
Report to Council

Date of Meeting: 1st November 2018

**Subject: Scottish Attainment Challenge: End of Year Report
September 2018**

Report by: Cathy Quinn, Improving Outcomes Manager

1.0 Purpose

- 1.1. The purpose of this report is to share the Scottish Attainment Challenge End of Year (SAC) report which was submitted to Scottish Government in September 2018.

2.0 Recommendations

- 2.1. It is recommended that the People Committee note and comment on the contents of this report.

3.0 Background

- 3.1. The Scottish Attainment Challenge was launched by the First Minister in February 2015. It is underpinned by The National Improvement Framework, Curriculum for Excellence and Getting it Right for Every Child.
- 3.2. Clackmannanshire is one of nine attainment challenge authorities and in session 17-18, 22 schools and 6696 pupils were supported by SAC funding.
- 3.3. The aims of Clackmannanshire's Attainment Challenge is to:
- Improve literacy and numeracy attainment
 - Improve health and wellbeing
 - Close the attainment gap between pupils from the most and least deprived areas

- 3.4. We are required by Scottish Government to provide an annual update (Appendix 1) that details:
- overall progress towards raising attainment and closing the poverty related attainment gap
 - detailed progress on each individual work stream
 - progress for both the primary and secondary programmes
- 3.4 An Education Scotland review in May 2017 indicated that the interventions were positively impacting on children's learning experiences and wellbeing. We are awaiting a draft written report from Education Scotland.

4.0 Considerations

4.1 The main measure of progress is Teacher Professional Judgement (TPJ). The data from TPJ collected in June 2018 shows that we have improving trends in literacy and numeracy at almost all stages:

4.2 **Reading Early Level** (Early level should be achieved by end of P1)

72% of schools are reporting an improving trend from last year. A higher percentage of children from SIMD 1 and 2 achieved early level in 2018. The poverty related attainment gap however has slightly **increased** from -8% in 2017 to -10% in 2018.

4.3 **Reading, First Level** (First level should be achieved by the end of P4)

72% of schools are reporting an improving trend from last year. A higher percentage of children from SIMD 1 and 2 achieved first level in 2018. The poverty related attainment gap however has slightly **increased** from -9 % in 2017 to -11% in 2018.

4.4 **Reading, Second Level** (Second Level should be achieved by the end of P7)

72% of schools are reporting an improving trend from last year. A higher percentage of children from SIMD 1 and 2 achieved second level in 2018. The poverty related attainment gap has **reduced** from -18 in 2017 to -13 in 2018

4.5 **Reading, Third Level** (Third level should be achieved by end of S3)

Two out of the three secondary schools are reporting an improving trend from last year. A higher percentage of children from SIMD 1 and 2 achieved first level in 2018. The poverty related attainment gap however has **increased** from -15 % in 2017 to -22 % in 2018.

4.6 Biggest improvement across the authority has been in Numeracy with an overall improvement of 20%

4.7 **Numeracy, Early Level** (Early level should be achieved by end of P1)

78% of schools are reporting an improving trend from last year. A higher percentage of children from SIMD 1 and 2 achieved early level in 2018. The poverty related attainment gap has **reduced** from – 20% in 2017 to -5% in 2018

4.8 **Numeracy, First Level**

83% of schools are reporting an improving trend from last year. A higher percentage of children from SIMD 1 and 2 achieved first level in 2018. The poverty related attainment gap however has slightly **increased** from -10 % in 2017 to -11% in 2018.

4.9 **Numeracy, Second Level**

61% of schools are reporting an improving trend from last year. A higher percentage of children from SIMD 1 and 2 achieved early level in 2018. The poverty related attainment gap has **reduced** from – 26% in 2017 to -18% in 2018

4.10 **Numeracy, Third Level**

All three secondary schools have reported an improving trend from last year. A higher percentage of children from SIMD 1 and 2 achieved third level in 2018. The poverty related attainment gap has **reduced** from – 21% in 2017 to -9% in 2018.

4.11 **Health and Wellbeing**

There has been significant reduction in exclusions from 212 in 2017 to 19 in 2018. An increased number of young people are accessing support for mental health, participating in school and community, feeling good about themselves and enjoying school.

5.0 **Overall strategy to achieve improvement**

The Attainment Team carried out a rigorous analysis and review of the 2017-2018 programmes in January 2018. Focussed monitoring, school reviews and evaluations highlighted that some interventions were not achieving sufficient outcomes and impact. As a result three key funded programmes, Read Write Inc, CCAFE came to an end in March 2018 and PEPASS in June 2018.

5.1 Six Improving Outcomes Principal Teachers took up post in February 2018. They provide school based support, working directly with universities to further support class teachers with targeted interventions and build capacity in learning and teaching. A focussed Career Long Professional Learning (CLPL) Calendar (*Appendix 2*) is delivering high quality professional learning for all practitioners to ensure sustainability and continuous improvement in pedagogy and practice.

- 5.2 Each school's Pupil Equity Fund (PEF) plans have been cross-referenced to the outcomes of the Attainment Challenge to ensure that the process of selecting interventions and approaches contribute to closing the attainment gap between the most and least disadvantaged children.
- 5.3 A Collaborative Research and Evaluation Strategy is in place to ensure that there is a coherent and consistent approach to the use of evidence for improvement. Collaboration with Strathclyde and Stirling Universities is continuing to build capacity by developing sustainable ways for educational establishments to extend and strengthen their professional collaboration, working arrangements and engagement with the communities they serve.
- 5.4 The Improvement Analyst has developed a Pupil Tracker which allows targeted tracking and monitoring of individual cohorts and disadvantaged groups and individuals against a set of performance measures aligned to the National Improvement Framework and Attainment Challenge. Regular reports are shared with the Attainment Team including information on attendance, exclusions, Teacher Professional Judgements, standardised and local assessment data with a focus on pupils in Deciles 1 and 2.
- 5.5 The FOCAL/TALK Speech and Language Project had significant impact and will be up scaled in 2018. Children, whose language skills had initially been assessed between January and March 2017 during their pre-school nursery year, were reassessed on these same language measures at the end of primary 1, between May and June 2018:
- Vocabulary
 - Spoken language
 - Storytelling

a. Vocabulary

Children in the four targeted schools made 16 months progress in their expressive vocabulary skills over a 15 month period. Those within the control group schools showed an average of a 10 month gain over the same period. Evidence would suggest that, for children with already impoverished language at school entry, the vocabulary gap is expected to widen year on year, and that therefore children are not expected to make month-on-month progress in line with their chronological age.

b. Spoken Language

Children's grammar in sentences in the four targeted schools also showed positive improvement, with the number of children showing age appropriate or above grammatical skills increasing from 50% to 72%. Children within the control group schools showed a slight increase, from 41% in nursery to 47% at the end of primary 1.

c. Story telling

When assessed in nursery, children presented with an age equivalent score on story retell of, on average, 5 months below their chronological age.

By the end of primary 1, children from the four targeted FOCAL schools were, on average, presenting with language skills in story retell of equal to their chronological age. On average children made 21 months progress in their storytelling skills in a 15 month period, equating to 1.4 months' progress per month of the initiative.

5.6 The following measures are being used to track and monitor long-term outcomes within each intervention.

a) Literacy/Numeracy

- pre/post Teacher Professional Judgement
- Pre / post pupil surveys
- School Review data

b) Health and Wellbeing

- GIRFEC Wellbeing Web
- Pupil Feedback
- CORE Wellbeing tool

c) Closing the poverty related attainment gap

- Pupil Tacker
- Attainment data
- Attendance
- Exclusion
- Parental Engagement

5.7 Detail of progress on each individual intervention is contained within the full report. (Appendix 1)

6.0 Sustainability Implications

All individual programmes plans include sustainability and exit strategies.

7.0 Resource Implications

7.1 The details of the grant funding received from Scottish Government for the Scottish Attainment Challenge Programme and the actual spend are contained in *Appendix 3*.

8.0 Exempt Reports

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

9.0 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)

Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all
Our families; children and young people will have the best possible start in life
Women and girls will be confident and aspirational, and achieve their full potential
Our communities will be resilient and empowered so that they can thrive and flourish
The Council is effective, efficient and recognised for excellence

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

None

10.0 Equalities Impact

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

11.0 Legality

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

12.0 Appendices

12.1 Please list any appendices attached to this report. If there are no appendices, please state "none".

Appendix 1 Scottish Attainment Challenge End of year Report

Appendix 2 CLPL Programme for 2018/2019

Appendix 3 Scottish Attainment Challenge Financial Report

13.0 Background Papers

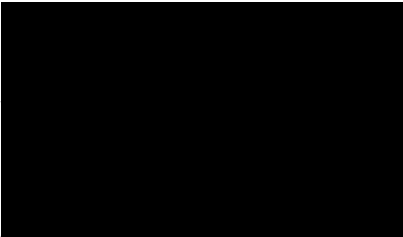
13.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

Yes (please list the documents below) No

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Cathy Quinn	Improving Outcomes Manager	2424

Approved by

NAME	DESIGNATION	SIGNATURE
Anne Pearson	Chief Education Officer	
Stuart Crickmar	Strategic Director Partnership & Performance	

Scottish Attainment Challenge Challenge Authorities Programme 2018/19

End Year Progress Report

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 last school year (2017/18) including any planning undertaken prior to the school year starting (timeframe **June 2017 – June 2018**).

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 work streams 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	Clackmannanshire Council
Project Lead/Contact	Catherine Quinn

End Year Progress Report

Remember: this is an End Year progress report, the timeframe is **June 2017 – June 2018**.

This section is split in two. First, looking at overall progress and then exploring individual progress of each work stream.

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:

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

Number of schools supported by this funding?	22
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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?

