CLACKMANNANSHIRE COUNCIL

Report to: Scrutiny Committee

Date of Meeting: 19 October 2017

Subject: Scottish Attainment Challenge Quarter 1 Report

Report by: Chief Education Officer

1.0   Purpose

The purpose of this report is to provide the Scrutiny Committee with an update on Clackmannanshire's Attainment Challenge Year Three/Quarter one report in line with Scottish Attainment Challenge Governance. (Appendix 1)

1.2   This report includes a summary of progress and key issues within the following strands:
- Literacy
- Numeracy
- Leadership of Learning
- Families and Communities

1.3   The appendices within the report include the quarter one report for Scottish Government. This covers the period April to July 2017(Appendix 2). This report includes highlights and challenges of individual interventions and any budget related matters. The quarter 2 report will be completed by the end of October and submitted to Council at the December Scrutiny meeting.

2.0   Recommendations

2.1   It is recommended that the Scrutiny Committee note and comment on the progress of the Year 3/Quarter1 plan.

3.0   Considerations

3.1   The Year Three Scottish Attainment Challenge plan builds on previous successful interventions. It is focussed on strengthening our literacy, numeracy, leadership and enriching and embedding health and wellbeing. The evidence contained in this report will contribute to the Clackmannanshire Plan for the National Improvement Framework. (Appendix 3) It will also contribute to reporting for the Local Outcome Improvement Plan and the Integrated Children's Services Plan.

4.0   Financial Performance

4.1   The financial report is included within Appendix 2

5.0   Sustainability Implications

5.1   This paper has no sustainability implications.

6.0   Resource Implications

6.1   The resource implications are contained within the report.

7.0   Exempt Reports

7.1   Is this report exempt?   No

8.0   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.

9.0   Equalities Impact

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

No

10.0   **Legality**

10.1   In adopting the recommendations contained in this report, the Council is acting within its legal powers.

Yes.

11.0 Appendices

Appendix 1 – Scottish Attainment Challenge Governance structure
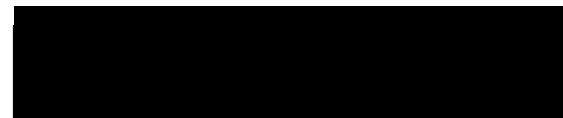Appendix 2 – Scottish Government Quarter1 Highlights and Challenges Report
Appendix 3 - Summary of SAC activity within National Improvement Framework activities

85

12.0 Background Papers

Author(s)

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Approved by

NAME	DESIGNATION	SIGNATURE
Anne Pearson	Chief Education Officer	
Elaine McPherson	Chief Executive	

Clackmannanshire Attainment Challenge Governance

Scrutiny Group (to be confirmed)

