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**Report to**                      **Attainment and Improvement Sub-Committee**

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**Date of Meeting:**        **19 May 2016**

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**Subject:**                      **Scottish Attainment Challenge in Clackmannanshire**

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**Report by:**                      **Head of Education**

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## **1.0 Purpose**

- 1.1. The purpose of this report is to provide a briefing to the Attainment and Improvement Sub-Committee on key aspects of the Scottish Attainment Challenge in Clackmannanshire as it moves from Year 1 into Year 2.

The paper provides an overview of the progress of the Scottish Attainment Challenge in Clackmannanshire in Year 1 and outlines key proposals for Year 2.

## **2.0 Recommendations**

It is recommended that the Attainment and Improvement Sub-Committee agree:-

- 2.1. To note and comment on the Scottish Attainment Challenge in Clackmannanshire as it moves from Year 1 into Year 2.

## **3.0 Considerations**

- 3.1 Scottish Attainment Challenge in Clackmannanshire Year 1

The Scottish Attainment Challenge in Clackmannanshire comprises of three key change areas:

- Enabled Leadership
- Literacy and Numeracy Rich Learning
- Flourishing Communities

All nursery, primary, ASN and secondary establishments have been involved in the work of the Attainment Challenge in Year 1 at either a universal or targeted level. This approach has resulted in a common purpose and shared understanding of the aims and ambitions of the Attainment Challenge in Clackmannanshire. There is evidence of commitment and enthusiasm from all establishments and of good, sustainable progress being made.

## 3.2 Key Messages from Year 1

### **Enabled Leadership**

- Leadership opportunities at a range of levels have been provided across the Attainment Challenge. This has enabled staff to develop ownership and a shared responsibility in raising attainment for all and in closing the equity gap within our local context.
- Opportunities for headteachers to work together in improvement partnerships has supported self-evaluation for school improvement.

### **Literacy and Numeracy Rich Learning**

- A Learning Community based, literacy focused, Professional Learning Programme has supported teachers' continued development in the learning, teaching and assessment of reading. This has led to improvements in pupils' learning experiences in reading.
- Opportunities provided to increase teachers' knowledge and skills in reading were very well attended and have impacted positively on classroom practice.
- A local authority wide resource and training package aimed at phonics and reading (P1-3) has been purchased for all primary schools. This will support consistency in the teaching and learning of early reading skills.
- Schools have updated and renewed their literacy resources, improving not just the quality of resources and materials but also the environment.
- Allocating additional staffing to schools to take forward improvements in reading (Literacy Leaders) has built capacity within schools and across schools.
- Pupil voice has played a crucial role in increasing motivation and engagement in reading across our schools.
- Providing targeted Attainment Teacher Support to groups of children within some of our schools with the highest levels of disadvantage has successfully raised the reading attainment of all targeted children in this initial cohort.

### **Flourishing Communities**

- Children experiencing adverse/traumatic experiences have access to therapeutic work provided by Psychological Services through attainment funding.
- Schools with highest levels of disadvantage have additional staffing to support emotional literacy and resilience in the early years of primary.
- A project increasing participation levels in sport and physical activity in one school has developed positive attitudes, motivation and self-esteem of those involved, including developing the leadership skills of the learners.

Overall the pace of progress within Enabled Leadership and Literacy Rich Learning has been very good and is leading to a positive impact on children's attainment and closing the gap. Positive, early progress has been made with

the plans Flourishing Communities. Work has been undertaken to further grow and develop this key area in Year 2.

### 3.3 Scottish Attainment Challenge in Clackmannanshire Year 2

The Year 2 Plan for Clackmannanshire has been submitted to Scottish Government for approval. A number of key amendments/new proposals were included as part of this plan. The majority of these are within the area of Flourishing Communities which includes:

- A flourishing communities group will continue to meet regularly where key leads will provide updates, review progress and evaluations and establish next steps.
- The introduction of the FAST programme will offer the opportunity of two 8-week programmes to parents/families within identified primary schools. This will be part of a focus on improving parent, family and community partnership working in collaboration with 3<sup>rd</sup> sector/voluntary organisations.
- NME (Neurosequential Model in Education) classroom based approach will be developed. Five people are being trained and one further person to be trained. Implementation will start with 2 identified schools, increasing to a further 2 schools during Year 2.
- The therapeutic (trauma) service currently offers a day and a half to deliver input to children and for the EP to receive supervision. This service will be extended to provide a further 2 days input to increase the availability of this intervention to identified children across all primary schools.
- Sports and Leisure will continue to offer PEPAS in one school to extend the level of participation in sports and will extend this approach to a further primary school. This will include parental participation and engagement.
- Health and Wellbeing leaders will help to promote the health and wellbeing agenda of CfE across primary schools.
- A families and communities team will continue to provide early intervention to support children and families in emotional resilience and confidence.

It is anticipated that the key measures of success will be:

- Children's overall health and wellbeing, self-esteem and confidence will improve.
- Children will demonstrate increased resilience and motivation.

- Children will learn to self-regulate their emotions in order to increase on-task behaviours in the classroom.
- Reduced levels of trauma and anxiety will be evident in identified children, in order to increase on-task behaviours and access to learning in the classroom.
- Parental engagement, confidence, resilience and self-esteem will improve following attendance at parenting interventions.
- There will be increased partnership working between schools, parents and community partners.
- There will be increased participation in sports and dance events.

The Year 2 plan builds on the success of key elements of Year 1 and the model of identified key leaders in schools will be used to support Literacy, Numeracy and Health and Wellbeing. A small number of further secondments to the Attainment Challenge Team have also been proposed. Consideration has been given to the new education service structure being developed within Clackmannanshire, as well as teacher recruitment issues.

A clear programme of coordinated continuous professional learning with Raising Attainment and Closing the Equity Gap as its focus is being developed for session 16/17.

#### **4.0 Sustainability Implications**

4.1 The paper has no sustainability implications.

#### **5.0 Resource Implications**

5.1 The paper has no resource implications.

#### **6.0 Exempt Reports**

6.1 Is this report exempt? Yes  (please detail the reasons for exemption below) No

#### **7.0 Declarations**

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies

(1) **Our Priorities** (Please double click on the check box )

- The area has a positive image and attracts people and businesses
- Our communities are more cohesive and inclusive
- People are better skilled, trained and ready for learning and employment
- Our communities are safer
- Vulnerable people and families are supported
- Substance misuse and its effects are reduced
- Health is improving and health inequalities are reducing
- The environment is protected and enhanced for all
- The Council is effective, efficient and recognised for excellence

(2) **Council Policies** (Please detail)

Not applicable

**8.0 Equalities Impact**

8.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?

Yes  No

**9.0 Legality**

9.1 It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers. Yes  No

**10.0 Appendices**

10.1 No Appendices

**11.0 Background Papers**

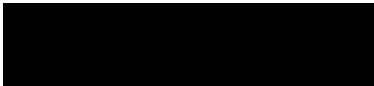
11.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

Yes  (please list the documents below) No

**Author(s)**

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**Approved by**

<b>NAME</b>	<b>DESIGNATION</b>	<b>SIGNATURE</b>
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