvement framework, use of data and PEF. This has been further supported by West Partnership Regional Improvement Collaborative events where staff have showcased practice and learned from other authorities.

A clear sustainability plan has been developed and shared at all levels. The Attainment Advisor (AA) and Project Manager has been working with all workstreams to ensure that appropriate measures are in place to support with understanding what approaches are most impactful.

It has been very beneficial to have a full-time, consistent AA. The AA has developed very strong relationships with central staff, head teachers and teachers. Key activities have included delivering training in curriculum rationale as well as providing support in self-evaluation and improvement planning. Head teachers report that this has been exceptionally positive and helpful with regards to planning and understanding the poverty-related attainment gap in their own setting. This work has led to our families of schools working closer together. A blog from our AA is provided in appendix 1.

The partnership with Stanford University has increased the pace and scope of our numeracy plan. In-depth detail on this activity is provided in section 2 of this report.

The development officer for health and wellbeing has been essential in coordinating activity and ensuring there is a strategic approach to health and wellbeing in the authority. The development officer has effectively increased the scope and pace of this workstream. More detail of this work is included in section 3 of this report.

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

There has been some slippage with the appointment of a new research assistant however this post has now been filled.

All risks are documented in an Attainment Challenge risk register and this is monitored by the governance board.

2. Progress in individual workstreams

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

Data Analysis
Learning and Teaching
Families and Communities
Leadership
Care Experienced Children and Young People

The following table to be repeated for each work stream

1.	Data Analysis	
Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.		
<p>Primary schools only</p> <p>Secondary schools only</p> <p>✓ Both, in primary and secondary schools</p>		
<p><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></p>		
Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.		
<p><i>Remember: Your timeframe is from June 2018 to June 2019</i></p>		
	Outcome (i.e. what the workstream is aiming to achieve) <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>	Evidence Collected (e.g. focus group with parents, online survey etc)
	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 2018 to June 2019

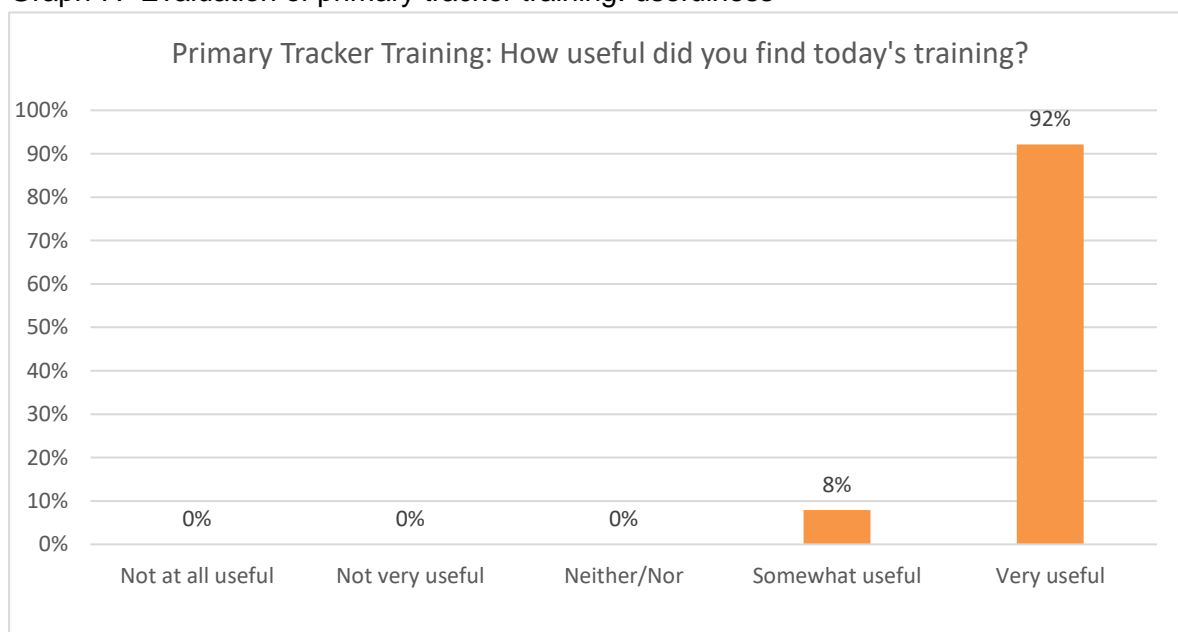
The data workstream continue to make excellent progress. Education Scotland (2019) highlighted our “outstanding approach” to the use of data to inform improvement in all aspects of its work related to the Scottish Attainment Challenge. Key evidence from this workstream will be presented in this section.

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

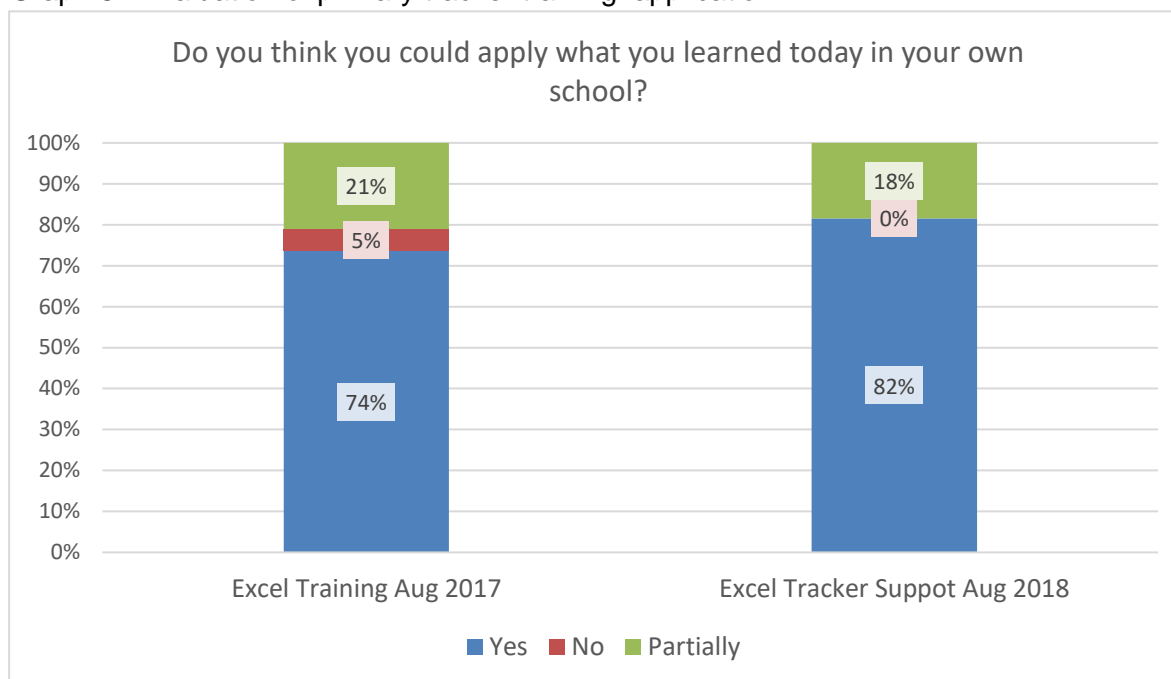
Support continues to be provided via formal training and one to one support and all schools remain engaged with the central team.

In the 2018/19 session, there was an increase in one-to-one support in comparison to group training. This was done to ensure that staff could embed the training and support that was provided in the previous year. In the primary sector, all schools had tracking systems created and were trained on how to use them, however, most required some time and additional support to put these new systems in place. A total of 70 school visits were provided across all 49 primary schools. The nature of the support provided varied, but the majority focused on implementing tracking systems and developing skills to allow Senior Management Teams (SMTs) to extract data from them. In addition, there were 81 participants that attended formal training across 42 primary schools. Feedback from the primary training sessions was positive and highlighted that staff valued training that allowed them to work with their own data/systems (see graph 7 and 8)

Graph 7: Evaluation of primary tracker training: usefulness



Graph 8: Evaluation of primary tracker training: application



The level of support provided to secondary schools increased in 2018/19 and involved a mix of support types. The team provided 26 school visits across all 11 secondary schools. This is an increase from 14 visits the previous year. The majority of these visits involved supporting the PT Data Literacy to develop robust evaluations, although a number also focused on the use of tracking data with schools. The central team are supporting 9 secondary schools with Broad General Education (BGE) tracking with a focus on improving data quality and increasing collaboration across schools. Additionally, 10 secondary schools attended formal training in 2018-19, compared with 7 the previous year. Feedback has been very positive.

Training was provided for both primary and secondary staff on the BGE Benchmarking Tool. This training was well received by staff with all reporting that they were able to apply what they had learned (see graph 9).

Graph 9: Evaluation of BGE benchmarking training: application



The team continue to run the secondary Data Network Group which is attended by the PT Data Literacy from each secondary school. A revised standing agenda was agreed by the group to ensure that each meeting included time for discussion, authority updates and training/support.

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

Data continues to be provided to schools to demonstrate the 'gap' both at school, authority and family-school level. In addition, data demonstrating the deprivation gap in attendance and exclusion rates have been provided to illustrate a more complete picture of the impact of deprivation on pupil engagement with school.

The primary tracking systems that were put in place in the previous session continue to be used to demonstrate the poverty related attainment gap within each tracking period. All trackers include core summary data measuring the size of the poverty related attainment gap in each cohort. A number of schools have had additional attainment gap summary data added to these trackers to support discussions with class teachers around progression within the school year. This allows them to discuss the gap at each tracking meeting and can start to demonstrate the impact of their interventions.