Management Board

Termly x 3

Performance Monitoring Group

Monthly x 10

Delivery Group

Monthly x 10

AC Leads

Fortnightly
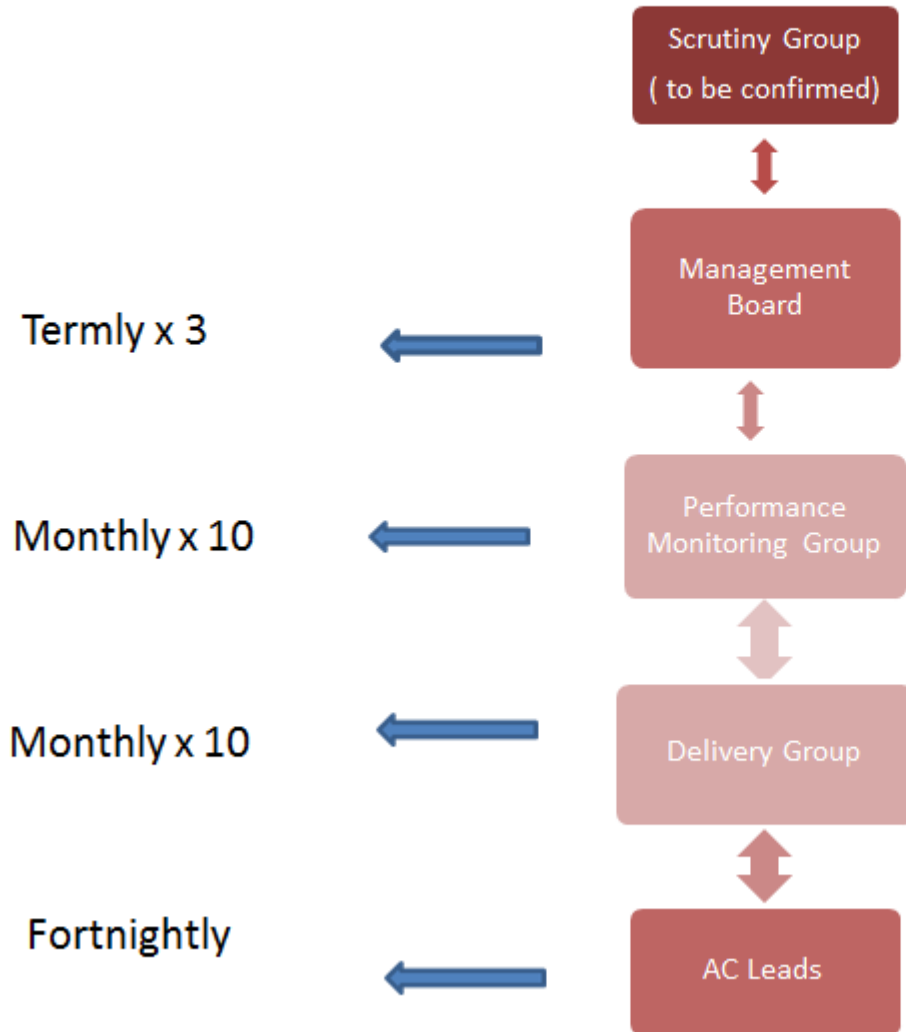
Clackmannanshire Council

Reporting Period	April – June 2017
Local Authority	Clackmannanshire
Key Contact at Authority	Catherine Quinn
Attainment Advisor	

Financial Expenditure Reporting

1	**Listeners/Counselling Services**			
2017/18 Allocation	£80,000	Planned Quarterly Spend	£	
2017/18 Actual Spend	£	Actual Quarterly Spend	£	

2	**Pupil Led Enquiry**			
2017/18 Allocation	£20,000	Planned Quarterly Spend	£	
2017/18 Actual Spend	£	Actual Quarterly Spend	£	

3	**Emotional - Neurosequential Model in Education (NME)**			
2017/18 Allocation	£168,000	Planned Quarterly Spend	£23,022	
2017/18 Actual Spend	£	Actual Quarterly Spend	£23,022	

4	**CAFÉ and Family Learning**			
2017/18 Allocation	£97,000	Planned Quarterly Spend	£16,245	
2017/18 Actual Spend	£	Actual Quarterly Spend	£16,245	

5	**PEPASS**			
2017/18 Allocation	£165,600	Planned Quarterly Spend	£36,298	
2017/18 Actual Spend	£	Actual Quarterly Spend	£36,298	

6	**Early Intervention Team**			
2017/18 Allocation	£290,000	Planned Quarterly Spend	£30,743	
2017/18 Actual Spend	£	Actual Quarterly Spend	£30,743	

7	Leadership			
2017/18 Allocation	£638,800	Planned Quarterly Spend	£154,125	
2017/18 Actual Spend	£	Actual Quarterly Spend	£154,125	

8	Literacy and Numeracy			
2017/18 Allocation	£88,600	Planned Quarterly Spend	£11,018	
2017/18 Actual Spend	£	Actual Quarterly Spend	£11,018	

9	Staffing

Staffing secured this quarter: 10 Early Intervention Workers	Staffing secured in total:

How many GTCS registered teachers is this funding supporting?	10
How many other staff is this funding supporting?	10
Number of schools supported by this funding?	12 Targeted 9 Universal
How many pupils are benefiting from this funding?	6590

What progress are you making towards being able to report on the extent to which you are achieving your short, medium and long-term outcomes and are there any challenges?