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

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

- a. Literacy:
 - Pre / post Teacher Professional Judgement
 - Pre / post pupil surveys
 - School Review data
- a. Numeracy
 - Pre / post Teacher Professional Judgement
 - Pre/post pupil surveys
 - School Review data

- b. Health and Wellbeing
 - GIRFEC Wellbeing Web
 - Pupil Feedback
 - CORE Wellbeing

- c. Closing the poverty related attainment gap
 - Pupil Tacker
 - Attainment data
 - Attendance
 - Exclusion
 - Parental Engagement

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.

Latest data from the Teacher Professional Judgement Survey shows overall improvement across the authority in raising attainment in both literacy and numeracy, particularly with our P4 cohort. There is an overall improvement in reading of 7%. More than two thirds of our schools are showing improvement in reading, with all schools involved in the SAC Reading Intervention showing improvement at all three Curriculum for Excellence levels.

There has been most improvement across the authority in Numeracy, with an overall improvement of 20% across the authority. The focus on numeracy interventions, including a more comprehensive and consistent approach in structuring daily lessons, is having a positive impact in raising attainment.

Data indicates a reduction in the poverty related attainment gap at P1 and P7 across the overall cohort in both literacy and numeracy, as highlighted through TPJ assessment, although the gap is reducing in both P1 and P7 cohorts compared to the previous year. The focus on interventions specifically aimed at children from SIMD 1 and 2 together with the support of the Early Intervention Team will help raise attainment across this cohort and reduce the poverty related attainment gap.

There is a continuing focus on P4 and progress will be monitored this session.

Children's readiness for learning through supportive play and the creation of nurturing spaces is having an impact at Early and First Level evidenced through improved Leuven's Scores and use of GIRFEC Wellbeing Webs This is being supported by the Neuro-Sequential Model in Education/Readiness for Learning intervention, which is creating a more nurturing and inclusive approach to children's behaviour, both at Primary and Secondary level. This approach has been highlighted in the September 2018 TES article 'My brain's all shaky'

https://scotland.magazine.tes.com/editions/edition_edition_edition_2589.scotland/data/384552/index.html

Exclusion rates across the authority have reduced from 212 in 2016/2017 to 19 in 2017/2018.

The Speech and Language Project, TALK Clacks has improved vocabulary and spoken language skills for P1 pupils in targeted schools. Children involved in the approach made an average of 16 months progress in their expressive vocabulary skills, with children not involved in the project making on average 10 months progress.

Children's mental health and wellbeing has been improving across the authority with 7 in 10 children stating that they are enjoying learning at school, and 8 in 10 that they enjoy life; a higher percentage than the responses from last year's Realigning Children's Services Data. More young people are recording that "I feel happy" and "I know where to go to get the help I need" on CORE Wellbeing tool and Wellbeing Counsellors across the targeted schools are embedding a referral pathway to allow children and young people to access additional services and support.

Overall attendance of children remained similar to the previous year although there was a slight improvement in attendance of children from SIMD 1 and 2.

More young people are accessing sport activities especially across the schools that have been part of the SAC PEPASS project. Participation rates in extra curricular sports clubs of the schools involved in PEPASS increased on average by 44%.

As a result of the focussed Literacy, Numeracy and Health and Wellbeing interventions within the Attainment Challenge Programme, the quality of learning and teaching is improving across the authority. In recently inspected schools(2017 – 2018), 75% were rated "good" or above.

The 2018 SQA results show an improvement in the percentage of pupils achieving both Level 4 Literacy and Numeracy [90.8%] compared to the previous year with an improving trend over the last five years. There is improvement in the percentage of pupils achieving 2 or more Highers across the authority and more than a quarter of pupils achieving 5 or more Higher qualifications compared to last year.

In our S5 Cohort there is improvement in the percentage of pupils achieving 5 or more National 4s and 5 or more National 5s. The attainment gap between pupils from our most deprived areas reduced in senior phase with the largest reduction in our S4 cohort.

There is overall improvement in both National 5 and Higher in English and Maths with the 'A' pass rate improving in English.

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

The Attainment Team carried out a rigorous analysis and review of the 2017-2018 programmes in January 2018. Focussed monitoring, school reviews and evaluations highlighted that some interventions were not achieving sufficient outcomes and impact. As a result three key funded programmes, Read Write Inc, CCAFE came to an end in March 2018 and PEPASS in June 2018.

The Improving Outcomes Principal Teachers (part of the Curriculum Team) took up post in February 2018 and provide school based support, working directly with academics in order to further support class teachers with targeted children and young people and build capacity across learning and teaching. A focussed CLPL Calendar is delivering high quality professional learning for all practitioners to ensure sustainability and continuous improvement in pedagogy and practice.

The progress of the Improving Outcomes Principal Teacher Team, against key improvement measures is tracked via School Partnership Agreements and bi-monthly Performance Meetings.

Each school's PEF plan has been cross-referenced to the outcomes of the Attainment Challenge to ensure that the process of selecting interventions and approaches contribute to closing the attainment gap between the most and least disadvantaged children.

A Collaborative Research and Evaluation Strategy is in place to ensure that there is a coherent and consistent approach to the use of evidence for improvement between academics. Collaboration with Strathclyde, St Andrews and Stirling Universities is continuing to build capacity by developing sustainable ways for educational establishments to extend and strengthen their professional collaboration, working arrangements and engagement with the communities they serve.

The Improvement Analyst has developed a Pupil Tracker which is allowing for targeted tracking and monitoring of individual cohorts and disadvantaged groups and individuals against a set of performance measures aligned to the National Improvement Framework and Attainment Challenge. Regular reports are shared with the Attainment Team including information on attendance, exclusions, Teacher Professional Judgements, standardised and local assessment data with a focus on pupils in Deciles 1 and 2

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

Procurement processes when acquiring goods or services from an external source to support the Attainment Challenge outcomes has added extra demands on establishments. The process has delayed some of the interventions planned and limited choice as services or works are provided at the best possible price.

The continuing focus on ensuring that there is evidence to show impact has provided a wide range of both qualitative and quantitative data. As the measures set in the 2017-2018 plans were broad, there were far too many data sets and measurements, which made analysis time consuming. The 2018-2019 Plan now focuses on a smaller number of measures which will be monitored and tracked. Systems have been put in place to ensure that there is a shared understanding of impact and evidence required.

2. Progress in individual work streams

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

Work streams:

Children Families and Communities/Health and Wellbeing

Learning and Teaching

Leadership of Learning

1. Holistic Wellbeing and Listening Service(formerly Schools Counselling Service)
2. Readiness for Learning(formerly Emotional Readiness for Learning)
3. CCafe/FLIC
4. PEPASS
5. Pupil Led Enquiry
6. Reading programme
7. FOCAL/Talk Clacks(formerly Speech and Language)
8. Numeracy PEPASS
9. Numeracy Recovery
10. Early Intervention Team
11. Curriculum Team(Including the Improving Outcomes Principal Teacher Team)

1	<u>Holistic Wellbeing and Listening Service(formerly Listening Service)- Wellbeing Scotland (formerly Schools Listening/Counselling service)</u> To provide a holistic wellbeing and listening service for targeted children, young people and families in SIMD 1 and 2 to improve social, emotional and mental wellbeing.	
Scope: Please state whether this work stream has been implemented in primary schools, secondary schools or both.		
X Both, in primary and secondary schools		
<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>		
Progress to date: What evidence are you collecting to evaluate progress and impact of how this work stream outcomes will be achieved. <i>Remember: Your timeframe is from June 2017 to June 2018</i>		
June 2017-June 2018		
Outcome (i.e. what the work stream 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.)	
1. Increase in pupil wellbeing and engagement in learning for targeted children in SIMD 1 and 2 in 4 Secondary and 3 Primary schools	Adapted Leuven's Scale data analysis GIRFEC Webs Pupil Feedback	
2. Improved behaviour and motivation of targeted children and young people accessing service	Attendance and behaviour logs Case Study	
3. Children ,young people and family referrals to local complementary services increase to improve social isolation and wellbeing	Number of additional partners/agencies accessed	
4. Increased skills and capacity of staff to provide support for children and young people	CLPL session delivered Participant Feedback	
5. Increased parental engagement in their children's learning	Parent/carer feedback Number of parent/carer sessions	

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 2017 to June 2018

1.

The Holistic Wellbeing and Listening Services have improved the wellbeing and involvement in learning of 190 targeted children and young people from SIMD 1 and 2.

In secondary schools, where the service has been in place for 12 months, more accurate and focussed recording of data has shown a positive impact on attendance

Attendance data secondary 2016 - 2017= 90.68%

Attendance data secondary 2017- 2018= 93.54%

Analysis of the Adapted Leuven's Scale data highlighted improvements in wellbeing, involvement in learning and engagement of all children and young people accessing the service.

While the 3 month Pilot in 3 primary schools and 1 support service indicated improvements in wellbeing and engagement, it did not show progress in achievement using the Adapted Leuven's Scale. This could be attributed to the short Pilot period. Therefore this service will continue to be closely monitored with more focussed data

Analysis of the 8 Indicators across GIRFEC with 68 secondary pupils supported from Sept 2017 -Jan 2018 showed an increase from baseline wellbeing measures over a 10 week intervention. Almost all pupils reported an increased sense of belonging and nurture, key determinants of wellbeing which can positively impact on attainment.

2.

Individual case study material from targeted pupils accessing the service highlights increased motivation and improved behaviours allowing them to engage more positively in their learning and attend school more regularly. A small case study from Jan 2018 – April 2018 tracking a targeted group of 4 pupils over 16 weeks(8 weeks prior to involvement and 8 weeks during the intervention) showed the following improvements in attendance and behaviour recorded in school logs:

2x pupils attendance improved by an average of 4 days per 8 week period

2x pupils showed improved behaviours after receiving significant support from the wellbeing worker. Their attendance was maintained even through this was a very difficult period of time in their lives

3x pupils had reduced referrals and reduced demerits by an average of 1.333 less referrals than the previous 8 weeks.

From August 2018, individual pupils engaging with the service will be tracked using the Pupil Tracker to ensure that key interventions are targeted to measure improvements in behaviour and attendance and ensure that the impact of the targeted support is sustained.

3.