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

Data continues to be developed and shared to demonstrate the impact of the attainment challenge workstreams and show progress towards closing the attainment gap. This information is provided at authority, family grouping and school level to ensure that staff at all levels have appropriate context to allow them to interpret the data.

In 2018/19, the role of the PT Data Literacy was redefined to ensure a clear focus across all schools. A role profile was developed which focused on high level outcomes while still allowing for flexibility in the role. Extensive support has been provided by the central team to ensure that actions are fully evaluated. Each PT Data Literacy has been supported by the Management Information Officer and Research Assistant to create a robust evaluation plan and has produced initial evidence to demonstrate impact. This evidence indicates that the development of data within the school by the PT Data Literacy has been valued by staff. This evidence will continue to be developed and used to inform actions in the 2019/20 session. By sharing this information within each school, a wider range of staff will be able to identify what interventions are driving improvement and gain a better understanding of how the data informs this process. Analysis will also be shared within the Data Network Group to identify areas for collaborative work. The impact of sharing this information will be measured in the 2019/20 session.

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

The development of the role profile and support that has been provided to PT Data Literacy has been effective. The PT Data Literacy staff now have shared outcomes which allows more collaborative working and provides clarity around measuring impact. The development of detailed and robust evaluations has allowed staff in these positions to fully understand what is working and what areas of work require further development. Going forward, this will allow better sharing of information across secondary schools via the Data Network Group and will raise the profile of the role within each school.

The Management Information Officer shared data with the members of the care experienced project board and this provided very useful insight into particular gaps and areas for development which will inform future planning for care experienced children and young people.

***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.***

There is a continued risk that training and support is not filtered down beyond SMT within schools. Training in the 2019/20 session will focus on mitigating this risk by improving SMT confidence in analysis and highlighting opportunities to expand data literacy skills across the school.

2	Learning and Teaching	
Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.		
<p>Primary schools only</p> <p>Secondary schools only</p> <p>✓ Both, in primary and secondary schools</p>		
<p><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></p>		
Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.		
<p><i>Remember: Your timeframe is from June 2018 to June 2019</i></p>		
	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?)	Evidence Collected (e.g. focus group with parents, online survey etc)
	<p>Improvement in classroom pedagogy and, in particular, in literacy and numeracy throughout all schools in Renfrewshire</p>	<p>A variety of film footage in literacy and numeracy practice. For example: S.E.A.L, Number Talks, UKLA winners, Making Maths Count, youcubed Maths Camps</p> <p>University of Strathclyde: Exploring Pedagogy in Primary 1: Progress Report</p> <p>A range of literacy and numeracy case studies</p> <p>Literacy specific</p> <p>Film footage of literacy practice e.g. UKLA award winners & Dive into Reading pedagogy</p> <p>A range of literacy case studies</p> <p>Literacy Champions meeting agendas</p> <p>Literacy Champions consultations & evaluations</p> <p>Literacy & English Checklist</p> <p>Literacy & English Checklist audit tool and exemplars</p> <p>Learning & Teaching Position Paper: Literacy & English & Numeracy & Mathematics</p> <p>Feedback from programme of CLPL and bespoke sessions delivered to individual schools</p> <p>Head teacher evaluations</p> <p>Sampling and analysis of a variety of pupil attainment data and engagement surveys</p>

	<p>Teacher reflections from each Dive into Writing training session</p> <p>Class teacher Dive into Writing pre & post training questionnaires</p> <p>Classroom assistant interviews and questionnaires</p> <p>Head Teacher interviews for classroom assistant training</p> <p>Development Officer interviews for classroom assistant training</p> <p>Content analysis of weekly classroom assistant diaries</p> <p>Recording of pupils' views re classroom assistants.</p> <p>Review of Teacher Professional Judgement & SNSA data</p> <p>Evaluation reports produced by the University of Strathclyde:</p> <ul style="list-style-type: none"> • Classroom Assistants in Renfrewshire: Voices, Growth & Impact (published September 2018) • Dive into Writing: Interim Report - September 2017 - June 2018 (published September 2018) • The Renfrewshire Data Project: Lessons from Children's Lives, Children's Learning (published September 2018) <p>Numeracy specific</p> <p>S.E.A.L. Phase 3 Evaluation Analysis</p> <p>Renfrewshire BGE Progression and Support Document Suite</p> <p>Numeracy Champion Consultation and Evaluations</p> <p>Numeracy & Mathematics Checklist</p> <p>Numeracy & Mathematics Checklist Audit Tool and exemplar</p> <p>Feedback from Upskilling Teacher's Knowledge and Confidence Training</p> <p>Modelling and Coaching Officer record of involvement</p> <p>Pre and Post Camp surveys</p> <p>Teacher reflections on camp involvement</p> <p>Winning Scotland 'Train the Trainer' forum responses</p>
Greater consistency in assessment and moderation within and across schools	<p>Feedback from Development officer from Co-ordinator meetings.</p> <p>West Partnership end of process survey</p> <p>Comparison of judgements Renfrewshire v West Partnership</p> <p>Moderation staff training evaluations</p> <p>Holistic assessment CPD evaluations</p> <p>Renfrewshire primary moderation programme evaluation survey</p>

	Assessment and Moderation Leads participation survey
Improved curricular transitions for targeted pupils	Post transition staff survey Cross sector planning/ moderation session evaluations Target pupil tracking tool Post transition family survey QA visits/ observations and 1:1 meetings with transition practitioners Transition practitioner self-evaluation sessions Numeracy transition project 'How I Feel About Maths' pre and post survey Literacy transition project 'The Great McGunnigle' pupil and staff post transition survey Case studies

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 2018 to June 2019

Education Scotland (2019) note that “there is 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” through the Attainment Challenge work in Renfrewshire. The impact of this workstream will be demonstrated through three Learning and Teaching workstream outcomes discussed below.

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

Numeracy specific

Four Modelling & Coaching Officers (MCOs) took up their roles in August 2018, providing enhanced support to 6 quartile 1 and 2 schools each. The overarching aim of the deployment of the MCOs is to improve learning and teaching pedagogy to raise achievement and attainment in Mathematics. This support has been completely bespoke and driven by the improvement agenda in each school. Quartile 3 and 4 schools have also benefitted from this support on request under the universal support offer. To date, all 24 quartile 1 and 2 schools have received regular input and 13 of 25 quartile 3 and 4 have received support on request. The support has taken many forms including:

- modelling & coaching pedagogy and best practice;
- delivering professional learning sessions;
- advising on models of instruction/supporting the move to mixed attainment learning;
- advising and modelling use of resources via Concrete Pictorial Abstract (CPA) approach; and
- promoting consideration of the 3 Domain and promoting mathematical mindset culture

The MCOs have contributed significantly to the provision of professional learning opportunities. This includes sessions focussed on practice for the development of number sense and effective pedagogy.

149 teachers received 'Beyond S.E.A.L.' training. 100% of teachers who reflected on their involvement with 'Beyond S.E.A.L.' training stated increased confidence in using effective concrete and pictorial methods for the teaching of the 4 operations and Fractions, Decimal Fractions and Percentages. 71% of respondents rated the training as 'Excellent' with the remaining 29% rating it as 'Good'.

390 teachers participated in Early Level, First Level S.E.A.L. and S.E.A.L. 'In the Playroom' training. Teacher knowledge and confidence in implementing Early Level S.E.A.L. approaches increased from 53% to 97%. Knowledge and confidence in using First Level S.E.A.L. approaches increased from 53% to 95%.

A focus of our numeracy work, in line with the recommendations of the 'Making Maths Count' report, is to improve personal and social identity. To do this we have decided to focus on developing mathematical mindsets through growth mindset education. This has taken the form of two workstreams:

- 1) Winning Scotland – Train the Trainer Module
- 2) Stanford University Partnership with Professor Jo Boaler

Winning Scotland – Train the Trainer Module

This professional learning experience focusses on the development of the knowledge and skills of leaders and class practitioners in applying the principles of Growth Mindset in their own settings. This is facilitated by The Winning Scotland Foundation. The purpose of this course is to equip mindset champions with the knowledge to understand the concepts of growth mindset and to consider how to apply this in the context of their own school/ learning community.

We currently have a cohort of 77 HTs, DHTs, PTs and class teachers completing the online element of this module. This cohort will plan, implement and reflect on a school-based project between June and December 2019. Cohort 2 began their journey in August 2019.

In terms of initial impact, participating staff have increased knowledge in the fundamentals of growth mindset education with emphasis on mathematics in the context of the Scottish curriculum. Part of the online module requires forum interaction where clear, informed reflections have been made by staff, showing a deep understanding of the elements required to create a growth mindset culture.

Stanford University Partnership with Professor Jo Boaler

The development work we have undertaken in partnership with Stanford University focuses on the development of positive mathematical mindset culture across all our schools by exploring the neuroscience of learning and by presenting mathematics as a creative and flexible subject.

In February and March 2019, a group 19 Head Teachers, Class Teachers and Central Team staff participated in the professional learning visits to Stanford University in California. During these visits, staff participated in leadership and pedagogy summits and visited schools. Staff also met with San Francisco Unified District leaders of mathematics to discuss their innovative approach to the curriculum and took part in bespoke sessions with Professor Jo Boaler and Cathy Williams from the youcubed team at Stanford University.

