
Report to People Committee

Date of Meeting: 21 November 2019

Subject: Scottish Attainment Challenge: End of Year Report September 2019

Report by: Improving Outcomes Manager

1.0 Purpose

1.1. The purpose of this report is to share the Scottish Attainment Challenge 2018/2019 End of Year report which was submitted to Scottish Government in September 2019.

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. Scottish Government have recently confirmed that the funding will be extended to the end of the parliamentary session in March 2022

3.2. Clackmannanshire is one of nine attainment challenge authorities and in session 18 - 19, 22 schools 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:
- A. overall progress towards raising attainment and closing the poverty related attainment gap
 - B. detailed progress on each individual work stream
 - C. progress for both the primary and secondary programmes

4.0 Considerations

4.1 A. Overall Progress

- 4.1.1 A range of measures are used to evidence progress within individual interventions as indicated in page 2 and 3 of the report (Appendix 1) The main measure of progress however is Teacher Professional Judgement (TPJ). Teachers use a variety of formative and summative assessment to confirm their professional judgements of children's progress. Local, regional and national moderation is taking place to ensure there is consistency in TPJ between classes, schools and Local Authorities.

CfE data (unpublished) from (2018/19) highlights continued improvement at Early level across both literacy and numeracy with achievement levels being higher than the Scottish average reported in 2017/18.

At First level, there is no improvement this year with achievement rates remaining similar to the previous year. However, the achievement gap among pupils living in our most and least deprived areas (SIMD Quintile 1 vs Quintile 5) narrowed at First level, with the gap in both literacy and numeracy being smaller than the Scottish average in 2017/18.

At Second level there are reported improvements in the achievement of numeracy levels but not in literacy, with the achievement rates remaining lower than the Scottish average for the previous year.

At Senior level, CfE data reports a slight fall in the achievement of 'Third Level or Above' in both literacy and numeracy across our S3 cohort in all three of our secondary schools.

Analysis at SIMD level (quintiles) for the achievement of Literacy as 'Third Level or Above' indicates that young people living within SIMD Q2,3 & 4 are achieving the same or higher than the stretch aims predicted by Scottish Government for 2019/20 but the gap between SIMD Q1 and 5 remains higher. The achievement of Numeracy remains lower than the National average.

4.1.2 Health and Wellbeing

The Readiness for Learning approach is becoming embedded into routine practice within Clackmannanshire for an increasing number of schools. Staff knowledge about trauma, stress and attachment is increasing and there is evidence of staff using this knowledge both face-to-face with pupils and in written reports. This knowledge is then translated into a deeper understanding of the behaviours pupils display in class, and is supporting school staff to design more effective, trauma-informed interventions

Attendance rates across the authority indicate that there was little change to the average attendance across both our primary and secondary schools in Clackmannanshire in 2018/19 at 92.8% with the average attendance for pupils from SIMD Q1 being 90.8%, again little change to the previous year.

The fall in exclusions continues with 212 in 2016/2017, 19 in 2017/2018 falling to 8 pupils in 2018/2019.

Support from the bespoke Holistic Wellbeing Service has seen 44 targeted young people moving from severe to normal range in emotional wellbeing as measured by the CORE Wellbeing Tool

4.2 B) Detailed progress update for each of the individual work streams

4.2.1 The following 'basket' of measures are being used to track and monitor long-term outcomes within each intervention.

- pre/post Teacher Professional Judgement
- Pre / post pupil surveys
- School Review data
- GIRFEC Wellbeing Web
- Pupil Feedback
- CORE Wellbeing tool
- Pupil Tacker
- Attainment data
- Attendance
- Exclusion
- Parental Engagement

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

4.3 C) Overall strategy to achieve improvement

4.3.1 The authority has embedded a tracking and monitoring tool, designed by the Improvement Analyst which focuses on individual cohorts and disadvantaged groups and individuals against a set of performance measures aligned to the National Improvement Framework and Attainment Challenge. The Improvement Analyst continues to provide bespoke support to establishments on data use and analysis through "Data Surgeries".

4.3.2 The Improving Outcomes Principal Teachers continue to provide school based input, working directly with academic partners and third sector partners and agencies in

order to further support class teachers to better support targeted children and young people and build capacity across learning and teaching.

4.3.3 A focussed Professional Learning Calendar is delivering high quality professional learning for all practitioners to ensure sustainability and continuous improvement in pedagogy and practice. The increased numbers of practitioners engaging in academic study is improving classroom practice.