There has been an increase in engagement with schools with only 1 locality partnership in 2017 to 9 partnerships in 2018. This increased engagement is helping young people to have a more positive outlook and see themselves as more effective and confident citizens. Pupil feedback highlights that almost all felt that this had increased their confidence and made improvements in their social and emotional competencies.

4.

Staff feedback and learning walks have indicated that the bespoke training sessions, designed to build staff skills and knowledge base have improved both organisational and classroom practice, emphasising the importance of wellbeing as part of the improvement process.

Staff CLPL on Mental Wellbeing and Coping with Stress Strategies have been embedded into daily practice in one school, with daily pupil check-ins. Pupils report improved and positive relationships with staff and peers. Feedback from all participating staff has been positive with participants indicating that they will continue to use these skills in their own settings to provide focussed support for young people.

Further CLPL sessions are planned for 2018-9 to ensure that staff knowledge and understanding across all the target schools reflects and supports current practices and can be shared more universally.

5.

The continued focus on parental support, including 1-1 sessions, home visits and group work is having a positive impact on the engagement of targeted children and young people. End of session reviews from 5 pupils at each targeted schools (30 pupils in total), indicate that pupils value the supportive and caring environment provided where all concerns may be explored and wellbeing issues addressed both within the school environment and at home.

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

A Primary Pilot Project ran from January 2018- April 2018, to extend the service to three targeted Primary Schools and Support Services. Analysis of data and feedback indicated that there was a significant improvement in wellbeing and involvement of children and increased parental engagement. The Attainment Team put the service to Tender on Public Contract Scotland in April 2018. The contract was awarded Wellbeing Scotland with 7 Wellbeing Workers now embedded within the school pastoral and guidance systems. They continue to offer a bespoke service to our targeted schools based on their profile and context.

Work and learning from the service has informed the development of the Clackmannanshire Health and Wellbeing Strategy.

3 schools are now using PEF to fund additionality which will support sustainability of this approach beyond the funding of the Attainment Challenge.

Due to the success of this innovative model, Wellbeing Scotland will be hosting their National Conference in Alloa in October 2018 to showcase the Clackmannanshire approach and raise awareness of the aims and objectives of the 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 work stream going forward.

Effective communication mechanisms and an understanding of the importance of data capture to provide evidence of impact has been challenging. This is due to the number of staff and leads involved and their understanding of the tools and measurements used.

Moving forward, there will be a clear governance structure with termly meetings to review progress, impact and data capture involving key leads. A development day in September 2018 will ensure that all stakeholders are confident with the approach and measurement tools used to capture evidence of impact.

2	<p><u>Readiness for Learning(formerly Emotional Readiness for Learning)</u></p> <p>A co-ordinated approach with training, school support, analysis and research (St. Andrews University) that increases staff knowledge and skills in supporting children and young peoples’ wellbeing including self-regulation, executive functioning, emotional wellbeing.</p>	
<p>Scope: Please state whether this work stream has been implemented in primary schools, secondary schools or both.</p>		
<p>X 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 work stream outcomes will be achieved.</p> <p><i>Remember: Your timeframe is from June 2017 to June 2018</i></p>		
<p>June 2017 – June 2018</p>		
<p>Outcome (i.e. what the work stream 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?)</p>	<p>Evidence Collected (e.g. focus group with parents, online survey etc.)</p>	
<p>1. Increase knowledge base of educators in specified schools and make positive changes to classroom practice through ongoing CLPL (Universal)</p>	<p>Training evaluations on the day and 3 month follow up (Universal)</p>	
<p>2. Improve pupils developmental skills in a range of areas associated with executive function/self-regulation in a variety of targeted settings (Targeted)</p>	<p>NME mini maps, qualitative information, staged information figures (Targeted and Enhanced)</p>	
<p>3. Improve pupils engagement with learning and academic progress as a result of increased executive function/self-regulatory skills (Universal)</p>	<p>PIPS, Leuven Scale of Engagement, TPJ (Targeted & Enhanced)</p>	
<p>4. To reduce the severity of post-traumatic symptoms experienced by children referred to the Intensive Therapeutic Service and the knock-on impact this has on their education (Intensive)</p>	<p>CROPS, PROPS, LITE, IES plus other educational measures e.g. attendance as relevant (Intensive)</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'.*

Remember: Your timeframe is from June 2017 to June 2018

1.

Across the Authority over 50 interventions have been supported by Educational Psychologists using the R4L approach in 2017-2018.

R4L is referenced in **60.4%** of one-off EP consultations with schools

Post-training evaluations showed :

76% of staff had changed their practice since their initial training.

42% felt it had made a positive difference at the classroom level.

47% felt it had made a positive difference at the individual pupil level.

This will continue to be monitored and reviewed as part of the Cohort 2 (2018-2019)programme to ensure consistency and sustainability in the approaches.

2.

Across the targeted schools the number of pupils' on Staged Intervention in an R4L class has reduced. Further analysis of this data is required to see if this can be attributed solely to the R4L programme and/or a combination of targeted interventions

Pupils' in R4L class are showing **statistically significant** gains in their executive function skills as measured by the NME mini map. **Effect sizes** for these attributes range from **0.8 – 0.94**.

3.

School Leuven's Scale analysis shows almost all pupils improved their engagement with learning as a result of the focussed approaches.

4.

Pupils working within the Intensive Therapeutic Service have shown an average decrease in post-traumatic stress symptoms by 35.1%. This reduction in severity of post traumatic symptoms will continue to be monitored to evaluate the impact of this approach on achievement, engagement and wellbeing.

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

The Coach-consult model of support to targeted schools by the link Educational Psychologist and R4L Lead Educational Psychologist has allowed staff to flexibly adapt the intervention according to the needs of the pupils and provided support and guidance to staff through the process of making significant changes to their practice.

Ongoing CLPL offered to staff has allowed educators to tailor their knowledge and interest levels and follow up or refresh particular topics to target interventions to those children and young people with greatest need.

The improved use of digital media has enabled ease of sharing resources and facilitated outwards focus. This has increased links both here and abroad, and made materials more

engaging. This will be further explored and plans are in place to expand this use into micro-learning blogs next session.

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

Please include in here any risks to this specific work stream going forward.

The research and evaluation of project needs to be developed to be more embedded within each school based on their context and need. Further assessments and support for schools will need to be provided to ensure organisational readiness is achieved. This will be assessed before beginning implementation.

Parental engagement needs to be a focus moving forward to ensure that their views and opinions are taken into account and learning is shared more widely.

The main risk to the project continues to be staffing. Educational Psychologist working on a freelance basis may create inconsistency in support .

The recruitment of the planned Assistant has been delayed and plans are already in place to ensure that the post is filled promptly.

3	<p><u>C-Café/FLIC(formerly Clackmannanshire Ccafe and Family Learning)</u></p> <p>An early intervention approach which brings highlighted families, partners (Action for Children, Youth Services) and the wider community together to prepare a nutritious meal and provide structured sessions, developing skills, practice, routines and rituals that are powerful organisers of family life.</p>	
<p>Scope: Please state whether this work stream has been implemented in primary schools, secondary schools or both.</p>		
<p>X 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>		
<p><i>Progress to date: What evidence are you collecting to evaluate progress and impact of how this work stream outcomes will be achieved.</i></p> <p><i>Remember: Your timeframe is from June 2017 to June 2018</i></p>		
<p>Outcome (i.e. what the work stream 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?)</p>		<p>Evidence Collected (e.g. focus group with parents, online survey etc.)</p>
<p>1. Partners have a clearer understanding of the aims of the C-Café programme</p>		<p>Attendance Partners feedback</p>
<p>2. Participants have positive relationships within the family</p>		<p>Parent/carers reporting increased confidence in supporting their children. (strengths / weaknesses daily hassles)</p>
<p>3. Parent/carers have increased their confidence in supporting their children</p>		<p>Parent/carers reporting increased confidence in supporting their children. (strengths / weaknesses daily hassles)</p> <p>Children and young people demonstrating improved wellbeing (My Star – primary, GIRFEC Web or Teen Star for secondary)</p>
<p>4. Learners manage formal and informal relationships and links with wider community</p>		<p>Children and young people who are reported to have increased engagement as a result of the programme</p> <p>% of pupils who are ‘on track’ to achieving their potential (School Case Study)</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'.

Remember: Your timeframe is from June 2017 to June 2018

1.

From 2017- 2018, 15 targeted families from SIMD 1 and 2 engaged in the Ccafé programme, (6 Primary and 9 Secondary) developing skills and practice in routines to better support children both at school and at home.

60% of participants showed commitment to the programme through a regular 90 % attendance over the 10 week programme.

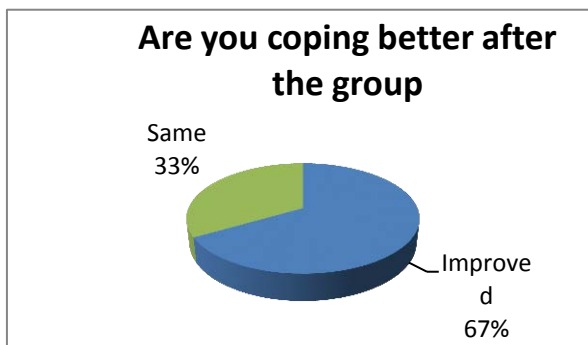
All families involved in the programmes showed an increase in confidence through weekly feedback sessions.

2.

Families participating in the Primary School programmes were asked to complete the 'Daily Hassles' monitoring tool. Analysis of the tool indicated that there were improvements across all categories with all families showing decreased hassle pre and post scores in the fields of relationships, routines, child behaviour, family norms and priority clashes from an average of 194 points to 95.

3.

Data capture at each Ccafe session highlighted an improvement in supportive relationships with almost all families in the Primary Programme from base line measures.



Analysis of the My Star Tool, showed improvements in confidence for almost all parents and carers empowering them to explore and improve their own wellbeing needs, strengthen their bonds and to take a more active and nurturing role in their child's development.