Part of this partnership is participation in a 3-year research programme from session 2018 – 2019 to session 2020 – 2021. The data for this research will originate from the children that were involved in our youcubed maths camps in May 2019. This involved 172 children from across 6 quartile 1 and 2 schools who participated in an immersive experience of creative

and flexible Mathematics where discovery and struggle were valued and where children were given the opportunity to expand and apply their knowledge and understanding across a range of tasks. The children involved completed pre and post camp surveys and MARS assessments. This data, together with standardised assessment data and qualitative data such as Maths Histories and reflections will be analysed by the youcubed team at Stanford University. This data will contribute to a research paper, written in partnership by Renfrewshire and Stanford University. More information on this research can be provided at request.

Early impact has been ascertained by professional dialogue, quality improvement activity, the learner experience and pupil voice. Teachers who have been involved have reflected on their experience and are adapting their models of instruction to make mathematics more collaborative, creative and flexible. Children are more open to feeling 'struggle' and know that this is a valuable part of the learning process and indeed proves that they are being challenged in their learning. Additionally, the language being used by teachers and children has shifted. Less comparative language, more language that encourages creativity and more openness to discussing mistakes is prevalent.

Literacy specific

Session 2018/19 marked our fourth year of partnership working with the University of Strathclyde. Planned programmes across the year have been designed to embed and extend aspects of the Renfrewshire Literacy Approach.

Our network of Literacy Champions has continued to grow with over 90 Literacy Champions representing 39 schools plus our team of transition teachers. 80% of quartile 1 and 2 schools have at least one identified Literacy Champion. Seven meetings across the year have supported Champions to effectively lead and embed the Renfrewshire Literacy Approach within their schools as well as providing an opportunity to share key local and national updates and disseminate good practice. This network is fundamental to the sustainability of the approach.

Following implementation of our first cohort of 'Dive into Writing' training in session 2017/18, an evaluation report, 'Dive into Writing: Interim Report - September 2017 - June 2018', was published in September 2018. Key findings demonstrated significant changes in both classroom pedagogy and teacher/head teacher mindsets in relation to the teaching of writing:

"I have a different approach to the feedback I give ensuring I comment as a reader, both on productivity but more importantly on the content. I am much more confident in teaching editing of writing and using this as an assessment tool to teach areas that children are not automatic in with their writing."

"I previously found writing quite a stressful lesson to teach. Dive into Writing has encouraged me to move away from one writing lesson a week and I feel that the children in my class are writing more often and starting to transfer some skills over taught in other areas of literacy."

"I think teaching grammar and spelling in response to children's mistakes is now being done much better and staff at all levels are being encouraged to do this. All children now have their own writing journal and this has gone down a storm! This has increased motivation and has enabled children to write more frequently about what they want to write about."

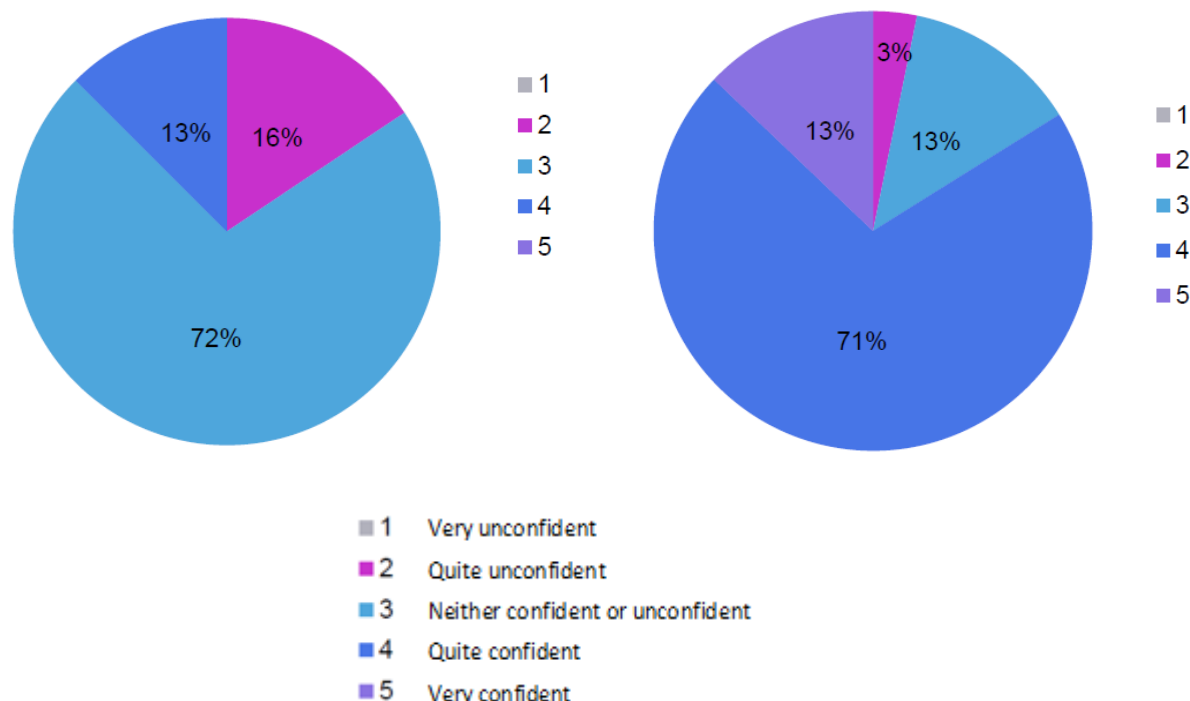
"We have issued journals to every child in the school to help encourage them to write in a low stakes format where it is completely their choice. This has made a huge difference to the enthusiasm of every child and children that are living in poverty are

able to tell their own stories in their own time and are excited to share their ideas and progress.”

“Children are enjoying writing and have more motivation to write. Shared writing in the lower school has been a great success and children who normally would be less likely to write are now producing fantastic ideas to share.”

Prior to the implementation of Dive into Writing training, only 29% of participants indicated that they were confident in supporting struggling writers. Post-training, this rose to 84% (chart 1 and 2).

Chart 1 and 2: Confidence in teaching a struggling reader pre and post training



Implementation of further cohorts of Dive into Writing training was completed in session 18/19. The core programme of 7 bespoke training sessions was delivered to 54 teachers and school leaders from 12 primary schools, plus our team of primary to secondary transition teachers. A number of bespoke CLPL sessions have also been delivered to individual schools as an introduction to this approach. A final evaluation report, produced by the University of Strathclyde, is expected in late Autumn.

‘The Renfrewshire Data Project: Lessons from Children’s Lives, Children’s Learning’ was published in September 2018. This small project considered individual school approaches to data use and planning. The report outlines a number of key findings for further reflection and discussion to ensure highly effective school systems.

The Three Domain Model (University of Strathclyde) has been consistently adopted across Literacy and Numeracy and underpins our programmes and approaches. To demonstrate links across literacy and numeracy, a Learning and Teaching Position Paper outlining clear aims, outcomes and authority actions was published in September 2018. This has shared our vision for both Literacy & English and Numeracy & Mathematics experiences for our children and young people across the authority within the context of the Three Domain Model.

Our programme of professional learning for classroom assistants continued in session 2018/19. In partnership with the University of Strathclyde, a further two cohorts of classroom

assistants completed a 14-week programme of training covering aspects of both literacy and numeracy, culminating in a celebration event to share learning and acknowledge the achievements of our participants. Demand for places within this training remains high with a further 34 classroom assistants from 23 schools across quartiles 1 - 4 completing the programme this session.

100% of participant evaluations indicated increased knowledge, confidence and skill in effectively supporting pupils with the highest increases noted in supporting comprehension, supporting young readers, supporting writers and the development of numeracy (SEAL maths):

"When supporting learners within maths, I am more aware of using concrete materials and strategies to help them e.g. base 10, cuisenaire rods, counters etc."

"I take a more in-depth approach to hearing reading groups. Partly by encouraging pupils to air their thoughts and opinions about different aspects of the book they are reading, but also to find links and comparisons to their own experiences and to question ideas."

I enjoyed learning about cultural capital. I had not thought about the impact children can bring from home to school and experiences. The 2 domains was particularly interesting and I could start to relate this to pupils with better understanding."

"As a result of this course, I have more confidence when talking with teachers regarding children. I am better able to communicate with them about the support needs of the children I work with. I am more able to take a child or a group of children and work with them without detailed instruction from the class teacher."

An evaluation report, 'Classroom Assistants in Renfrewshire: Voices, Growth and Impact' was published in September 2018 - this makes a number of recommendations at both local and national level to support the effective use, deployment or classroom assistants and the need for ongoing, high quality professional learning.

The Libraries Attainment Team continue to work in partnership with the Learning and Teaching workstream. This session, the team worked with 8 secondaries and 23 primary schools. Over 50% of the primary schools were from quartile 1 and 2. 368 pupils took part in literacy projects and 19 library spaces were created benefitting over 4000 pupils. The projects have positive outcomes for pupils, teachers and parents. For example:

- 93% of primary pupils stated they were more confident in reading a book;
- 77% of parents / carers said they were more aware of what books to choose for their child;
- 84% of teachers said the work of the primary outreach librarian had significantly / largely increased positive reading attitudes; and
- 64% of secondary pupils said they felt more confident in reading aloud and would read more as a result of participating in projects

Primary 1 pedagogy training was delivered by the University of Strathclyde during this session. A third and final cohort involved 19 teachers from 8 primary schools who began the programme in August 2018 and completed training and evaluation activities in January 2019. The training continues to have a positive impact on practitioners. For example, there was a substantial increase in teachers' knowledge and understanding of children's early learning – from 38% agreeing that they had extensive knowledge pre-training to 77% of teachers agreeing post-training.