- We have successfully recruited a permanent Attainment Challenge Coordinator who is now in post.
- We have conducted robust and full analysis of the data and evidence available on Literacy, Numeracy and Health and Wellbeing. This has allowed us to be much clearer on where gaps still exist, and what is working, or not. This analysis is now informing future planning and activity e.g. SALT Vocabulary Gap Report.
- NGRT has allowed us to track progress in reading and allowed us to plan future activities in a much more focused way e.g. Clackmannanshire Reading Programme in partnership with Strathclyde University.
- We have drawn up a Research and Evaluation Strategy to ensure we have a coherent and holistic approach to the use of evidence for improvement.
- The Improvement Analyst has established new tracking and monitoring processes to allow us to focus on individual cohorts or disadvantaged groups, such as children living in SIMD 1&2, against a set of specific performance measures.
- We now have the Realigning Children's Services data for Clackmannanshire and we are planning to align this with the reporting for SAC.
- We have further refined our governance structure to ensure clear lines of responsibility and reporting using the RACI approach.

Challenges:
- The lack of robust Early level data does not allow a coherent 3-15 tracking approach. However, we are currently trialling a new system of tracking learning in ELC which may improve this.
- Schools are using PEF funding to further develop Literacy, Numeracy and H&WB. Developing systems to track and align this with the SAC will be crucial.

Highlights (e.g. activity this quarter, implementation progress, recruitment)

PEPASS

- The Active Schools Co-ordinators (ACS) based full-time in Alva, Alloa and Lornshill Academies have increased the number of pupils, parents and staff involved in the Active Schools programme. At both secondary and primary schools the ASC have been engaging with staff and parents to help them understand the benefits to their children's learning by participating in sport and physical activity. This is evidenced by several primary school pupils, whose attendance had been poor, now becoming regular attenders and able to participate more fully in their classroom activities.

- During the Easter holidays 49 young people gained a young leadership qualification at SCQF level 4.

    o **Thirteen** of these young people are living in SIMD 1 and 2
    o If this is extended to SIMD 1,2 and 3 then **22** young people are involved.

    A Requirement of this qualification is to complete 32 volunteer hours thus giving them real work experience. The Active Easter programme was developed in partnership with Social Services to enable LAC pupils to be targeted and supported to access the sports activities. This has resulted in 50 LAC children being supported to attend the Active Summer Programme taking place in July and August. Volunteers from schools and Social Workers and SDS are transporting children, ensuring they have appropriate clothing and equipment and providing meals when required

- In one secondary school the daily physical activity at the breakfast clubs has increased the pupil participation figures from 14,000 in 2015/16 to 18,000 in 2016/17. Similar examples are evidence of increased engagement and pupil participation in the other two secondary schools.

Counselling Services

- The service is well established within each school and each Wellbeing Worker has become a familiar and approachable face for both staff and pupils.
- Having established a clear pathway within each school, there has continued to be a steady stream of referrals for one to one support, home visits and group work.
- Advocacy is building and developing more positive relationships between pupils and staff, with the Wellbeing Workers supporting pupil voice.
- Signposting to locality services is addressing identified needs and linking families to partnerships that can offer additional inputs.
- A summer programme has been developed for identified young people to ensure that there is support available during the holiday period.
- The Campus Police Officers are working in partnership with this and will assist with creative group-work to help build healthy relationships and develop strengths and resilience.

CCafe

The CCafe has provided an early intervention approach to families within 3 primary and 1 secondary school bringing together parents and carers, children and young people, partners, agencies and the wider community to ensure that families get the support they need to fulfil their potential both within school and beyond.