Engagement with a wider range of local partnerships and agencies ensured that all those participating gained access to support that was tailored to their identified needs and within their community.

The Ccafe Tree recorded these engagements and individual achievements and “grew” with the programme



4.

Case Study evidence indicated that :

“By the end of the eight week programme the school were reporting that L was showing more confidence within the class, which was having a positive impact on his learning and participation within classroom learning. This was reported by his class teachers and his Mum. He was observed and reported to be less tired.”

For those young people at secondary school, all demonstrated an increase on their SHANARRI assessments e.g. felt safe, healthy, achieving, nurtured, active, respected, and responsible and included.

Parents reported an increase in confidence and feeling less isolated with improvements in outcomes for families including:

- A parent joining the Parent Council within the school and a Positive Parenting group.
- A parent started their own cookery group at the nursery.
- A referral has been made to the Incredible Years Programme for one family.
- Young people have been sign-posted to groups within Education Community Learning and Development
- 2 families engaged with the CCafe + programme (Action for Children)

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

The Clackmannanshire Children and Families Environment Programme (CCafe) aimed to provide an early intervention approach which brought parents and carers, children and young people, partners and agencies and the wider community together to ensure that whole families get the support they need to fulfil their potential both within school and beyond.

Feedback from the 15 families across the C-Cafe Programme from SIMD 1 and 2 indicated that they benefited from being provided with opportunities to explore and improve their own wellbeing needs, strengthen their bonds and take a more active and nurturing role in their child's development.

Activities were supported by staff from within Education CLD, Action for Children and schools, who provided opportunities for families to develop new skills, exchange ideas, express their own views and opinions and make connections both within the group and wider community.

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific work stream going forward.

The number of families and learners within the C-Café programme demonstrated that there was a significant amount of resources being put in place for a low number of participants. There was limited evidence to show that involvement in the CCafe programme was impacting on engagement in schools or directly on achievement and attainment.

Whilst the programme was addressing the health and wellbeing of a small number of families there was a recognition that there was a greater need to engage parent/carers in learning in a positive way which would address their learning needs and increase their ability to support their child's learning and development.

As a result, impact and evaluation from CCafe has been rigorously reviewed and key learning and strengths embedded within the planned FLIC Programme for 2018-2019

4	<p>PEPASS Development of Sports Development Teams and community programmes to increase children and young peoples' participation in sport, improve confidence and resilience. Breakfast Club Programme</p>
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Scope: Please state whether this work stream has been implemented in primary schools, secondary schools or both.

X Secondary schools only

Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.

Progress to date: What evidence are you collecting to evaluate progress and impact of how this work stream outcomes will be achieved.

Remember: Your timeframe is from June 2017 to June 2018

Outcome (i.e. what the work stream 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.)
1. Increased attendance and participation at targeted events for identified children and young people	Attendance rates at events
2. Increased pupil confidence and self esteem	Pupil Feedback Pupil Surveys
3. Embedding PEPASS approaches into school environment	Participants engaging in additional PEPASS approaches

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 2017 to June 2018

1.

In August 2017 a new Breakfast Club programme was introduced at a targeted secondary school to motivate pupils to arrive at school on time, prepare pupils physically and mentally for the day ahead, and to get more pupils, more active.

The Breakfast Club was on every day, Monday to Friday.

At the Breakfast Club, 73 S1 and S2 pupils accessed the PE Department every morning before their

period 1 class, where they had access to a free breakfast buffet and use of the sports facilities to improve their readiness to learn.

11 of the pupils were invited to attend due to being identified as having poor attendance rates at school and in particular poor 'late' records.

The 11 pupil's attendance at the breakfast club was tracked and in addition their 'lates' were tracked over the 17/18 academic year and compared to their 16/17 records.

Of the 11 targeted pupils all significantly reduced their levels of lates to zero or 1 late.

In addition another 23 pupils who attended (out of 73) had reduced their record to zero lates.

By reducing the 'lates' to zero the pupils were able to get to their 1st class of every day in time and were ready for learning.

2.

Pupil Evaluations / feedback following the Breakfast Club, highlighted that all pupils valued the approach:

"It was a fun way to start the day."

"It was a good way of socialising/making new friends."

3.

At the Breakfast Club, S1 and S2 pupils accessed the PE Department every morning before their period 1 class, where they had a free breakfast buffet and use of the sports facilities.

The activities provided included Indoor Football, Basketball, Table Tennis, Dodgeball, and use of the Fitness Suite which have now been made available as part of PEPASS.

Increased participation in sport and physical activities, particularly amongst previously targeted inactive young people has increased.

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

The Active Schools Coordinator was pro-active and observed that pupils not engaging in social areas of the school. By providing fun sports opportunities during these times, such as before school and during lunchtimes, feedback highlighted that more young people participated in and enjoyed physical activity.

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific work stream going forward.

5	<p><u>Pupil Led Enquiry</u></p> <p>Structured opportunities for young people from S1-S3 in all secondary schools to engage in evidence based reasoning and creative problem solving towards finding solutions to support their own health and wellbeing. Supported by Space Unlimited and Strathclyde University, a range of learning experiences and approaches are provided to build skills and create a shared sense of responsibility.</p>
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Scope: Please state whether this work stream has been implemented in primary schools, secondary schools or both.

X Secondary schools only (Alloa Academy)

Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.

Progress to date: What evidence are you collecting to evaluate progress and impact of how this work stream outcomes will be achieved.

Remember: Your timeframe is from June 2017 to June 2018

Outcome (i.e. what the work stream 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.)
1. Enhancement of children and young peoples' voice and active role in health and wellbeing that reflect their interests, needs and enthusiasms.	Pupil comments and evaluations Pupil group presentations at Strathclyde University
2. Increased knowledge, understanding and enthusiasm for the health and wellbeing curriculum as a key to raising achievement, aspiration and motivation.	Pupil comments and evaluations. Staff and student teacher on-going evaluative conversations and presentations at Strathclyde University,
3. Improved curriculum design based on a pupil-led enquiry approach which translates a collaborative vision for health and well-being.	Enhanced curriculum development and inform learning and teaching.
4. Improved and reinforced active networking opportunities with other school partners and external partners to promote positive approaches relevant to community context.	Partnership engagement evidence.

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 2017 to June 2018

1.

The Pupil –Led Enquiry approach was focussed on one Secondary school, allowing 37 young people at S2 to increase their knowledge and skills around the model and embed a holistic pupil-led approach across the whole school community.

Evaluation data gathered at the end of the 3 day enquiry process suggested that the experience has been a positive personal development opportunity, enhancing pupil-voice for all the young people involved. End of programme pupil evaluations highlighted that:

83% say they are using their strengths and ideas

"I talked about my views on things"

"Being confident to share ideas"

"I listened to other people"

68% say that they have developed their skills

"I have developed my skills by joining in more"

"I've got better at listening"

"I have developed teamwork and people skills"

"I can work more cooperatively with others"

89% say they benefitted from the collaborative sharing of ideas

"It was fun getting to work with others"

"Sharing my ideas and thoughts"

"I have developed my skills in teamwork and communication"

"More confident at speaking in front of people"



2.

Presentations by young people and conversations at Strathclyde University showed improved knowledge and understanding of key health and wellbeing areas. Evidence presented by pupils highlighted the positive difference targeted approaches to support for health and wellbeing were having in their school. These included:

1. Be more Donkey – A project that offers a creative way to engage young people with identifying characteristics that support health and wellbeing through an interactive game involving popular movie and TV characters.

2. No More – Pupil campaign seeking to challenge racism and homophobia

3. In the Teacher's Shoes – A project led by young people that aims to support teachers to discover the range of sensitive issues young people are experiencing and potential personalised strategies for solutions.

4. Equality - A teacher feedback card - 'each term give feedback to teachers on their teaching. They can use this to make their teaching more positive'. Young people said that they felt that staff were able to offer them feedback but that they didn't have the same

3.

These ideas were presented to SMT and key members of the school community at a marketplace event on the last day of the 3 day process. As a result, key changes in the curriculum have been made to the PSHE Curriculum and school policy, guidance and practice is taking into account



the views of the young people involved in the approach. Most of the young people's sense of agency improved as a result of the experience:

68% say that they are more confident in their ability to influence change

"I can make a change with a little more help"

"Because I am not scared to talk in front of people"

"Seeing that my opinion can make a change helped a lot"

"Because I'm not as scared as I used to be in sharing my ideas"

100% say that positive change is already happening as a result of the work

"Teachers were excited to help us change things"

All staff commented positively on the impact of this project on pupil engagement, commenting that "it has really strengthened teacher-pupil relationships within the school" and that *"we were able to view learning from a different point of view."*

4.

Wider partnership involvement has promoted positive approaches to supporting wellbeing across the whole school community

For example: The school has reviewed its anti-bullying policy in collaboration with Brian Donnelly (Respect Me, Scotland) who has begun undertaking parental, staff and pupil consultations to support the school to create a new policy which reflects the views of the young people.



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

All staff at the school, as well as student teachers felt that the involvement with external partners supported them to truly engage with the enquiry process and use the results as a vehicle for positive change in the school.

All members of the SMT valued the partnership opportunity, to look outward and bring changes inwards, seeing their pupils in a different light, promoting positive relationships and validating young people as supporters and drivers of change at a whole-school level.

All pupils enjoyed working with the range of external partners and commented positively on the experience of attending the university. All pupils agreed that they day was inspiring and almost all felt "the school is committed to taking forward our ideas". All pupils also felt much more positive about attending university and further study, "it looks a lot more fun than I thought"

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific work stream going forward.

Some staff at the school commented that they would like to receive some continued support from the Improving Outcomes Principal Teacher involved, particularly in relation to the work with cluster primary schools. This will be taken forward as part of the I.O. PT's future work stream to ensure the school are able to fully embed pupils' ideas and vision.

6 Reading Programme

A bespoke project designed by Professor Sue Ellis (Strathclyde University) supports educators to co-create, with their pupils, a reading curriculum that explores how cognitive knowledge and skills for reading, reader and learner identity and cultural capital can intersect with the class and curriculum organisation and teaching.