The quotes below also demonstrate the impact of the training:

"It has given me reassurance to carry out more child-led and teacher-initiated learning. I have been able to understand more about the way a day should be arranged and it has given me more autonomy in my practice. I feel I am able to be more flexible when I plan" - teacher

"The training programme has reinforced my understanding of active learning and has supported my planning, organisation and focused my organisation of the playroom to ensure a quality learning environment" – teacher

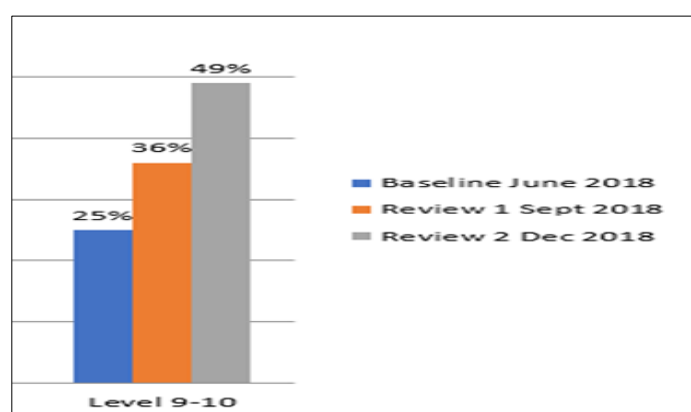
"I have totally altered my classroom with more opportunities for play, especially child led. We are now planning more responsively" – teacher

Improved curricular transitions for targeted pupils

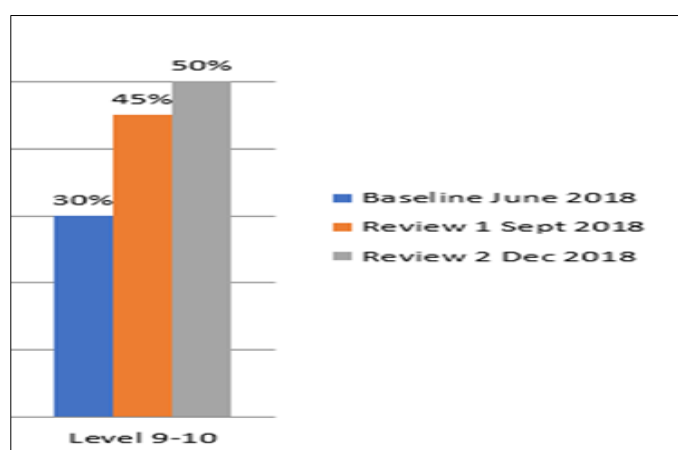
The Renfrewshire curricular transitions model was highlighted in the TES magazine in April 2019 which can be viewed by following this link: <https://www.tes.com/magazine/article/how-get-primary-pupils-ready-jump-secondary-school>. The work is also captured further in a blog in appendix 1.

Pupil tracking evidence shows that the transition teacher role is positively impacting on target pupil engagement and participation in learning after transition (primary to secondary). The following graphs show that the number of target pupils recording the highest levels of achievement and confidence (wellbeing) levels are increasing across transition.

Graph 10: Achievement Levels across transition 2018



Graph 11: Confidence Levels across transitions 2018



Staff also agree that the transition post has positively impacted on the engagement of target learners in learning and teaching. This is demonstrated in the quote below:

'The experience of having a transition teacher to work alongside with has been invaluable and has helped pupils settle more easily into secondary school.' – secondary teacher

92% of parents of target children also agree that the transition teacher post is valuable and should continue.

Evidence suggests that the transition teacher role has had a positive impact on cross sector relationships, planning and moderation and cross sector professional learning, the aim of which is to support improvement in curriculum continuity and learning progression. The team continue to run 'Coffee, Cake' sessions across clusters which have successfully brought staff together to discuss pedagogy and planning. The meetings have brought about some ongoing changes to practice and policy across transitions. 70% of staff agree or strongly agree that transition teacher support has impacted positively on establishment transition processes. The impact is further demonstrated in the quotes below:

"Strengthening the link between primary and secondary sector has been positive. Sharing good practice across the cluster has been beneficial" – secondary teacher

"Nursery management feel much more of a link with school because of the transition lead's role" - nursery manager

"The curricular transition lead has brought skills, experiences, ideas and has developed an excellent play area with lots of activities/resources" - primary teacher

The transition teams have developed and implemented literacy and numeracy across transition projects to enhance cross sector working, joint planning and moderation dialogue. These projects have also supported pupils to connect with their prior learning. Early evidence shows a positive impact. So far, 100% of both staff and pupils involved in 'The Great McGunnigle' literacy across transition project agree that the project has supported confidence and enjoyment in reading, and this is demonstrated in the pupil quotes below:

"I really enjoyed reading to them. It helped me get more confident" - S1 target pupil

"It's great to see a difference in their confidence in reading from P7 to S1" - primary teacher

Greater consistency in assessment and moderation within and across schools

32 participants across primary and secondary sectors, took part in the West Partnership Moderation Programme. This included training, followed by a series of inter-authority moderation events. 100% of Renfrewshire participants agreed that the professional dialogue had allowed them to reflect on their own learning, teaching and assessment approaches and 95% stated an increased confidence in integrating learning, teaching and assessment approaches more effectively in their classrooms. The number of Renfrewshire examples of evidence judged to have met the standard, increased significantly from the previous year.

Implementation of an authority wide primary moderation programme has been successfully implemented over the course of last session. Quality Career Long Professional Learning (CLPL), followed by a series of authority wide moderation events were completed by 40 schools, across 5 cohorts, focusing on one of three areas: reading, writing or numeracy. Evidence from the survey indicates an increased understanding of moderation as a process and not simply verification.

A selection of quotes below indicate the impact of the programme:

"It definitely made me think! We need more of this to ensure consistency"

“Professional dialogue helped draw my attention to aspects of learning, teaching and assessment I may not have considered”

“It has made me think more carefully about ensuring that Learning Intentions, Success Criteria and Experiences and Outcomes correlate with lesson content”

“The questions (used in the moderation process) can equally be used to guide your assessment and planning”

“Definite impact on school, encouraging deeper discussion between stage partners”

“We will have more clarity and consistency when making professional judgements”

Furthermore, moderation of 16 exemplars by Renfrewshire and West Partnership resulted in the same decision being reached for 14 of the exemplars, indicating a strong shared understanding of the standards between Renfrewshire and West Partnership, reaching 88% consistency.

Approximately 30 practitioners regularly attended the Assessment and Moderation Lead CLPL programme and have further developed their expertise and understanding of planning for assessment and moderation across BGE, in order to support their own establishments. 96% reported being clearer about planning meaningful bundles of experiences and outcomes, the key features of assessment and why it is necessary to moderate planning, as well as learner evidence. The majority of practitioners felt more confident in leading assessment and moderation within their establishments.

50 practitioners attended twilight professional learning inputs in holistic planned periodic assessment training. As a result, staff have reported feeling more confident and indicated they intend to implement this approach in their classrooms.

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

The visit to Stanford University was highly beneficial as staff were able to physically engage the practices being used in American schools. Staff observed teaching methods and liaised with international experts in context. The investment from the Scottish Government in this has been essential in building capacity and in developing a true knowledge and understanding of the approaches which can be shared with staff in Renfrewshire and wider.

Our programme of professional learning for classroom assistants has been highly evaluated by participants and has offered an opportunity for a group of staff that seek, but have often not been provided, with professional learning activities previously.

Use of the 3 Domain Model within the Renfrewshire Literacy Approach and across the Learning and Teaching workstream has encouraged individual teachers and schools to consider their approaches, curriculum and planning for individuals with a different focus often leading to greater consistency.

Our work with the University of Strathclyde has been invaluable and has grown from an initial provision of professional learning to a partnership with academics which positively impacts on several of our workstreams.

The Modelling and Coaching Officers have been highly successful in increasing the pace and scope of the numeracy work across Renfrewshire.

With regards to the curricular transitions model, opportunities for staff across sectors to come together and plan has worked particularly well. For example, nursery and primary senior management have come together on several occasions to participate in planning for change sessions using improvement tools. The sessions have been very valuable in terms

of cross sector planning that ongoing sessions have been requested to support future planning across the early level. The sessions have also supported senior managers in the early level to develop their joint improvement plans for the coming year.

The joint working with the Parents in Partnership programme (Families and Communities workstream) has been very successful in supporting curricular transitions and more detail on this approach is provided in section 3.

Consultation with head teachers prior to beginning the primary moderation project, ensured that there was full participation across the sector. The events provided establishments with excellent opportunities to look outward, coming together to engage in quality professional dialogue about learning, teaching and assessment with colleagues across the authority. This allowed time to further develop a shared understanding of expectations and standards. Almost all practitioners cited this as a benefit of the process. Furthermore, it was very encouraging to see the high level of consistency between Renfrewshire judgements and those of the West Partnership. Key messages from the national QAMSO programme signposted assessment and moderation practice in Renfrewshire.

***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.***

Originally there had been plans to appoint a Secondary Lead Practitioner to support numeracy developments across the BGE. However, due to staffing issues this was not possible. Alternatively, the BGE Empowerment fund for numeracy was created for Secondary schools to bid for funding to support a project that raises attainment and enhances the quality of learning and teaching across the (BGE). Bids have included projects focusing on mastery, STEM and Concrete, Pictorial, Abstract (CPA) strategies in a secondary setting.