5.0 The University of Strathclyde, supported by independent consultant and former Lead Author of the OECD Report in to Scottish Education in Scotland, David Istance, were commissioned to carry out research to help the Authority and all educational establishments understand the challenges faced in addressing the poverty related attainment gaps. The report, Understanding the Challenges, has now been received (October 2019) and will influence future planning. Stage 2 of the research will be implemented in the 2019/202 SAC Plan.

5.1 The Governance structure enables regular opportunities to keep partnerships, elected members and committees informed with detailed updates and case studies showcasing good practice. This allows members such as the SAC Management Board and the Towards Excellence and Equity Group (TEEG) to more effectively scrutinise and challenge progress across the Attainment Challenge. There were some challenges with attendance and purpose of the Management Group. These were discussed and resolved at the latest meeting.

6.0 Sustainability Implications

We are currently co-creating The Clackmannanshire Way with all educators and establishments. Sustainability and exit plans will be a key aspect of this work in session 2019/2020

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

13.0 Background Papers

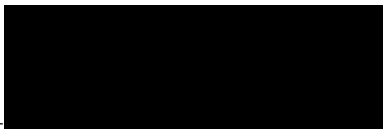
- 13.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

Yes (please list the documents below) No

Author(s)

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

Approved by

NAME	DESIGNATION	SIGNATURE
Anne Pearson	Chief Education Officer	

Scottish Attainment Challenge Challenge Authorities Programme 2018/19

End Year Progress Report - September

This document provides a guide to help local authorities report on their progress achieved through the Scottish Attainment Challenge.

This is an end of year progress report and you are asked to focus on the 2018/19 school year, including any planning undertaken prior to the school year starting (timeframe **June 2018 – June 2019**).

You should provide:

- an update on overall progress towards raising attainment and closing the poverty related attainment gap in your authority
- a more detailed progress update for each of the individual 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
Project Lead/Contact	Catherine Quinn

End Year Progress Report

Remember: this is an End Year progress report, the timeframe is **June 2018 – June 2019**.

This section is split in two. First, looking at overall progress and then exploring individual progress of each 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?	TOTAL: 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

- Pre / post Teacher Professional Judgement
- Pre / post pupil surveys
- School data
- GIRFEC Wellbeing Web
- Pupil Feedback
- CORE Wellbeing Tool (Wellbeing Scotland)
- Adapted Leuven's Scores

- Pupil Tacker
- Attainment data-SNSA,NGRT
- Attendance data
- Exclusion data
- Parental Engagement
- Behaviour Rating Index of Executive Function Skills (BRIEF2)

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.

Attainment

Analysis of Teacher Professional Judgement from 2017/18 to 2018/2019 indicates the following key improvements :

- An improvement in the percentage of P1, P4 and P7 pupils achieving expected CfE levels in writing (a significant increase at P7 of approximately 21%)
- An increase in the percentage of P1 pupils achieving early level in reading, writing, talking and listening and numeracy (increases of approximately 1%, 3%, 1% and 2% respectively)
- An increase of approximately 2% in the number of P7 pupils achieving second level in both talking and listening and numeracy

Closing the Gap

It should be noted that due to the small percentage of pupils in Clackmannanshire from Quintile 5, comparing Quintile 1 to Quintile 5 is not always a reliable measure.

However the following has been noted:

- Across early to second level (third level figures by quintiles are not yet available) in the majority of subjects the percentage of Quintile 1 pupils achieving the expected levels has remained the same or increased.
- The most significant increases are at First Level with the percentage of Quintile 1 pupils achieving first level increasing by 5% in listening and talking, 6% in reading, 4% in writing and 3% in numeracy.
- At second level, despite some increases in the percentage of Quintile 1 pupils achieving in talking and listening and numeracy the gap between Quintile 1 and Quintile 5 pupils has increased across all subject areas. The percentage of Quintile 5 pupils appears to be increasing at a faster rate than that of Quintile 1 pupils.

- The attainment gap between pupils from our most deprived areas reduced in senior phase with the largest reduction in our S4 cohort.