Scope: Please state whether this work stream has been implemented in primary schools, secondary schools or both.

X Primary Schools

Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.

Progress to date: What evidence are you collecting to evaluate progress and impact of how this work stream outcomes will be achieved.

Remember: Your timeframe is from June 2017 to June 2018

Outcome (i.e. what the work stream 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.)
1. Literacy attainment continues to improve	NGRT (or equivalent) and CEM data. Increase in attainment levels from Teacher Professional Judgement.
2. Quality and consistency in the teaching and learning of reading will be increased.	Domain Wheels Confidence Measure
3. Increased use of a wider range of reading pedagogies	Learning Walks
4. Increased knowledge and understanding of the Reading programme through targeted CLPL.	Feedback from CLPL sessions

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 2017 to June 2018

1.

Analysis of data from the Teacher Professional Judgement Survey shows overall improvement across the authority in raising attainment in literacy particularly with our P4 cohort. There is an overall improvement in reading of 7%. More than two thirds of our schools are showing improvement in reading, with all schools involved in the Reading Programme showing improvement at all three Curriculum for Excellence levels

2.

Of the schools where domain self-reflection wheels were used, almost all staff verbally commented that this tool was a useful way of evaluating their practice and identifying next steps. This view was supported by all members of SMT in schools

The majority of staff members were able to compare their confidence levels before and after the period of support from the Improving Outcomes Principal Teacher Team.

Where domain wheels were completed as part of a whole-school CAT night, all staff felt they had a better understanding of the core components of each domain. In almost all schools where staff completed these independently, most teachers felt it would have been better if this was completed as a collegiate activity with a member of the Improving Outcomes Principal Teacher Team leading the session.

Of the individual teachers which we worked with, almost all staff comments were positive during team-teaching and modelling/coaching sessions. Almost all staff commented that they had increased confidence implementing elements of the reading programme however there was little evidence of these practices in school self-evaluation visits conducted within the local authority.

3.

Head Teachers and Senior Management Teams report an increased use of reading pedagogies and resources through Learning Walks. This has been supported through the implementation of Staff Book Clubs, engagement with local Libraries, sharing of resources via a GLOW page and targeted work with Literacy Leads in schools.

4.

Feedback and evaluation from CLPL across the Reading Programme has been sporadic and has provided limited evidence. This will be reviewed in 2018-9 to ensure that there is a mechanism in place to evaluate the programmes aims and objectives more robustly.

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

Staff have reported that they value the focussed approach on reading and comprehension programme. School end of year programme reviews highlighted that all of the Cohort 1 schools strongly agree that the role of the Improving Outcomes Principal Teachers is supporting them to develop a range of strategies and work collaboratively to enhance teaching which leads to high quality learning experiences.

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific work stream going forward.

The use of Reading Attitude Survey's was initially met with positive feedback from staff as they

were able to recognise “how my pupils see and value reading” (class teacher). However, due to the shortness of the period of support from the Improving Outcomes Principal Teacher members, staff were unable to re-access pupil’s views as 6 weeks would not be enough time to show impact. The same was true for some staff members who completed the domain self-reflection wheels.

Due to the Reading Programme being embedded across all Primary Schools engaging in teaching/modelling/coaching will need to be more targeted in order to make effective impact. The idea of using video equipment to record key elements is a potential solution to encourage ‘noticing teachers’ is being developed to support this.

7	<p><u>FOCAL/TALK Speech and Language Project</u></p> <p>A whole-school, assets-based approach in targeted primary schools. School communities work in partnership with Speech and Language Therapy to develop sustainable best practice, to ensure that children, regardless of their socio-economic background, experience improved spoken language, confidence and learning, with the strands of:</p> <ul style="list-style-type: none"> • Earlier identification of children with speech, language and communication needs • Development of an enskilled workforce who can deliver the best outcomes for children and families through awareness, understanding and use of strategies and interventions that will support children’s spoken language skills. • Development of communication environments that are accessible and language enriching for all learners • Increasing parent/carer knowledge, confidence and empowerment to be the best they can be in supporting children’s language development
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Scope: Please state whether this work stream has been implemented in primary schools, secondary schools or both.

X Primary schools only

Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.

Progress to date: What evidence are you collecting to evaluate progress and impact of how this work stream outcomes will be achieved.

Remember: Your timeframe is from June 2017 to June 2018

Outcome (i.e. what the work stream 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.)
1. Improved vocabulary and spoken language – children from Primary 1 to Primary 4 in targeted classes across 4 project schools	Standardised child language measures. Informal language sampling.
2. Improvement in children’s listening skills within targeted classes across 4 project schools	Rating scales: % improvement as rated by class teachers
3. Increase in staff knowledge and confidence in supporting children with SLCN.	Staff surveys and questionnaires: % increase in knowledge and confidence, as rated on staff surveys pre and post intervention.
4. Improved engagement with	Parent/carer feedback.

parents/carers, to develop their knowledge, skills and confidence

Parent/carer attendance at planned events

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 2017 to June 2018

1

Children whose language skills had initially been assessed between January and March 2017 during their pre-school nursery year, were reassessed on these same language measures at the end of primary 1, between May and June 2018:

- Vocabulary
- Spoken language
- Storytelling

a. Vocabulary

Children in the four targeted schools made 16 months progress in their expressive vocabulary skills over a 15 month period. Those within the control group schools showed an average of a 10 month gain over the same period. Evidence would suggest that, for children with already impoverished language at school entry, the vocabulary gap is expected to widen year on year, and that therefore children are not expected to make month-on-month progress in line with their chronological age.

b. Spoken Language

Children's grammar in sentences in the four targeted schools also showed positive improvement, with the number of children showing age appropriate or above grammatical skills increasing from 50% to 72%. Children within the control group schools showed a slight increase, from 41% in nursery to 47% at the end of primary 1.

c. Story telling

When assessed in nursery, children presented with an age equivalent score on story retell of, on average, 5 months below their chronological age.

By the end of primary 1, children from the four targeted FOCAL schools were, on average, presenting with language skills in story retell of equal to their chronological age. On average children made 21 months progress in their storytelling skills in a 15 month period, equating to 1.4 months' progress per month of the initiative.

2.

Following an initial 6-week Teaching Children to Listen intervention, all classes across the four schools except one were rated as having improved their listening total by their teacher and this improvement was maintained until the end of the year. 100% of class teachers reported continuing to use aspects of the Teaching Children to Listen approach following the modelled sessions.

3. Improved knowledge and confidence of staff

Staff knowledge and confidence in supporting children with Speech, Language and Communication Needs (SLCN) showed positive improvements, as rated on staff questionnaires. 6/21 staff in the four targeted schools rated their knowledge of SLCN as 'good' and 0/21 as 'excellent' before the project, while at the end of 2017-18 this had increased to 1 rating of

'excellent' knowledge and 12 ratings of 'good' knowledge. 7 out of 21 felt confident in identifying children with SLCN before the project, while 11 felt confident afterwards, an increase of 57%. Before the project, 7 staff described themselves as 'confident' in supporting children with SLCN and 0 as 'very confident', while at the end of the year, 3 staff felt 'very confident' and 12 felt 'confident'. Finally, 6 out of 21 staff members pre-FOCAL felt 'confident' in developing children's spoken language in the classroom, while following the intervention this had increased to 2 feeling 'very confident' and 9 'confident'.

3.

Prior to the FOCAL initiative, 29% of staff felt 'confident' about creating an inclusive communication environment. This had increased to 67% by June 2018. Staff reported a 20% increase in the regular use of strategies in the classroom that would support an inclusive communication environment by June 2018.

All four 2017-2018 FOCAL schools are working towards achieving their bronze communication environment award with the support of 'Communication Champions' in each establishment, all making positive steps towards this.

4.

Increased Speech and Language Therapist visibility in the FOCAL project schools has developed family learning opportunities. These have included:

- Speech and Language Therapists' presence at school parents evenings
- Presence at school events e.g. Christmas/Summer fairs
- Display boards sharing the work of FOCAL
- Newsletters
- Social media posts (supported by education staff) to share with parents and carers children's learning and key messages
- Family learning opportunities related to specific areas of language and intervention approaches e.g. Fun with Words parent/carer and child session, sharing the learning classroom sessions.
- Specifically arranged whole school events that promote listening and talking e.g. Screen Time Challenge, No Pens Day, FOCAL fun afternoon

8 out of 8 families who attended a 'Fun with Words' workshop were able to identify at least one key message around building vocabulary that they would take away to try at home.

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

Staff have reported anecdotally throughout the year really valuing the modelling and coaching approach used within FOCAL to deliver classroom interventions, with class teachers having the opportunity to jointly plan and deliver the approaches alongside Speech and Language Therapists to support growth in skills and confidence. This has been further highlighted during whole staff evaluation sessions to reflect on FOCAL at the end of the year.

Comments from staff:

- *'Modelling over 6 weeks really embeds practice'... 'helped teachers to be comfortable teaching [the language interventions]*
- *'Weeks [when SLT was] in and then not in helped model and practice'*
- *'I was more confident being able to see the interventions in action...more powerful than just hearing about them in a CAT session, like so many other interventions'*
- *'Planning jointly with [SLT]'*

Many members of staff, following coaching and modelling, have felt confident to take ownership of the FOCAL language interventions and are recognising ways to adapt or make use of aspects of them to embed within their existing practice.

Formal Training Sessions

Positive feedback has been received related to the FOCAL formal training modules, particularly for staff in upper school classes who may not have had the Speech and Language Therapists alongside them in the classroom. A proportion of staff in all project schools have taken up informally opportunities to follow up on training by asking the Speech and Language Therapists for advice in adapting approaches for their context. Following the practical interventions training module in particular, 90% of staff identified at least one approach explored in the training that they wished to learn more about and/or implement in the classroom.