As an Attainment Challenge authority, we are offering a significant number of professional learning opportunities as we invest in our workforce. At times, this can appear overwhelming to schools or individual teachers. Care has been taken when planning programmes for session 2019/20 to avoid overlap as much as possible and to stagger training opportunities to allow staff both the time to attend and implement strategies from training within their classrooms.

We have also identified a trend of greater attendance at CLPL opportunities when these take place during the school day as opposed to after school. While it is challenging for schools to release staff during the school day, offering additional sessions on a bespoke basis to individual schools has provided a better balance and has allowed more schools to engage.

The curricular transitions workstream is highly dependent on 'buy in' and close collaboration with establishment staff. The transition role is most successful when establishments work closely with transition practitioners. In some areas this collaborative practice could be improved. As such, the team are continuing to develop a range of opportunities to raise the positive profile and understanding of the role.

In collaboration with head teachers, there has been discussion on time allocated to moderation planning and evidence preparation which has supported the activity.

Now that schools have been empowered to carry out quality moderation, there will be a focus to ensure this remains a key priority. However, staff turnover, or competing priorities may hinder this. To mitigate this risk, the development officer will monitor and continue to offer support to schools where required.

3	Families and Communities	
Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.		
<div style="text-align: center;"> <p>Primary schools only</p> <p>Secondary schools only</p> <p>✓ Both, in primary and secondary schools</p> </div>		
<p><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></p>		
Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.		
<p><i>Remember: Your timeframe is from June 2018 to June 2019</i></p>		
Outcome (i.e. what the workstream is aiming to achieve) <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>		Evidence Collected (e.g. focus group with parents, online survey etc)
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 Nature and quality of parental engagement records Family Learning Plans Evaluation Questionnaires Creative Evaluation Session Group Evaluations Film/video evaluation interviews P7. Pizza Time Film Book Review Diary (which includes pizza pet relating to book and camera) Parents Impact Statements Head teacher Quotes and Evaluations Parental Engagement and Involvement Survey data
Improved health and wellbeing for target pupils		Case studies of pupils and families Wellbeing webs and action plans 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 Number of attendee's at 'Understanding Self Harm' awareness session Number of attendee's at 'Understanding Suicide' awareness sessions Pre- and post-questionnaires for staff who Number of attendee's at LGBT Awareness Session (Secondary) RSHPE (LGBT)– Health improvement Pre- and Post- questionnaires Place2Be Quarterly Reports Feedback from teaching staff and Head Teachers
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

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 2018 to June 2019

The Families and Communities workstream continues to make excellent progress towards building inclusive and nurturing schools through a range of evidence-based approaches and programmes.

Education Scotland (2019) noted that the council's strategies in engaging with parents have been highly effective. As a result of these programmes, staff have been able to "skilfully develop trusting and positive relationships with parent/carers" (Education Scotland, 2019) In this section, the evidence for each project has been reported under three main work-stream outcomes.

Improved parental engagement

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 70% of the cases, medium or high engagement with parents was achieved. This included regular telephone/text contact, home visits, supporting parents and young people at Education Support Team (EST) meetings,

Parents in Partnership (PIP) programme, medical appointments, signposting to services and in applying for benefits to which they are entitled.

In our recent inspection report by Education Scotland, inspectors stated that:

“Inclusion Support Assistants support children, young people and their families when learners are struggling with attendance, exclusion or difficult home circumstances. Parents/carers are extremely appreciative of the work which ISAs do and report improvements in children and young people’s engagement with their family and with their school.”

Feedback from parents has been positive as demonstrated in the parental quote below:

“I don’t know what I would have done without the support of the ISA last year. There is a massive improvement in my son’s attendance at school.” – parent

The Family Learning programme continues to be popular and has had a positive impact in 8 primary schools. During this period, 254 parents engaged in the Pizza Family Learning project. The programme has transformed parental engagement, particularly in schools that have adopted the whole school approach to Pizza Learning. Schools report that:

- attendance at Parents’ Night has increased, but more importantly parents are taking part in 3-way conversations – parent-pupil-teacher;
- the number of parents attending and taking part in school events has increased and this is sustained after their child has moved on to high school;
- Parent Councils have been transformed and they are leading on events;
- parents are creating and attending groups after children have left primary school; and
- parents going on to complete further adult learning education courses

Some quotes from parents and head teachers demonstrate the impact of Pizza Learning:

‘The books are great to talk about as a family, we have made a family library, the pizza books are her favourites’ – parent

‘I would recommend pizza reading to other parents as its not only helped Casey with her reading but making new friends and gives her something to look forward to’. – parent

“The project has been great in showing parents that supporting their child’s learning can be great fun ... so this is really having a positive impact on parental engagement” – head teacher

“Pizza family learning breaks down barriers to learning” – head teacher

“Pizza Reading has had an impact on parental confidence; this is evident in many ways such as an increase in parental involvement within the school and wider community” – head teacher

Interpreters continue to be used by schools and they provide face-to-face and written translation support. A total of 38 written translations and 78 interpreting assignments have been conducted. As a result of the support, families and children have been able to:

- change the nursery time for one child allowing both children to attend school and nursery regularly;
- ensure letters were sent to families in their language so they could understand communication from school;
- arrange special parents evening so parents could find out how wonderfully well their children were doing in school once they came regularly;

- apply for vital benefits with support;
- progress English language skills; and
- communicate better with their peers

The Parents in Partnership programme was implemented in 10 secondary schools during this period and has a primary focus on the transition stage of education between P7-S1. 150 reported families engaged with programmes in session 2018/19 across 10 schools from S1-S3. This is an increase from 98 families recorded in 2017/18. The quote below highlights the impact of the Parents in Partnership programme:

"This has been a very worthwhile experience for me. With a very anxious child, worrying about starting high school, this has given me good insight into the school which I can use to ease the mind of my child. It has helped me to meet and get to know members of staff who have put my mind at ease about so many issues" – Parent

Following effective training, provided by CLD, the Just Parents group is able to provide support in schools with regards to parental engagement and developments with the Parents in Partnership programme.

The quotes below from parents highlight the impact this group has had on the volunteers:

"For us coming together, it allows me to take a step back and see how things are done elsewhere, and seeing what benefits we can take from each other, sharing best practice" – Just Parent Volunteer

"I think for someone like me, turning up I would have never gone to a parents council meeting or anything like that. For me to go to it, the way it was set, it really helped me get involved. For me coming in and getting to know everybody helped me, it really did benefit me, I think we all have good memories from it" – Just Parent Volunteer

"I've never been involved in anything like this ever, the training, you can't really put a price tag on it. For not knowing what you're going to be doing to now having an idea and some structure behind us and unity" – Just Parent Volunteer

This group of parents also supported an update of the Renfrewshire's parental engagement strategy. The Parents in Partnership programme is further detailed in appendix 1.

Improved health and wellbeing

We recognise that LGBT awareness has an impact on pupil's health and wellbeing and as such, training sessions were organised to respond to this. Almost all secondary schools were represented at the 'LGBT Awareness Session' in November 2018. The training session was arranged in response to the staff survey conducted by Health Improvement Team as 88% of staff surveyed indicated that they required professional learning in this area.

Prior to attending the training, 50% of participants rated their knowledge of LGBT+ issues as either 'Very Knowledgeable' or 'Knowledgeable' and 50% rated their knowledge as 'Neither knowledgeable nor unknowledgeable'. Following the training, 91% rated their knowledge as either 'Very Knowledgeable' or 'Knowledgeable'.

Participants were also asked to rate how confident they felt supporting a LGBT young person with 42% feeling 'Very Confident' or 'Confident' and 46% feeling 'Neither confident nor unconfident'. Following the training, 100% stated that they felt either 'Very Confident' or 'Confident'. Finally, participants were asked to rate how informed they were about organisations that support LGBT+ young people with 36% stating that they felt either 'Very Informed' or 'Informed', 46% felt 'Neither informed nor ununiformed' and 18% felt 'Uninformed'. Following the training, 100% felt either 'Very informed' or 'Informed'.

This training ensures that staff now have increased confidence, understanding and awareness of LGBT+ issues and can use this to support children and young people. 5 secondary schools and 3 primary schools are currently pursuing LGBT Charter award supported by LGBT Scotland.

Place2Be provided SCEL-endorsed mental health champions training for school leaders from 7 primary and 2 secondary establishments from March to June 2019. In addition to the 4 full day training sessions, schools were supported with two 1-hour consultations in school that gave them the opportunity to review specific goals and provide a framework for developing an action plan. Early evaluation supports that staff particularly enjoyed the time to spend with colleagues discussing school priorities and plans to create a 'mentally healthy' schools.

Simultaneously, 4 half-day workshops and 2 consultation sessions were provided for 20 classroom and support staff. The training aimed to increase teachers' confidence and enhance their understanding of children's emotional wellbeing, ultimately improving classroom management, management of personal stress and thus improving the overall effectiveness of their teaching. The consultation sessions allowed staff to review the behaviour of individual children and young people they work with and provide practical strategies for dealing with challenging or concerning behaviour. Whilst the formal evaluations are still being collated, staff have highlighted that they felt this training was extremely useful and practical.