- Evaluation and assessment data collected with the Family Star, weekly planning and debrief templates have continued to capture impact and identify development needs and challenges.
- The flexibility of each partnership to respond to changes, crises and the needs of each family have been significant .
- Their commitment to support each family has meant that more positive relationships have been established across partners, families and schools and there is a wider recognition of the work of the CCafe.

Pupil-Led Enquiry

The Pupil- Led Enquiry approach provided opportunities for a representative group of young people from S1-S3 from all our secondary schools to engage pro-actively in evidence based reasoning. Through focussed creative problem solving activities, they were supported to find solutions to their own health and wellbeing needs; including how the curriculum in school could be adapted.

- This unique approach created a school-based group of young leaders who were engaged with the on-going development of a wide and unique range of approaches to health and wellbeing
- Support from Space Unlimited and Strathclyde University provided the model and platform to develop an action plan.
- Fourth year teaching students from Strathclyde worked alongside Space Unlimited and the young people to develop their skills in allowing young people to lead their own learning – skills which will be highly valuable in their teaching careers. One student reported that: "*This experience has changed the way I will teach*."

Following the focussed sessions:

- Pupils from each of the three schools presented to staff within Education Faculty at Strathclyde University, Scottish Government and Education Scotland
- Each school has established a number of groups to ensure that responsibility for the identified key themes are acted upon and shared. This supports a sustainable change in practice across the schools to ensure that activity and impact continues beyond the project lifetime.
- Opportunities to meet and discuss ideas with pupils, staff and Senior Management Teams have enthused, excited and inspired all those involved.
- This collaborative and participatory approach has enabled a number of key health and wellbeing approaches to take place which young people themselves have ownership of.

Early Intervention Team

This team has been extended to 10 workers and they are now in place in targeted schools. There is a programme of CLPL to build skills specific to this role:

- Targeted programmes aimed at improving Health and Wellbeing of pupils in schools with highest levels of deprivation and poverty.
- Building positive relationships with parent/carers
- Work in partnership with teachers in the early stages supporting development through play
- Supporting small group in literacy and numeracy development
- Supporting parents to enable them to support their children with literacy and numeracy

Early feedback from Headteachers has been extremely positive.

NME/R4L

- Studying from NME has helped us understand that schools need to draw on a range of interventions and nurturing approaches. We have therefore expanded this approach to develop a self evaluation resource and tool kit which combines nurturing approaches under the new banner of Readiness for Learning (R4L). This now sits within our overall H&WB Strategy and provides a much more coherent approach to meeting children's needs.
- Two further primary schools have implemented the NME intervention with some reporting positive changes in classroom behaviours.
- All three secondary schools have established their working groups, although they are each at

different stages of implementation.
- Interest in these approaches is growing including from the Division of Child and Educational Psychology journal and the Scottish Division of Educational Psychology National Conference.

Literacy

- A three-year project has been agreed with Strathclyde University to work in partnership with Headteachers, teachers, other educators and pupils to co-create their reading curriculum. Nine schools will be involved in 2017/2018
- Strathclyde University are designing develop bespoke training for Learning Assistants and the Early Intervention Team to support reading development.
- The Speech and Language Therapy (SALT) report on the vocabulary gap in pre-school children has been used to plan for specific interventions to address the issues.
- SALT team will work in partnership with Strathclyde University to combine FOCAL and Reading approaches. An action research project will take place in one primary school in session 2017/2018

Analysis of NGRT data for P4/P5 and P7 has shown:

- Improvement is being made in reading across P4 pupils in Clackmannanshire.
- Improvement in reading across **all** SIMD deciles.
- Increase in mean SAS score for P4 pupils from SIMD deciles 1 &2
- Analysis of NGRT data for P7 has shown Improvement in literacy across *almost* all SIMD deciles
- Increase in mean SAS score for P7 pupils from SIMD deciles 1 &2
- The attainment gap between pupils' reading attainment in *SIMD deciles 1&2 and SIMD deciles 9&10* for P4 pupils **reduced by -7.75** over the two year period.
- The attainment gap between pupil's attainment in *SIMD deciles 1&2 and SIMD deciles 9&10* for literacy for P7 pupils **slightly increased by +1.75** over the two year period
- Despite the attainment gap increasing when considering P7 pupils from SIMD deciles 1& 2 and P7 pupils from SIMD deciles 9&10, the low numbers of pupils in SIMD deciles 9 & 10 does not give a true representation of the 'attainment gap'. However, when the mean SAS is averaged for P7 pupils from SIMD deciles1 & 2 against the rest of the P7 pupil cohort (SIMD deciles 3 to 10) there is a reduction of -1.2 in the attainment gap.

Numeracy

- All Numeracy Leaders within Primary establishments are now trained in Maths Recovery
- Numeracy Leaders have developed CLPL sessions to reach all teachers across the authority in 2017/2018.
- Numeracy Attainment Leader has develop CLPL in Maths Recovery for:
  - Support for Learning Teachers
  - Inclusion Teachers.
  - Learning Assistants
  - Early Intervention Team

Leadership

- Our Improvement Advisor delivered CPLPL sessions for all Headteachers and centre staff on Improvement Science methodology. This will support school Leaders with PEF/SAC planning
- The CLD team have had 5-days input which will support further alignment with the SAC and provide assistance whilst we await the appointment of an Attainment Advisor.

Challenges (e.g. slippage, staffing, reporting)

Leadership

- We were unable to proceed with planned secondment of teachers to the attainment challenge as we do not have enough teachers to provide backfill. However, we are recruiting 6 principal teachers who will work directly with teachers in schools to enhance learning and teaching in Literacy, Numeracy and H&WB. The successful candidates should be in place by November 2017.

Listening/Counselling Services

- As there are a number of Counselling and therapeutic services available for children, young people and families, there has been a need to make sure that there are clear referral pathways that align. This has now been developed to ensure that support is proportionate, timely and responsive. This information will be shared at the start of the new session so that all stakeholders are clear about each service's role and provision.

CCafe

- While the impact of the approach was very clear within the Cafe setting opportunities to review this within the school will need to be examined. While school professional judgment and observations highlighted improved relationships and behaviour, the next phase will need to look more closely at the impact of this on attainment.

SAC improvement Activity highlighted within Summary National Improvement Framework

School Leadership	Teacher Professionalism	Assessment of Children's Progress	School Improvement	Parental Engagement	Performance Information
Stirling University Leadership Programmes	Early Learning and Childcare Academy	*Support for readiness for Learning – NME, Nurture, Trauma*	Audit of nurturing environments	*Parental Engagement Strategy*	CLPL in Data Literacy
Mentoring and support for Headteachers	*Teacher collaboration*	Play Strategy	Capital Improvement works	CLPL on Parenting programmes	*University of Strathclyde Pupil led-enquiry*
Support for development of Curriculum rationale	*University of Strathclyde Literacy Support*	Developing Young Workforce/Skills and Alternative Pathways	ELC 1140 hours expansion	*CCafe Family Learning*	*St Andrew's Evaluation of NME*
Increasing Youth Voice	*Health and Well being support*	E-Learning journals in ELC	Early Vocabulary - Language is Fun	*PEPASS – involving families through Sport*	*Collaborative Action Research*
Young Carers' Champions programme	Professional Standards of CLD	Ed Psychologist Support model	CLD Plan	Syrian Refugee Programme	*Research and Evaluation Strategy*
Attendance and Exclusion Guidance	CLPL Additional Support Needs	Activity Agreements	School Review visits	ASN Family Advocacy/support	Data Analysis and benchmarking