Comments from staff:

- *'CAT sessions very informative'*
- *'It has been some of the best training. Great to have resources available.'*
- *'Excellent CAT sessions. Best this year.'*
- *'Very thorough, informative, easy to follow, practical to put in place'*
- *'Liked all the resources [being available to look at] so you could see what could be used in class'*
- *'Clear presentation and explanations coupled with practical sessions.'*

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific work stream going forward.

Work is needed to ensure joint ownership and promotion of such events between therapists, school leadership and other key staff through joint planning and improved communication around event logistics, purpose and intended outcomes. Family learning is an area that will require a more coordinated approach between Speech and Language Therapy and education going forward and we wish to develop this further in the next year of the project. It is recognised that engaging and building relationships with staff in the past year has been key to build the foundations for working together on supporting family learning opportunities.

Consultation time between Speech and Language Therapists and Education

It is important that regular, planned consultation time with teachers prior to beginning interventions and regularly between sessions are key to the success of the interventions in the classroom. In the event that this time is not prioritised, this reduces the confidence of both the SLTs and class teachers in successfully delivering the intervention and therefore means that the effectiveness of the intervention is reduced. Due to time and staffing pressures within schools this has not been consistently easy to prioritise and it is something that in the next year of the project we are keen to ensure is. Making use of the Key Factors for Success as outlined in our collaboration document the 'Partnership Working Tool' will enable us to have conversations with school Senior Leadership Teams around the importance of ring-fenced planning time and of other factors that lead to successful collaboration.

Comments from staff about possible improvements:

- *Parental engagement: better communication and advanced notice of drop in sessions*
- *More time available to develop the visual communication environment around school*
- *Clarity around progression pathways for FOCAL interventions and support with where these interventions fit into literacy benchmarks*

Numeracy in the Early Years (formerly Numeracy PEPASS)

8 Develop an approach to teaching numeracy and mathematics in the Early Years which will use physical activity as a vehicle to raising attainment.

Scope: Please state whether this work stream has been implemented in primary schools, secondary schools or both.

X Primary schools only

Progress to date

What evidence are you collecting to evaluate progress and impact of how these work stream outcomes will be achieved?

Outcome	Evidence Collected
1. Promote collegiately and the sharing of good practice between Early Years and Sports Development staff.	Minutes
2. Increase Early Years Educators' knowledge of early number development.	CLPL feedback and analysis
3. Increase capacity of staff to identify strengths and areas of development in young children's early numeracy skills.	Data from Number Assessments
4. Effective delivery of numeracy in the Early Years.	Support Packs Created
5. Raise attainment in early numeracy skills	Pre and Post Assessment Data

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'.*

1.

A working group of practitioners was established with staff represented from early years, sports development and the attainment challenge team. In addition, a second group from the early years setting was established to implement the Numeracy through Physical Activity programme.

2.

A total of 90 Early Years Educators across the local authority attended a half-day in-service CLPL session. Feedback was very positive and indicated that the session gave them a better understanding of:

- what is meant by ‘Number Sense’
- the misconceptions/difficulties children have with number
- Clackmannanshire’s Numeracy and Mathematics Progression Pathway at Early Level
- games/activities which could be used to develop children’s understanding of number

In addition, a CLPL session was delivered to members of the Sport’s Development Team who have lead roles in the Active Start Programme across the authority. The session was designed to develop their knowledge of children’s numeracy skills and how they can be supported.

3.

A total of 89 children were assessed in January 2018 using Clackmannanshire’s Early Number Learning Trajectories. The random sample included 33 children from SIMD 1-2 and 56 children from SIMD 3-10.

Key Findings

If using the projected progress as highlighted in section 3, the following analysis can be made about children living in SIMD 1-2 compared to SIMD 3-10;

FNWS(forward number word sequences) – 2 months behind	BNWS(backward number word sequences) 2 months behind
Numeral Identification – 5 months behind	Numeral Sequencing and Ordering – 2½ months behind
Number Structure (Spatial) – 2 months behind	Number Structure (Fingers) – 1½ months behind
Counting – 2½ months behind	

Additional Key Findings from the 89 children:

- 87.8% of children sampled were able to orally count forwards from 1 to 10
- 47.3% of children sampled were unable to count backwards from 5, they were unable to count backwards in sequence or had limited or no number names
- 6.8% of the children sampled were unable to identify any numeral within 10
- 45.9% of children sampled were unable to identify the missing number in a sequence 1 to 5
- 33.% of children sampled were able to identify the number of dots on a dice without counting
- 55.5% of the children sampled could show finger patterns to 5
- 4.1% of the children sampled were unable to count objects
- 90.5% of the children sampled could count objects to 5 and state how many

4.

A pack with activity cards was created to support staff in the planning and delivery of numeracy

through physical activity. Feedback was positive.

5.

A total of 33 children across 6 nursery classes were part of the 10 week Numeracy Through Physical Activity intervention. These children were assessed both pre and post intervention. On average there was an improvement in every area assessed. In particular significant gains were made in numeral identification, numeral sequencing and finger patterns

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

CLPL session to upskill Early Years Educators was generally very positive. Staff stated the session developed their knowledgeable of number development and they felt more skilled to support numeracy in the Early Years.

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific work stream going forward.

To continue with progress it is essential that the Improving Outcomes Principal Teachers and establishments ensure that there are effective tracking and monitoring of the model to ensure that the programme is embedded across all establishments within the authority. There will be a continued focus on the need for staff to be upskilled in a Train the Trainers model to ensure all nursery establishments are implementing this model to raise attainment in Numeracy.

9	<p><u>Teaching Number in the Classroom (Maths Recovery)</u> Prepare practitioners to approach mathematics instruction in a new way, emphasising the importance of ongoing assessment, careful observation, gauging children's current knowledge and strategies, and building on them to increase the student's knowledge, ability and self-confidence in mathematics.</p>
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Scope: Please state whether this work stream has been implemented in primary schools, secondary schools or both.

X Primary schools only

Progress to date
 What evidence are you collecting to evaluate progress and impact of how these work stream outcomes will be achieved?

Outcome	Evidence Collected
1. Enable Numeracy Leaders across the authority to become more knowledgeable in children's early mathematical development and equip them to support colleagues within the school community.	CLPL feedback and analysis
2. Increased skills and capacity of staff to provide numeracy support for children and young people	CLPL feedback and analysis

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'.*

1. and 2. Achievements

21 Numeracy Leaders across the authority attended a 2-Day course delivered by Maths Recovery Council. These sessions gave guidance and support about using Maths Recovery strategies and resources in the classroom for group and whole class teaching.

4 Numeracy Leaders were identified to take a lead role in the planning and delivery of CLPL sessions across the local authority.

8 Numeracy Leaders were identified to help plan the content and structure of the sessions and facilitate discussions during the events across the authority.

Teaching Number in the Classroom - CLPL Session 1
 Over 200 members staff from all primary school establishments and 2 secondary schools across the local authority attended an after school CLPL session.

Video clips exemplifying high quality learning and teaching activities from the Teaching Number in the Classroom book have been collated by Numeracy Leaders and added to Clackmannanshire's Numeracy Glow page.



There has been most improvement across the authority in Numeracy, with an overall improvement of 20% across the authority. The focus on numeracy interventions, including a more comprehensive and consistent approach in structuring daily lessons, is having a positive impact in raising attainment.

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

2-day Maths Recovery course

Feedback was very positive. In relation to ongoing CLPL, 20 out of 21 Leaders rated the sessions as excellent. Additional comments in terms of how the training advanced their knowledge of assessing and teaching children's number knowledge and strategies included;

'The learning trajectory and progressions in the book make it clear and easy to see where pupils have come from, what their next steps are and what are the gaps.'

'Clear progression in the learning trajectories which can slot in with current progression pathways. I now have a book full of assessment ideas, many of which I've had the opportunity to try over the last 2 days, to use with small groups.'

'Has given me ideas and strategies to teach the children when the gaps have been identified through assessments.'

Teaching Number in the Classroom - CLPL Session 1

Feedback was very positive. In relation to ongoing CLPL, 82% rated the sessions as excellent or very good. Additional comments in terms of how the training advanced their knowledge of assessing and teaching children's number knowledge and strategies included;



'Activities were excellent and ideas were extremely useful for seeing assessments in practice.'

'Lots of opportunities to discuss strategies with colleagues very helpful.'

'Good to watch videos in order to identify and discuss strategies.'

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific work stream going forward.

It has been difficult maintaining continuity amongst the Numeracy Leaders due to absence or change of role within the school. A number of Leaders who were trained by the Maths Recovery team have either now left the authority or been replaced. It was therefore a challenge getting staff to support the planning and delivery of the authority wide Teaching Number in the Classroom CLPL sessions.

10	<p><u>Early Intervention Team</u></p> <p>The Early Intervention Team provides targeted support for children, young people and families living within deciles 1 and 2 (SIMD) to ensure that the cycle of deprivation is disrupted and that the delivery of an effective Early Years service meets the needs of children and families in P1 and P2.</p>
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Scope: Please state whether this work stream has been implemented in primary schools, secondary schools or both.

Primary schools only

Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.

Progress to date: What evidence are you collecting to evaluate progress and impact of how this work stream outcomes will be achieved.

Remember: Your timeframe is from June 2017 to June 2018

Outcome (i.e. what the work stream 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.)
1. Improved engagement in numeracy and literacy for targeted children in SIMD 1 and 2.	Adapted Leuven's Scale data analysis Pupil Feedback
2. Improved emotional resilience for targeted children	Case Studies Learning Logs/Diaries
3. Increased skills and capacity of school staff to embed play into learning contexts	HT evaluation of Early intervention Worker Training Need Analysis
4. Increased parental engagement in their children's learning.	Attendance data Parent/carer feedback Number of parent/carer support sessions
5. Improved learning contexts that meets the needs of children and young people.	Peer Reviews End of Year Review

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 2017 to June 2018

1. Following a review of the roles and remit of the Early intervention Team in November 2017, 13

Early Intervention Workers are supporting targeted P1 and P2 children and families living in Deciles 1 and 2 in schools across Clackmannanshire to raise attainment in literacy, numeracy and health and wellbeing.