Quotes below further demonstrate the impact the training has had on classroom staff:

"This was a great course to attend. It helped me realise that there are no quick fixes in relation to mental health and provided me with strategies and ideas to bring back to school, share with my colleagues and make a difference, where possible, to our children, families and staff." – Teacher

"I have thoroughly enjoyed the course and looked forward to every session. It was so valuable to learn from such knowledgeable professionals and be able to engage in quality dialogue with fellow colleagues. The course content was relevant, applicable and useful and I look forward to sharing it with our staff. Also, it ties in perfectly with the Renfrewshire Nurturing Approach and is useful for working with pupils with ASN." – Teacher

A new mental health resource and supplementary toolkit has been developed and distributed to establishments to ensure that all staff working with children and young people receive the same high-quality professional learning experience by December 2019. This will support the ambition that all children and young people receive the right help at the right time. A Renfrewshire Health and Wellbeing website provides helpful information, resources and fortnightly newsletters to support establishments.

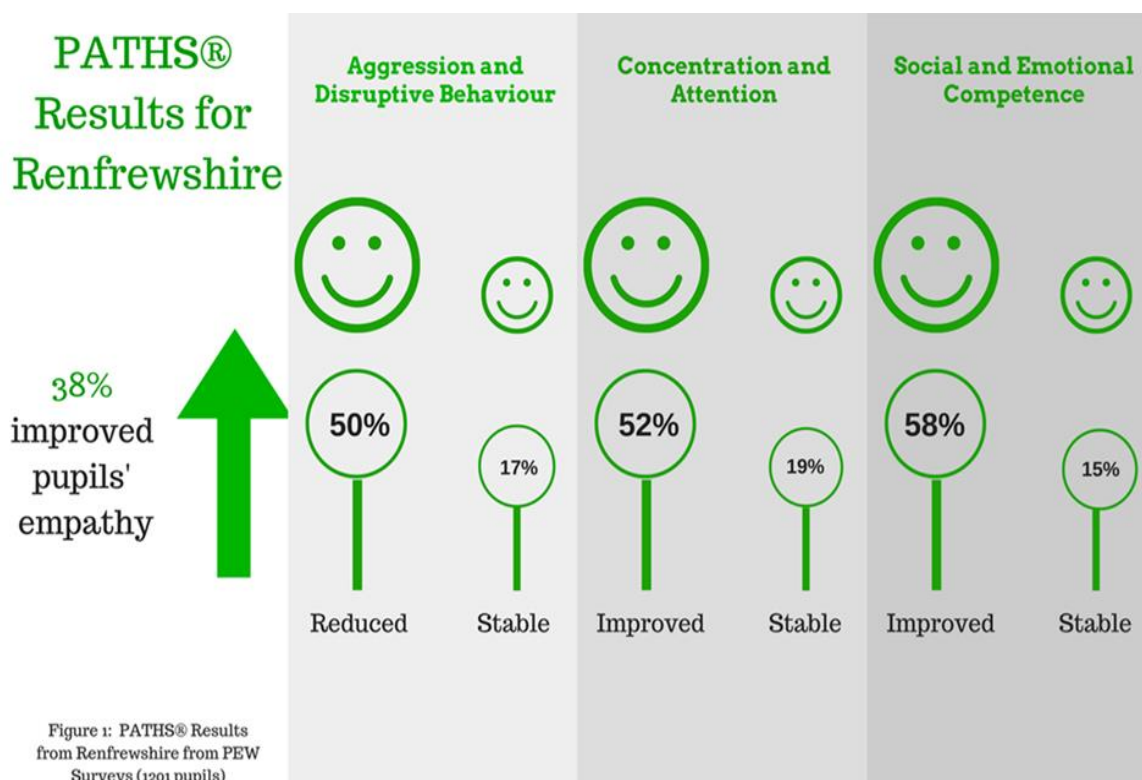
Inclusion Support Assistants have adopted the SHANARRI wellbeing indicators to support self-assessment of health and wellbeing with targeted young people. These are completed 3 times throughout the school session and actions emanate from the results. The two wellbeing indicators highlighted most often as a concern for young people are 'achieving' and 'responsible'. In the period Sep 18 – end May 19, these scores have improved for 73% of young people and 52% of pupils respectively, (where initial scores were 7 or less out of 10).

The Pizza Learning programme has demonstrated improvements in relation to parental and pupil confidence, self-esteem, resilience and wellbeing. This is brilliantly highlighted in a poem (appendix 1) written by a parent which was presented to over 300 individuals at a celebration event.

The PATHS® programme is now being utilised in 23 schools across Renfrewshire. This session, 64 teachers have been trained and 5660 children have engaged with the

programme culminating in improved social and emotional wellbeing in children and young people. This is displayed in infographic 1 below:

Infographic 1: PATHS end of year report data



Key findings from the PATHS® end of year report is outlined below:

- 87% of teachers agree that children are using a wide range of emotional vocabulary to talk openly about how they are feeling;
- 78% of pupils reported that PATHS® has helped them to understand their own emotions moderately, very much or a great deal;
- 80% of pupils said PATHS® has helped them understand others' emotions moderately, very much or a great deal;
- 91% of teachers agree children are able to use calming down strategies with support; and
- 76% of children reported that PATHS® has helped their understanding and management of feelings moderately, very much or a great deal

Comments below further demonstrate the impact of PATHS®:

"The children are kinder towards each other" – Head teacher / in-school coordinator

"The calming down strategies which are taught are a superb vehicle to use with a distressed child" – Teacher

"I've learned not to lash out when I am angry and deal with it differently" – Pupil

"PATHS® has taught me motivation – everything's possible" – Pupil

A view from the PATHS® coaches is also detailed in appendix 1.

During this period, the Educational Psychology Service (EPS) extended the Renfrewshire's Nurturing Relationships Approach (RNRA) to Early Years Centres, developing and implementing the approach in Early Years Childcare Centres (ELCCs) and Partnership Nurseries. As part of this, leadership training was delivered to 9 ELCCs and all are now committed to developing RNRA in their establishments during session 2019/20. EPS will

continue to support this development and extend to partnership nurseries during 2019/20. This ensures that our children have the earliest and best start in life with regards to social and emotional wellbeing.

100 senior leaders (Head Teachers/ Depute Head Teachers) and other key staff have received 3- and 4-day leadership training to equip them to lead RNRA in their school. This training was evaluated very positively, with 100% reporting that they were 'prepared' or 'very prepared' to lead RNRA in their school. Over 1000 school staff have now attended whole school training delivered by the EPS. Staff have the knowledge and understanding to deliver RNRA in their schools.

Following whole school RNRA training, most staff reported an increase in understanding of attachment theory (90%) and of the importance of nurturing relationships in helping all children to learn and develop socially and emotionally (81%). Following nurture principle training, 97% of school practitioners reported an increase in their knowledge of the nurture principle and reported having more ideas for improving practice.

Quotes from RNRA training demonstrating impact:

"Aim to ensure that all children feel safe and valued in class by allowing them to have opportunities to speak about their emotions and to understand how they are feeling and expressing these appropriately"

"Lots of great ideas and strategies to use in the classroom to support the individual needs of pupils who experienced trauma and ACES"

"As a new teacher I am going to start critically assessing my communication in class to see if I can identify links between "success" in lessons and the way I communicated as part of my lesson evaluations"

Improved or maintained inclusion

Almost all young people receiving support from Inclusion Support Assistants are from SIMD 1-3 and represent some of our most vulnerable young people due to a range of complex factors. Over half of the young people (55%) are in receipt of free school meals and clothing grants (52%). 12% of pupils are care-experienced.

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

- timetable adjustments and/or alternative curriculum;
- 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, RADAR;
- flexible learning provision; and
- pick-ups and drop offs home

Between November 2018 and June 2019, attendance had improved or been maintained at a high level for 51% of pupils being supported by Inclusion Support Assistants. 89% of young people being supported by Inclusion Support Assistants had zero exclusions during academic session 2018-19.

From the 2017/2018 cohort of pupils (currently finished S2) who were involved in Parents in Partnership programme, the following impact is evident with regards to attendance:

- 46% of pupils increased and improved their attendance from S1 to S2; and
- 38% of pupils maintained their attendance over the course of S2

From the 2018/19 cohort of 126 S1 pupils, 72% of pupil's attendance was above the Renfrewshire average of 92.96% concluding that the programme also supports inclusion and attendance of vulnerable young people.

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

The increase in families engaging with Parents in Partnership can be attributed to programme developments aligned to feedback gained from parents and carers. Schools have tailored Parents in Partnership programmes to respond to the individual needs of the families; whether this be delivering specific reconnect sessions such as 'Cooking on a Budget', reducing the number of sessions on offer, or adapting the timing of sessions and content covered.

Data suggests that good parental engagement can have a positive impact on attainment. Feedback from a Parents in Partnership coordinator noted that a group of S1 girls are positively engaged in classes, attendance is high, behaviour is excellent, work is of a high standard and the girls are supportive of each other. Their parents have formed strong bonds with the school. The parents attended all of the Parents in Partnership sessions. More examples will be developed.

The early intervention Parents in Transition programme has resulted in more effective information sharing ensuring that the most appropriate support is provided to identified families. As a result of this pilot, 9/10 schools are moving their 2019/20 Parents in Partnership programmes to transition time (May/ June) and will focus on a soft touch, relationship building approach with additional reconnect sessions post summer break.

With regards to the Pizza Learning programme, the early intervention programme helps families to develop their reading skills and increase confidence using a social practice approach, providing opportunities for parents and children to learn together. The whole school approach transforms parental engagement. In the new session, an additional quartile 1 school will implement a whole school approach.