Health and Wellbeing

- Across primary 1 classes, which had implemented the TALK Clacks programme, children's listening skills improved by an average of 22% following the listening intervention. The number of children rated as having adequate listening skills to support their learning also increased from 49% to 84% and those rated as being in severe difficulty had reduced from 15% to 3%.
- Children and young people's mental health and wellbeing have been improving across the authority. Support from the bespoke Holistic Wellbeing Service has seen 44 targeted young people moving from severe to a normal range in emotional wellbeing as measured by the CORE Wellbeing Tool
- The Readiness for Learning approach is becoming embedded into routine practice within Clackmannanshire for an increasing number of schools. Staff knowledge about trauma, stress and attachment is increasing and there is evidence of staff using this knowledge both face-to-face with pupils and in written reports. This knowledge is then translated into a deeper understanding of the behaviours pupils display in class, and is supporting school staff to design more effective, trauma-informed interventions
- Attendance rates across the authority indicate that there was little change to the average attendance across both our primary and secondary schools in Clackmannanshire in 2018/19 at 92.8% with the average attendance for pupils from SIMD Q1 being 90.8%, again little change to the previous year.
- The fall in exclusions continued in 2018/19 with 8 pupils excluded.

Other Achievements

- 73% of our care experienced young people achieved SCQF level qualifications
- 93% of young people secured a positive destination on leaving school,
- More young people completing Activity Agreements and gaining Employment than in 2018
- 20% less children were referred to Children's Reporter
- 55% increase in practitioner confidence in improving learning and teaching
- Strong reading culture developed across schools, and improved partnership with libraries
- Successful partnership between Children and Scotland and Sunnyside PS to deliver Food, Families, Futures.
- Pilot schools involved in Cost of the School Day audit.

- 29 Families gaining qualifications through Family Learning Initiatives

The Clackmannanshire NIF Plan 2019-20 aims to address the issues highlighted by the data by aiming to deliver on the following action points:

- All establishments are supported to use data tools to effectively target pupils with the appropriate intervention
- A targeted action plan is developed to collaborate with school staff to identify children and young people who are living in poverty to ensure they are being supported in their learning
- Food, Families and Futures is rolled out further to provide after-school and holiday family engagement clubs, with support from partners and outside agencies to close the poverty related attainment gap and tackle Holiday Hunger
- Poverty Plan / Strategy for all schools is in place which reflects outcomes of Poverty Summit
- The Clackmannanshire Way - an empowered, connected and self improving model of education delivery is developed to achieve excellence and equity for all children and young people

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

There is a continued focus on the Stretch Aims this session (2019-2020) to guide and evidence the progress of our improvement work. By focussing on the Stretch Aims and working closely with our Attainment Advisor we aim to set a challenging ambition that harnesses the energy and motivation of educators and gives them clear goals to strive towards.

The use of a Risk Register is allowing those involved in the SAC interventions to be kept aware of challenges and has provided a means of tracking the response to this. It is updated quarterly and discussed at planned meetings and has ensured that delays or concerns have been addressed and prevented.

The revised Governance structure has provided more regular opportunities to keep

partnerships, elected members and committees informed with detailed updates and case studies showcasing good practice. This allows members such as the SAC Management Board and TEEG (Towards Excellence and Equity Group- a cross-party) membership group to more effectively scrutinise and challenge progress across the Attainment Challenge.

The dedicated Leads for each intervention across the Attainment Challenge provide an update of their Action Plan (2018-2019) through the SAC Delivery Group to ensure that there are clear links between the drivers and levers of the Attainment Challenge, National Improvement Framework and Pupil Equity Fund. A monthly update meeting provides a focus on performance and evidence to show closing of the poverty related attainment.

The Improving Outcomes Principal Teachers continue to provide school based input, working directly with academic partners and third sector partners and agencies in order to further support class teachers to better support targeted children and young people and build capacity across learning and teaching. Their progress against key improvement measures are tracked via School Contracts and close scrutiny of performance data to ensure that outcomes are met.

A focussed CLPL Calendar is delivering high quality professional learning for all practitioners to ensure sustainability and continuous improvement in pedagogy and practice. Bespoke sessions are provided for targeted establishments to ensure that there is a continuing focus on building capacity and supporting practitioners to raise attainment, During 2019-2020 this will be embedded through the use of the Authority CPD Manager-. This online tool will provide links to partner agency professional learning programmes, supporting a more coherent approach to learning for all staff and promoting wider Regional Improvement Collaborative partnership working.