A total of 130 children were targeted by the programme - 85 individual children and 9 groups (45 children).

Close tracking February- June 2018) indicated improvements in all children in Wellbeing, Involvement and Attainment using the Adapted Leuven's Scale.

Feedback from children and young people highlight the benefit from play-centred approaches that help them reinforce key literacy and numeracy skills.

"I enjoyed writing numbers in the sand and finding numbers in the playground"- P1 Deerpark

"Kelsie brings in her dog to help me be calm and not lose my temper so often" – P2 Coalsnaughton

"I made this flower with the easy grip scissors and put on pom poms with tweezers. My hands was steady" P1 Banchory



2.

Individual case study material and School Learning Logs from targeted children show improvements in identified responses to stressors, key indicators of emotional resilience. Focussed group and 1-1 programmes such Circle Time, Sunshine Groups, Soft Start and Mindfulness has improved children's engagement and involvement in learning.

3.

A training needs analysis identified that the Early intervention Team would benefit from wider professional approaches to using play to enhance learning.

In August-September 2017, the Early intervention Team was trained in Theraplay. Key learning from this has been shared with schools via collegiate planning and peer opportunities to enhance the skills of staff to better support children you who require the highest levels of support. Feedback from school staff indicates an increased understanding and use of Theraplay.

"Theraplay sessions have been a big success and she now delivers whole class sessions for P2 classes allowing class teachers to get involved and become upskilled."

"She has worked hard to lead the introduction, implementation and embedding of play across the school day."

The Team will continue to create and share resources and approaches to embed Theraplay for 2018-9 to ensure that staff capacity is increased and the positive developments across wellbeing and involvement continue.

4.

Evidence of a wider range of opportunities to provide parental support is having a positive impact on the engagement and attendance of targeted children in P1 and P2.

Home visits and bespoke sessions for parents have increased their confidence and have provided them with a range of strategies and resources to increase the opportunities for learning at home.

End of session reviews indicate that parents value this support and feel more positive about how to participate in their own children's learning.

5. Regular peer review and observations of learning contexts highlight an increased range of interventions and programmes for targeted children promoting outdoor and contextual learning, imaginative play, therapeutic activities and positive relationship building.

Feedback from the Early intervention Team’s end of year survey shows:

- increased confidence of the Early Intervention Worker in the use of these interventions
- 100% of staff are “clear about their role in supporting attainment and achievement across Clackmannanshire”

A survey of 9 Head Teachers from the SAC schools highlighted the effectiveness of these interventions by the Team

Based on SSSC standards. The Early Intervention Worker:	Strongly Agree	Agree	Disagree	Strongly Disagree
Designs an environment that responds to children’s individual developmental levels, physical and emotional needs, and current interests.	90%	10%		
Provides a variety of developmentally appropriate materials and activities that foster social skills and encourage children to think, problem solve, question, and experiment.	100%			
Establishes and maintains a relationship of cooperation and respect with colleagues.	100%			
Establishes and maintains positive relationships, families, responding to comments and concerns with sensitivity, interest, and respect.	80%	20%		

Termly Peer Support and evaluations will continue to form part of the planned programme for the Team to ensure that key interventions are targeted to support improvements in wellbeing, literacy and numeracy.

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

In January 2018, the Early Intervention Team agreed to formalise their meetings to share good practice, review outcomes and impact. A schedule of meetings, school visits and peer support provides the Team with opportunities to ensure that the delivery of an effective Early Years service meets the needs of children and families in P1 and P2,(SIMD 1 and 2)

Due to the positive impact of the Early Intervention Team, all the posts were made permanent to the authority. This ensures that the skills and knowledge of the Team remains within the authority beyond 2020- the end of the Scottish Attainment Challenge.

A two day development session in June provided the Early Intervention with opportunities to enhance their skills, re-establish relationships with their co-workers and gain an insight into complementary programmes across the Attainment Challenge to raise attainment. Positive feedback from the sessions highlighted that 100% of the Team benefited from the opportunities provided and will embed their learning and experiences into their roles and remits.

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific work stream going forward.

Due to the refocus of the Early Intervention Team to provide targeted support, it has been necessary to monitor the work streams of some of the Team to ensure that their role is focussed on those children who have an identified need. The new calendar of meetings has supported this and continued regular communications and visits to schools will ensure that there is targeted support to raise attainment.

11	<p><u>Curriculum Team(Formerly Leadership of Learning)</u> <u>A Curriculum Team providing targeted support in :</u> Literacy Numeracy Health and Wellbeing Data Analysis</p> <p>} Improving Outcomes Principal Teachers</p> <p><u>The focussed work of the Improving Outcomes Team is referenced through the information and reporting highlighted in the individual work streams above.</u></p>												
<p>Scope: Please state whether this work stream has been implemented in primary schools, secondary schools or both.</p>													
<p>X Primary and Secondary schools</p>													
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<p>Progress to date: What evidence are you collecting to evaluate progress and impact of how this work stream outcomes will be achieved.</p> <p><i>Remember: Your timeframe is from June 2017 to June 2018</i></p>													
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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 2017 to June 2018

1.

The Curriculum Team provide regular updates and share local and national resources via GLOW to highlight good practice and increase participation in networking opportunities for practitioners.

A weekly Twitter update ensures that current work and programmes are shared widely and partners are kept up to date with progress. The number of Twitter followers has increased by 50%

2.

Involvement from the Curriculum Team in School Reviews (2018) has provided a clear baseline from which to establish targets for performance and impact. 75% of schools recently inspected (2017-2018) have been rated “good” or above.

The Team use this data to inform their practice and provide targeted approaches to build capacity and support closing of the poverty related attainment gap.

3.

End of session evaluations from 9 targeted schools participating in core Attainment Challenge programmes provided positive feedback on the work of the Improving Outcomes Team, highlighting the impact of their work streams on building capacity across Literacy, Numeracy and Health and Wellbeing

	Strongly Agree	Agree	Disagree	Strongly Disagree
Develop a range of strategies for individual and collective self-evaluation which contribute to school improvement	100%			
Develop coherent approaches to professional learning which build and sustain teachers' practice	100%			
Lead and work collaboratively to enhance teaching which leads to high quality learning experiences	80%	20%		
Build and sustain partnerships with colleagues, learners, parents and other stakeholders to meet the identified needs of all learners	70%	30%		

4.

Feedback from Curriculum Leads across Literacy, Numeracy and Health and Wellbeing indicates that staff are working collegiately to embed Benchmarks into planning . They all value the focussed support provided by the Improving Outcomes Principal Teacher Team

5.

The role of the Data Analyst has improved access and understanding of attainment and performance data for the Improving Outcomes Team. All the Team members have regular planned update sessions with the Analyst to ensure that there is a continued focus on those interventions that are making the difference to closing the attainment gap

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

See individual Work stream evidence

***Can you share any learning on what has worked less well or could be improved?
Please include in here any risks to this specific work stream going forward.***



CLPL

2018/19

Date	Time	Event	Location	Attendees
27/08/18	4pm – 6pm	Tapestry TLC Leaders – Group 1 Introduction	Kilncraigs, Council Chambers	Abercromby PS, Alva PS, Banchory PS, Clackmannan PS, Colasnaughton PS, Craigbank PS, Deerpark PS, Deerpark PS, Fishcross PS, Menstrie PS, Park PS, Alloa Academy (5), Alva Academy
28/08/18	3.30pm – 5.30pm	R4L (Universal) for Probationers / New Staff	TBC	Probationers / New Staff
29/08/18	3.30pm – 5.30pm	R4L (Universal) for Any School Staff	Kilncraigs, Room 2.01	Any School Staff already trained in NME
30/08/18	4pm – 6pm	Tapestry TLC Leaders – Group 2 Introduction	Kilncraigs, Council Chambers	Muckhart PS, Redwell PS, St. Bernadette's PS, St. Mungo's PS, St. Serf's PS, Strathdevon PS, Sunnyside PS, Tillicoultry PS, Alloa Academy (5), Lornshill Academy, PSSS/SSSS, Lochies, ABC Nursery, Sauchie Nursery
04/09/18	3.30pm – 5.30pm	R4L (Universal) for Probationers / New Staff	Kilncraigs, Room 2.01	Probationers / New Staff
05/09/18	4pm – 6pm	Reading Cohort 2 Session 1 – HT's and all Teaching Staff	Lornshill Academy, Assembly Hall	Abercromby PS, Alva PS, Banchory PS, Coalsnaughton PS, Craigbank PS, Fishcross PS, St Bernadette's PS, St. Mungo's PS, St. Serf's PS, Strathdevon PS, Tillicoultry PS
TBC	4pm – 5:30pm	NIF Event	Alva Academy	TBC
11/09/18	8.30am – 5.30pm	Tapestry – Dylan Williams Masterclass	Alloa Academy	SMT – am TLC Leaders - pm
11/09/18	2pm – 5pm	CCPE – Targeted Secondary	Lornshill Academy	Secondary Schools
12/09/18	4pm – 6pm	Reading Cohort 1 & 2 HT's	Lornshill Academy, Classroom	Headteachers
18/09/18	3.30pm – 5.30pm	R4L (Universal) for any Educator	Kilncraigs, Room 2.01	Any Educator
19/09/18	8pm – 9pm	R4L (Universal) for any Clacks Employee	Online YamJam	Any Clacks Employee
19/09/18	4pm – 6pm	Reading Cohort 2 – Session 2	Lornshill Academy, Assembly Hall	HT's and All Teaching Staff - Abercromby PS, Alva PS, Banchory PS, Coalsnaughton PS, Craigbank PS, Fishcross PS, St Bernadette's PS, St. Mungo's PS, St. Serf's PS, Strathdevon PS, Tillicoultry PS
25/09/18	3.30pm – 5.00pm	R4L (Universal) for any Nursery, Primary Staff	Park PS	Nursery, Primary Staff
26/09/18	4pm – 6pm	Reading Cohort 1 & 2 HT's	Lornshill Academy, Classroom	Headteachers