The PATHS® modelling and coaching approach supports the sustainability of the programme. 100% of Senior Leader Teams (SLTs) reported that the coaching support has had a positive impact on the delivery of PATHS® and 81% of teachers reported that the coaching support has had a positive impact on their teaching of PATHS®:

"The additional support is a key factor in ensuring the quality delivery of PATHS"- SLT

This session we have asked schools to submit their Cost of the School Day plans along with PEF plans to encourage a joined-up approach to managing this fund. Training has also been planned for staff and parents in partnership with the Children Poverty Action Group which will aim to address the complexities of poverty.

Opportunities for staff to engage in a variety of health and wellbeing related professional development has increased and is having a positive impact on staff confidence when dealing with challenges faced by children and young people, i.e. in relation to mental and emotional wellbeing. Staff are regularly updated with opportunities for training, reading, services and resources via the health and wellbeing newsletter which is distributed fortnightly. This is an attractive method of communication for school leaders as they can locate all relevant information in one place, sub-divided under the health and wellbeing curriculum organisers which makes it easy to allocate tasks/responsibilities to staff accordingly.

Quality Improvement (QI) informed action planning is being used to evaluate impact in RNRA. This has been supported using Plan-Do-Study-Act (PDSA) for small tests of change carried out by individual practitioners. One example of a Quartile 2 primary school successfully using QI to evaluate impact was for the implementation of mindfulness. Five class teachers used PDSA cycles to try different approaches for implementing mindfulness in their classrooms, such as at transition times and as a regular part of the timetable. The outcomes from these cycles were similar with teachers reporting that the more practice pupils had, the better the focus was during sessions. It also had a positive impact on pupils returning to the classroom after lunch and minimised playground issues. Teachers also reported that using a variety of resources and approaches led to better outcomes. This school now plan to introduce mindfulness across the school to support a lasting impact.

***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.***

Work is ongoing to explore the collective impact of Attainment Challenge approaches and initiatives and this is being driven through the Families and Communities workstream. The PT Data Literacy network is liaising with individual projects to provide support in relation to better understanding the link between approaches and attainment. This work will continue to develop in the new session with the support of the Research Assistant and Attainment Advisor.

The timing of the 'Mental Health Champions Training for School Leaders and Classroom Teachers' training has now been revised and is set to launch early in the new session to allow appropriate time for staff to embed plans for mentally healthy schools and try new strategies that promote positive wellbeing. One key message that needs to be shared with all staff is that the expectation of making such positive change will indeed take time and must be a collective approach.

4	Leadership											
Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.												
<p>Primary schools only</p> <p>Secondary schools only</p> <p>✓ Both, in primary and secondary schools and inclusion of early years staff in some elements of the programme</p>												
<p><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></p>												
<p>Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.</p> <p><i>Remember: Your timeframe is from June 2018 to June 2019</i></p>												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="width: 50%; padding: 5px;"> Outcome (i.e. what the workstream is aiming to achieve) <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> </th> <th style="width: 50%; padding: 5px;"> Evidence Collected (e.g. focus group with parents, online survey etc) </th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Increase in numbers of staff, across primary, secondary and early years sectors, capable of adapting to and leading change influenced by school, authority and national priorities</td> <td style="padding: 5px;">Course registers Participant evaluations Participant assignments Numbers of successful appointments</td> </tr> <tr> <td style="padding: 5px;">Staff, across all sectors are knowledgeable about strategies for leading change, leadership approaches and co-coaching and can adapt their use to specific situations</td> <td style="padding: 5px;">Participant evaluations Numbers participating in ongoing co-coaching partnerships Numbers of learning sets maintained following external facilitation</td> </tr> <tr> <td style="padding: 5px;">Enhanced networking opportunities across all sectors improves the sharing of good practice</td> <td style="padding: 5px;">Participant evaluations Numbers participating in ongoing co-coaching partnerships Numbers of learning sets maintained following external facilitation</td> </tr> <tr> <td style="padding: 5px;">Improved secondary pupil leadership capacity</td> <td style="padding: 5px;">Columba 1400 impact evidence reports Numbers of pupils leading school projects as a result of participation in programmes</td> </tr> </tbody> </table>			Outcome (i.e. what the workstream is aiming to achieve) <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>	Evidence Collected (e.g. focus group with parents, online survey etc)	Increase in numbers of staff, across primary, secondary and early years sectors, capable of adapting to and leading change influenced by school, authority and national priorities	Course registers Participant evaluations Participant assignments Numbers of successful appointments	Staff, across all 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 Numbers of learning sets maintained following external facilitation	Enhanced networking opportunities across all sectors improves the sharing of good practice	Participant evaluations Numbers participating in ongoing co-coaching partnerships Numbers of learning sets maintained following external facilitation	Improved secondary pupil leadership capacity	Columba 1400 impact evidence reports Numbers of pupils leading school projects as a result of participation in programmes
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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 2018 to June 2019

The Attainment Challenge is committed to developing leadership at all levels. Education Scotland (2019) noted that our 'outstanding approach to professional learning, building capacity and leadership development has enabled the authority to 'grow its own' promoted staff through providing appropriate training opportunities'. 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 102 participants have taken part in the Aspiring Leaders professional development programme this session. See below for breakdown per course:

- Aspiring head teacher (primary, secondary and early years) 9 participants;
- Aspiring depute head teacher (primary and secondary) 33 participants;
- Aspiring principal teacher (primary) 30 participants; and
- Aspiring principal teacher (secondary) 30 participants

During session 2018-19, we appointed 5 acting primary headteachers who had previously participated in the Aspiring Leaders training, 2 heads of early learning centres, 1 substantive and 1 acting secondary depute head teacher and 2 substantive and 4 acting primary depute head teachers. The feedback from the programme continues to be very positive with regards to effective leadership and change. See below for detail.

Aspiring head teacher (HT) evaluations:

- 100% either agreed or strongly agreed that participation in the training had made them more self-reflective in relation to leadership style/s;
- 100% strongly agreed that participation in the training enhanced their knowledge of effective leadership and the role of the HT;
- 100% either agreed or strongly agreed that participation in the training had made them more confident in their ability to lead and manage change; and
- 89% either agreed or strongly agreed that participation in the training made them more confident that the role of HT was something they will pursue in the near future

Aspiring depute head teacher (DHT) evaluations:

- 100% strongly agreed that participation in the training had made them more self-reflective in relation to leadership style/s;
- 100% strongly agreed that participation in the training made them more aware of the role/remit of DHT;
- 91% either agreed or strongly agreed that participation in the training made them more confident in their ability to lead challenging conversations/use a coaching approach; and
- 100% either agreed or strongly agreed that participation in the training made them more confident that the role of DHT was something they are suited to/will pursue in the near future

Aspiring principal teacher (PT) evaluations:

Primary

- 94% agreed/strongly agreed they now felt ready to take on the role of PT;
- 100% agreed/strongly agreed the training had encouraged them to apply for future PT posts;
- 100% agreed/strongly agreed they now had enhanced knowledge of the remit and role of the PT; and
- 100% agreed/strongly agreed they now had increased leadership knowledge

Secondary

- 100% agreed/strongly agreed that taking part in the training had increased their self-confidence in their own leadership;
- 100% agreed/strongly agreed they now had enhanced knowledge of the remit and expectations of the role of the PT; and
- 86% agreed/strongly agreed the training had encouraged them to apply for future PT posts

Pupil Leadership

There is clear evidence to suggest that pupil leadership opportunities continue to have a very positive impact on our young people. The impact is detailed in a blog focused on “Why Leadership Matters” in appendix 1.

This session, Columba 1400 delivered year 2 of their pupil leadership programme in 2 of our secondaries – Paisley Grammar and Johnstone High.

Following Year 1, sustainable projects implemented by staff and pupils to bring benefits to others within the school and the wider community have included:

- In Paisley Grammar, Year 1 pupils have gone on to rebrand the school values, ensuring more effective use of the values across the school and have created symbols to represent them; and
- In Johnstone High, pupils who experienced the Columba academy have shared their reflections of their experience in PSE classes. This was to help raise awareness of the values within the school. The group planned a series of events for the new S1s based on the school values of determination, honesty, respect, responsibility, trust and friendship. The group led a session exploring what each value meant using an experiential learning session. The series of events culminated in an S1 disco exploring the value of friendship.

Pupils and staff continue to report positive outcomes with regards to pupil confidence, leadership skills and attitudes. Below are some comments from a variety of participants involved:

“I have learned that I am more confident about putting my point across and thinking outside the box.”- Pupil

“I got to be with people I wouldn’t normally be with and I made lots of new friends.”- Pupil

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

With regards to the Aspiring Leaders programme, Aspiring HTs reported that the small group setting supported deeper, more meaningful discussion around all topics covered and supported the development of a very strong network of colleagues. Assignments allow local authority staff to get to know participants and continue to support local authority intelligence

gathering on future capacity for promoted positions. Using current promoted staff to deliver the Aspiring PT training, further supports their existing experience and leadership development and the involvement of cross-sectoral staff worked particularly well.

The involvement of a facilitator in the HT Action Learning Sets ensured the structure and opportunity to use a coaching approach, that a supportive environment was maintained, and participants were supported to create a strategic action plan to address the issue/challenge shared.

**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.**

Numbers completing the Aspiring PT (secondary) final project remained low despite reinforcement with nominating HTs that this was an essential element of the programme. Moving forward, each participant will be matched to an in-school mentor who will support completion of the project. Each participant will also be required to submit their project proposal by a due date.