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. This is monitored by our Attainment Advisor so that there is clear evidence of impact with information updates shared at the SAC Delivery and Management Board Meetings

A Collaborative Research and Evaluation Strategy is continuing 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. The increased numbers of practitioners engaging in academic study is improving classroom practice and our

thematic reviews are highlighting improved learning, teaching and innovation in many of our establishments.

The authority has embedded a tracking and monitoring tool, designed by the Improvement Analyst which focuses on individual cohorts and disadvantaged groups and individuals against a set of performance measures aligned to the National Improvement Framework and Attainment Challenge. The tracker provides regular reports which are shared with establishments and the Attainment Team which includes information on attendance, exclusions, Teacher Professional Judgements, standardised and local assessment data with a focus on pupils in Deciles 1 and 2. This allows all practitioners to focus on specific cohorts and close the poverty related attainment gap. The Improvement Analyst continues to provide bespoke support to establishments on data use and analysis through "Data Surgeries". This has allowed both Senior Management Teams and practitioners to focus on their context and plan targeted interventions to support those children and young people with the greatest need, closing the poverty related attainment gap.

In June 2019 there was a review of the model of support for establishments. A new integrated approach to improving Literacy/Numeracy/Health and Wellbeing aims to ensure that appropriate advice and targeted support focuses on how these, together, can improve learning and teaching at classroom level in order to raise attainment and close the poverty related attainment gap.

Feedback and analysis from 2018-2019 has highlighted that establishments and practitioners require support to utilise the CLPL from all interventions to date and combine these targeted approaches at classroom level so that there is greater consolidation and connecting of the learning. As such the refined model of delivery in Year Five will provide:

- Greater collaborative planning between interventions and teams and across work streams
- Streamlining of CLPL
- Streamlined advice and support
- More sustainable analysis and evaluation of progress
- More embedded classroom support

To facilitate this collaborative planning, delivery and evaluation there is a temporary additional level of governance (to December 2019) to ensure that there is continued consistency, responsibility and accountability supporting the processes and decision making of targeted interventions.

A number of interventions and approaches from Year 4 (2017-2018), while no longer funded

by the Attainment Challenge, continue to be embedded across establishments in Year 5.

1. The Pupil Led Enquiry approach, set up in 2017 in partnership with Strathclyde University and Space Unlimited continues to provide opportunities for pupils to integrate their planning with school improvement objectives, building skills and confidence allowing all participants to shape their learning experiences.
<https://www.engage.strath.ac.uk/event/622>
2. Across the Holistic Wellbeing and Listening Service, 5/8 primary schools and 3 / 4 secondary either match fund or use PEF funding to pay for a Wellbeing Worker to support the mental emotional and social wellbeing of children and young people, ensuring that there is sustainability and continuity for the model of support. The bespoke approach was highlighted at the National Wellbeing Scotland Conference in November 2018
<https://twitter.com/lornhill/status/1057969653782339585>
3. A continuing focus on the Cost of the School Day with a partnership seminar in June 2019, is providing practitioners and partners an opportunity to share strategies that are allowing them to narrow the poverty attainment gap helping establishments to identify and eliminate financial barriers and costs, ensure equal access to opportunities and reduce poverty related stigma and differences
<https://cpag.org.uk/content/taking-forward-cost-school-day-clackmannanshire>

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

Lack of participation and engagement from stakeholders in the governance of the SAC Programme at the Management Board level has meant that 2/4 latest planned meetings have been cancelled due to the high number of apologies.

The first meeting of the Academic Year 2019-2020 held in September will discuss this and look at possible solutions with members.

Changes in staffing continue to be a challenge for continuity and embedding of principles and practice. This also impacts on the planned finance and has meant that two projects have had to go through the Grant Change Request process.

2. Progress in individual work streams

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

1. Holistic Wellbeing and Listeners Services
2. Readiness 4 Learning
3. **Family Learning in Clackmannanshire(FLIC)**
4. **Leadership Academy for Parents and Carers –in partnership with Columba 14000**
5. Improving Reading
6. Talk Clacks
7. Pedagogy programme with Tapestry
8. Critical Collaborative Professional Enquiry with Stirling University
9. **Improving Outcomes Curriculum Team**
- 9a **Numeracy**
10. Early Intervention Team
11. Research and Evaluation