Date	Time	Event	Location	Attendees
01/10/18	4pm – 6pm	Tapestry SMT Session 1	Kilncraigs, Council Chambers	Head Teachers, Depute Head Teachers
03/10/18	4pm – 6pm	Reading Cohort 2 – Session 3	Lornhill Academy, Assembly Hall	HT's and All Teaching Staff - Abercromby PS, Alva PS, Banchory PS, Coalsnaughton PS, Craigbank PS, Fishcross PS, St Bernadette's PS, St. Mungo's PS, St. Serf's PS, Strathdevon PS, Tillicoultry PS
08/10/18	4pm – 6pm	Tapestry TLC Leaders – Group 1 Session 1	Kilncraigs, Council Chambers	Abercromby PS, Alva PS, Banchory PS, Clackmannan PS, Colasnaughton PS, Craigbank PS, Deerpark PS, Deerpark PS, Fishcross PS, Menstrie PS, Park PS, Alloa Academy (5), Alva Academy
09/10/18	2pm – 5pm	CCPE – Targeted Secondary	Alva Academy Room D104	Secondary Schools
10/10/18	4pm – 6pm	Reading Cohort 1 & 2 HT's	Lornhill Academy, Classroom	Headteachers
11/10/18	4pm – 6pm	Tapestry TLC Leaders – Group 2 Session 1	Kilncraigs, Council Chambers	Muckhart PS, Redwell PS, St. Bernadette's PS, St. Mungo's PS, St. Serf's PS, Strathdevon PS, Sunnyside PS, Tillicoultry PS, Alloa Academy (5), Lornhill Academy, PSSS/SSSS, Lochies, ABC Nursery, Sauchie Nursery
24/10/18	3.30pm – 5.30pm	R4L (Universal) for any Educator	Kilncraigs, Room 2.01	Any Educator working with pupils at GIRFEC Targeted or Enhanced Level
24/10/18	4pm – 6pm	Reading Cohort 1 & 2 HT's	Lornhill Academy, Classroom	Headteachers
6/11/18	2pm – 5pm	CCPE – Targeted Secondary	TBC	Secondary Schools
7/11/18	4pm – 6pm	Reading Cohort 2 – Session 4	Lornhill Academy, Assembly Hall	HT's and All Teaching Staff - Abercromby PS, Alva PS, Banchory PS, Coalsnaughton PS, Craigbank PS, Fishcross PS, St Bernadette's PS, St. Mungo's PS, St. Serf's PS, Strathdevon PS, Tillicoultry PS
14/11/18	4pm – 6pm	Reading Cohort 1 & 2 HT's	Lornhill Academy, Classroom	Headteachers
21/11/18	4pm – 6pm	Reading Cohort 1 & 2 HT's	Lornhill Academy, Classroom	Headteachers
14/01/19	4pm – 6pm	Tapestry SMT – Session 2	Kilncraigs, Council Chambers	Head Teachers, Depute Head Teachers
29/11/18	9.30am- 12noon	NME Training	TBC	Invited schools / teams only
15/01/19	3.30pm – 5.30pm	R4L (Universal) for Probationers / New Staff	Kilncraigs, Room 2.01	Probationers / New Staff

Date	Time	Event	Location	Attendees
21/01/19	4pm – 6pm	Tapestry TLC Leaders – Group 1 Session 3	Kilncraigs, Council Chambers	Abercromby PS, Alva PS, Banchory PS, Clacklmannan PS, Colasnaughton PS, Craigbank PS, Deerpark PS, Deerpark PS, Fishcross PS, Menstrie PS, Park PS, Alloa Academy (5), Alva Academy
22/01/19	2pm – 5pm	CCPE – Targeted Secondary		Secondary Schools
22/01/19	3.30pm – 5pm	R4L (Universal) for any School staff	Kilncraigs, Room 2.01	Any School staff trained in NME
23/01/19	3.30pm – 5.30pm	R4L (Universal) any Education, Social Work or AHP	Kilncraigs, Room 2.01	Education Staff, Social Work or AHP
23/01/19	4pm – 6pm	Reading Cohort 1	TBC	Headteachers / All Staff
24/01/19	4pm – 6pm	Tapestry TLC Leaders – Group 2 Session 2	Kilncraigs, Council Chambers	Muckhart PS, Redwell PS, St. Bernadette’s PS, St. Mungo’s PS, St. Serf’s PS, Strathdevon PS, Sunnyside PS, Tillicoultry PS, Alloa Academy (5), Lornshell Academy, PSSS/SSSS, Lochies, ABC Nursery, Sauchie Nursery
30/01/19	3.30pm – 5.30pm	R4L (Universal) for Probationers / New Staff	Kilncraigs, Room 2.01	Probationers / New Staff
11/02/19	TBC	Tapestry SfL Assistants (am)	TBC	TBC
11/02/19	3.30pm – 5.30pm	R4L (universal) any Early Level Educator	Kilncraigs, Room 2.01	Any Early Level Educator
11/02/19	9.30am – 12noon	R4L (Universal) for invited school teams only	Kilncraigs, Room 2.01	Invited school teams only
11/02/19	9am – 3.30pm	Reading Cohort 1 & 2 (Full Day)	TBC	Headteachers / All Staff
12/02/19	2pm – 4pm	R4L (Universal) Online for any Clacks Employee	Online YamJam	Any Clacks Employee
12/02/19	9.30am – 11.30am	R4L (Universal) for Educators & other Professionals	Kilncraigs, Room 2.01	Any Educator & other Professional working with pupils with high levels of SEBN needs, partner agencies
12/02/19	TBC	Tapestry SfL Assistants	TBC	TBC
19/02/19	2pm – 5pm	CCPE – Targeted Secondary	TBC	Secondary Schools
04/03/19	4pm – 6pm	Tapestry SMT – Session 3	Kilncraigs, Council Chambers	Head Teachers, Depute Head Teachers
11/03/19	4pm – 6pm	Tapestry TLC Leaders – Group 1 Session 3	Kilncraigs, Council Chambers	Abercromby PS, Alva PS, Banchory PS, Clacklmannan PS, Colasnaughton PS, Craigbank PS, Deerpark PS, Deerpark PS, Fishcross PS, Menstrie PS, Park PS, Alloa Academy (5), Alva Academy

Date	Time	Event	Location	Attendees
13/03/19	4pm – 6pm	Reading Cohort 1	TBC	Headteachers / All Staff
14/03/19	4pm – 6pm	Tapestry TLC Leaders – Group 2 Session 3	Kilncraigs, Council Chambers	Muckhart PS, Redwell PS, St. Bernadette's PS, St. Mungo's PS, St. Serf's PS, Strathdevon PS, Sunnyside PS, Tillicoultry PS, Alloa Academy (5), Lornshill Academy, PSSS/SSSS, Lochies, ABC Nursery, Sauchie Nursery
19/03/19	2pm – 5pm	CCPE – Targeted Secondary	TBC	Secondary Schools
23/04/19	3.30pm – 5.30pm	R4L (Universal) for Probationers / New Staff	TBC	Probationers / New Staff
30/04/19	3:30pm – 5:30pm	Tapestry SfL – Session 1	TBC	TBC
30/04/19	3.30pm – 5.30pm	R4L (Universal) for Probationers / New Staff	Kilncraigs, Room 2.01	Probationers / New Staff
07/05/19	3.30pm – 5pm	R4L (Universal) for all Educators	TBC	Any Educator
13/05/19		Tapestry SMT – Session 4	Kilncraigs, Council Chambers	Head Teachers, Depute Head Teachers
15/05/19	4pm – 6pm	Reading Cohort 1	TBC	Headteachers / All Staff
20/05/19	4pm – 6pm	Tapestry TLC Leaders – Group 1 Session 4	Kilncraigs, Council Chambers	Abercromby PS, Alva PS, Banchory PS, Clackmannan PS, Colasnaughton PS, Craigbank PS, Deerpark PS, Deerpark PS, Fishcross PS, Menstrie PS, Park PS, Alloa Academy (5), Alva Academy
23/05/19	4pm – 6pm	Tapestry TLC Leaders – Group 2 Session 4	Kilncraigs, Council Chambers	Muckhart PS, Redwell PS, St. Bernadette's PS, St. Mungo's PS, St. Serf's PS, Strathdevon PS, Sunnyside PS, Tillicoultry PS, Alloa Academy (5), Lornshill Academy, PSSS/SSSS, Lochies, ABC Nursery, Sauchie Nursery
28/05/19	3.30pm – 5.30pm	R4L (Universal) for any education staff NME	TBC	Any education staff NME
28/05/19	2pm – 5pm	CCPE – Targeted Secondary	TBC	Secondary Schools
29/05/19	3.30pm – 5.30pm	R4L (Universal) for any early level educator	TBC	Any early level educator
05/06/19	3:30pm – 5:30pm	R4L (Universal) for any Clacks employee	TBC	Any Clacks employee

Date	Time	Event	Location	Attendees
11/06/19	3:30pm – 5:30pm	Tapestry SfL – Session 2	TBC	TBC
17/06/19	4pm – 6pm	Tapestry SMT – Session 5	Kilncraigs, Council Chambers	Head Teachers, Depute Head Teachers

Appendix 3

Scottish Attainment Challenge Challenge Authorities Programme 2017/18 Budget and Actual Expenditure year ended 31 March 2018

Intervention	Allocation	Total spend to March 18
1. Listeners Services	£80,000	£70,000
2. Pupil Led Enquiry	£20,000	£25,833
3. Emotional	£168,000	£169,173
4. CAFÉ/ Family	£97,000	£118,466
5. PEPASS	£165,600	£170,567
6. Early Intervention	£290,000	£275,437
7. Leadership	£638,800	£594,616
8. Literacy & Numeracy	£88,600	£123,908
Authority Total	£1,548,000	£1,548,000