5	Care Experienced Children and Young People	
Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.		
<p>Primary schools only</p> <p>Secondary schools only</p> <p>✓ Both, in primary and secondary schools</p>		
<p>Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.</p>		
<p>Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.</p> <p><i>Remember: Your timeframe is from June 2018 to June 2019</i></p>		
Outcome (i.e. what the workstream is aiming to achieve) <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>		Evidence Collected (e.g. focus group with parents, online survey etc)
Improved school attendance for targeted care experienced children and young people		Attendance and exclusion data Focus groups with targeted pupils, parents and staff Surveys and 1-1 with targeted pupil, parents and staff Case studies of targeted pupils, families, parents, staff and mentors Wellbeing wheel data SPACE evaluation conducted by University of Stirling Staff and mentor training evaluations
Reduced use of alternatives to mainstream provisions for care experienced children and young people		Number of use of alternatives / mainstream provision Impact case studies of targeted pupils and families who are accessing alternatives to mainstream SPACE evaluation conducted by University of Stirling Staff training evaluations NVR training data
Increased opportunity and uptake of extra-curricular activities		Number and nature of small grant funded applications Case studies of children and young people accessing the fund

Pro-social mentoring support positively impacts on targeted care experienced children and young people's attainment	Aberlour Attain Mentoring Service evaluation conducted by University of Stirling Mentor and mentee case studies Aberlour Attain progress updates Mentor training evaluations
<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'.</p> <p><i>Remember: Your timeframe is from June 2018 to June 2019</i></p> <p>This fund became part of the Attainment Challenge governance structure in Renfrewshire in July 2018. A project board has been established to plan and implement activity. The board consists of a mixture of colleagues from social work, health and education. The project board reports to the Attainment Challenge governance board. The project board has agreed four outcomes and very initial evidence towards meeting these outcomes will be discussed in this section.</p> <p>Improved school attendance for targeted care experienced children and young people</p> <p>It has been recognised that poor sleep hygiene can have an impact on behaviour, school attendance and attainment. As a result, we are working in partnership with Sleep Scotland to deliver training sessions for a range of staff (early years officers, teachers, principal teachers, social workers, home-link staff, residential workers and foster carers). This training is delivered at different levels (sleep awareness, sound sleep and sleep counsellor) and equips staff to better understand bedtime routines and behaviour management, approaches to sleep, sleep disorders, sleep patterns and processes. 51 participants have attended the training this session. Evaluations support that participants found the course informative, stimulating and helpful. Comments from participants demonstrate the impact of attending sessions:</p> <p><i>"Thoroughly enjoyed the presentation. Lots of helpful advice that I can feed back to colleagues"</i></p> <p><i>"Excellent resources and looking forward to making use of them"</i></p> <p><i>"Realised bed routine important but didn't realise importance of light to dark so important"</i></p> <p><i>"The course was very informative & helpful with recognising and addressing the sleep issues present during my work with young people"</i></p> <p><i>"Informative and will be able to use in Health Visitor role"</i></p> <p>6 project workers and a project manager are now in post to deliver the Support to Promote Attendance and Attainment for Care Experienced children and young people (SPACE) service. During the summer, workers have been supporting a small group of referred children and young people, as well as their families, through activity-based contacts. A number of young people took up this opportunity and enjoyed time away from home at the cinema, swimming, outings for something to eat or just for a walk and a soft drink whilst on</p>	

at least 3 occasions groups were arranged to facilitate a day out for parents and children for example trips to Millport and Blair Drummond Safari Park. Intensive work will focus on attendance and attainment as the schools have returned after summer.

Schools where our highest population of care experienced young people attend have been identified and the team are in the process of arranging visits to discuss our project with Head Teachers. Referrals received so far are mainly through social work and range in age but are currently more focused on an older age group detailing significant issues that impact on the young person's motivation and commitment to attend school.

The impact of this service will be captured through a qualitative evaluation by the University of Stirling and through attendance and attainment data.

The Education Psychology Service (EPS) has facilitated 35 screenings of the documentary film 'Resilience: The Biology of Stress and the Science of Hope.' It has been shown to the early years workforce, to primary and secondary school staff, to children's services and to other organisations including health, Children's Panel members and the third sector. It has also been shown to parents and foster carers. Feedback from the training demonstrated the following impact:

Understanding of the lifelong impact of ACEs on individual outcomes

"The cycle of toxic stress affecting you as an adult because issues haven't been addressed early enough, the impact on the next generation, and the cycle continuing"

Creating ACEs informed practice

"Know your children and take their background and experiences into account"

Empowerment to create change

"I can make a real difference to the children in my class"

"The future of a child can be improved no matter what has happened before"

The EPS has extended RNRA to include training about ACEs and trauma informed practice. Some schools have received this training as part of their RNRA implementation. The EPS has also piloted Education Scotland's - Connected Compassionate Community professional resources with 12 staff from Renfrewshire schools and provisions. All staff from the Flexible Learning Continuum and LAAC Home Link have been offered training in trauma informed classrooms. 85% of attendees reported an increase of knowledge regarding trauma informed practice in the classroom. 67% also reported that the training delivered would lead to a change in their classroom practice.

Reduced use of alternatives to mainstream provisions for care experienced children and young people

Non violence resistance (NVR) training will be delivered across the authority. The expected impact is that staff will be confident to use and integrate NVR in current practice with a reduction in care placement and educational moves. This approach will also have a positive impact on attendance and attainment of particular groups of children and young people.

It is anticipated that NVR will be implemented in adoption and fostering, kinship care, education LAC home link, flexible learning and 2 mainstream pilot schools. This session, two staff members attended workshop and NVR annual conference in Southampton and found this beneficial as part of the planning process. An external source has been identified to train staff in the use of the NVR across education and social work services has been identified and a clear implementation plans has been developed which includes the following:

- training will be delivered over 6 dates in September and October 2019 with a mixture of education and social work staff. This will include 25 participants for module 1, 12 for module 2 and 4 for module 3;
- pilot mainstream schools have been identified and a needs analysis has been carried out with NVR Innovations team for training;
- Educational Psychology Service will provide support, at all levels, following implementation and to support sustainability of NVR; and
- an evaluation will be developed and supported through the Scottish Coaching, Leadership & Improvement Programme

Increased opportunity and uptake of extra-curricular activities

The purpose of the small grants fund is to provide care experienced children and young people with access to a range of extra-curricular activities and supports that will have a positive impact on their confidence, self-esteem, engagement and participation in learning and attainment.

Since April 2019, 18 applications have been agreed. Membership to a range of clubs have been supported (dancing classes, kickboxing; PACE, residential trips) and employment prospects have also been supported through this fund. For example, funding was given to a young man who identified a course that would help him qualify in the use of fork lift trucks. Another young man received funding to attend a Level 4 qualification in repairing bicycles which would help support his employment goals.

The impact of this fund is being captured through case studies with the young people. We will also speak to those working with the young person such as social workers, school staff and club leaders to discuss positive changes.

Pro-social mentoring support positively impacts on targeted care experienced children and young people's attainment

The Aberlour Attain Mentoring Service has been established to support targeted care experienced children and young people. The service will support targeted children and young people aged between 8 and 18. At June 2019, 12 mentors were currently active within the recruitment process and 23 children and young people have been referred to the service. (Kinship - 5, Young Carers - 5, At Risk of Care - 6, Foster Care - 4, Residential - 2, Looked After at Home -1). 5 children and young people have been matched with a mentor.

The University of Stirling have been commissioned to support the evaluation of the service and have been consulting with key stakeholders on the service model. A co-production group of care experienced children and young people met to discuss what it meant to be care experienced and the potential impact this might have. Young people were generally enthusiastic about the mentoring role. They did express concerns about the time limited nature of the intervention and wondered what would happen to mentoring relationships once funding had come to an end. The sustainability of the programme will be considered by the project board. Young people felt it was important that mentors strike a balance between building a positive, friendly relationship and the maintenance of appropriate boundaries. They also felt it was important that mentors understand the variability of care experience. These findings are illustrated in appendix 1. For those who have received the mentoring training, it has been positively experienced by trainees, and appears to have had a positive impact on their knowledge, skills and confidence to equip them for their mentoring role.

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

This fund is managed through the Attainment Challenge governance structure. This provides appropriate levels of scrutiny and accountability and has provided a support structure for project planning and management.

The multi-disciplinary membership of the project board has worked very well. Due to this approach, we are able to draw upon a range of expertise from educational psychology, education, social work, fostering and adoption, kinship care and health. This has ensured that the plans for our most vulnerable children are inclusive and coordinated. Furthermore, members of the board also participate on other Attainment Challenge project boards i.e. families and communities. This ensures that all workstreams are working together to achieve collective impact and reduce duplication, particularly for our most vulnerable families, children and young people. We have also shared measures and tools which are applied in other projects.

As part of the local authority corporate parenting strategy, local authority staff will be supported through the flexible working policy to engage in mentoring related activities. This commitment from the local authority has enabled the service to deliver personalised mentoring support for care experienced children and young people to improve attainment, resilience and wellbeing via a flexible, relationship-based mentoring service.

***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.***

We are working closely with Aberlour to ensure all identified children and young people are matched effectively with an appropriate mentor. Recently, an intensive recruitment drive took place and the outcomes has been very positive with a number of senior leaders from the council becoming mentors. Furthermore, the service will be showcased at a film launch of the Paper Tiger's film which is scheduled for October.

We recognise that many different agencies may be working with this particular group of children, young people and their families. This can often be challenging for individuals to manage and create duplication of support. As a result of this, the SPACE team, will fully consult with referrers and attempt to utilise a Team Around the Child Approach to ensure that everyone and especially the child/family know the role and responsibilities of professionals involved in their lives and that duplication of response is avoided. The connectivity of the workstreams is essential in facilitating this approach.