1	<p><u>Holistic Wellbeing and Listening Service</u></p> <p>A Third Sector Partnership to:</p> <ul style="list-style-type: none"> • Provide an independent and confidential listening and wellbeing support service to pupils through individual sessions and group work responding to their personal, social, emotional or educational concerns • Provide advocacy and facilitate access to locality support for young people to increase social, emotional and behavioural competencies • Work collaboratively with parents/carers to further support and promote the inputs and strategies put in place • Provide parents/carers with opportunities to identify and address their own wellbeing needs and offer wider partnership support • Provide an additional pathway for schools to support the needs of their young people based on the Wellbeing Workers role, responsibility and contribution • Link closely with any complementary Counselling Services in schools who provide enhanced, targeted and more intensive interventions • Work with schools to make referrals, where appropriate and with the pupil's consent, to other external agencies • Liaise with school staff and other professionals as appropriate to ensure the effective operation of the service
<p>Scope: Please state whether this work stream has been implemented in primary schools, secondary schools or both.</p>	
<p>Primary schools only Secondary schools only 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 2018 to June 2019</i></p>	
<p>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></p>	<p>Evidence Collected (e.g. focus group with parents, online survey etc.)</p>

<p>1. Improved emotional wellbeing and improvement of attainment in children from the most deprived areas, narrowing the poverty-related attainment gap.</p>	<p>Weekly attendance and exclusion rates Teacher Professional Judgement data Wellbeing Scotland CORE data Adapted Leuven's Scale</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 2018 to June 2019

1. Improved emotional wellbeing and improvement of attainment in children from the most deprived areas, narrowing the poverty-related attainment gap.

12 establishments (all secondary (4) and 8 targeted primary) have a Wellbeing Worker (June 2019). Of these, 5 Workers have 52 week contracts. They work collaboratively to provide additional support and continuity during the holidays for our most vulnerable and at risk children and young people across the authority. 14 young people have accessed this provision and have benefitted from additional 1-1s and home visits,

2 replacement Wellbeing Workers were recruited in November 2018 due to the need for a more flexible model of delivery in 1 secondary school. This has allowed young people and their families to access the service out with the school day.

An additional 3 Workers have been recruited through the use of PEF. All secondary schools now have a 0.5 SAC funded and 0.5 PEF funded Worker with an exit strategy in place to increase the PEF funding for Year 2020-2021.

Due to an exceptional need in a secondary school, a temporary Worker was recruited (0.4) days until from February – June 2019 for a group of 6 at risk young people. Feedback has highlighted that this additional resource supported the emotional wellbeing of both the young people and their families during a very challenging time.

Across the authority approximately 280 pupils have regularly accessed the Wellbeing service(August 2018-June 2019) with each establishment having identified baselines for their targeted pupils from SIMD 1 and 2 to show evidence of improvements across:

- Attendance
- Exclusions

- Attainment in literacy,
- Attainment in numeracy

(This figure does not include single meetings or consultations)

Using a Pupil Tracking Template,(Fig 1) 44 targeted SIMD 1 and 2 children and young people (15%) of the total accessing the service were tracked and showed:

- No exclusions-100%
- Improvements in attendance- 52%
- Continuation of predicted attainment targets (despite presenting with mental, emotional or social wellbeing concerns)- 82%
- Wellbeing(Adapted Leuven's) 85% improvement

Additional notes provided highlight that for targeted pupils there is:

"significant improvements in focus"

"pupil is working hard to self-regulate"

Fig 1.Example of Pupil Tracking Template used by educational establishments to monitor:

- Attendance
- Exclusions
- Attainment and wellbeing(based on Leuven's)

DATE	PUPIL 1				PUPIL 2				PUPIL 3			
	OCT	DEC	MAR	JUN	OCT	DEC	MAR	JUN	OCT	DEC	MAR	JUN
Attendance	76%	80%	84%	84%	100%	99%	97%	98%	99%	99%	97%	97%
Exclusions	0	0	0	0	0	0	0	0	0	0	0	0
Behaviour	R	R	A	A	A	G	G	G	A	A	G	G
Attainment Literacy	E1	E1	E1	E2	F3	F3	S1	S1	F3	F3	S1	S1
Attainment Numeracy	E1	E1	E1	E1	F3	F3	S1	S1	F3	S1	S1	S1
Wellbeing RAG	A	A	G	G	A	A	A	G	A	A	A	G
NOTES	Staged Intervention 2 Voluntary SW involvement Prolonged minor illnesses March. There has been a real improvement in focus & participation in learning.				Staged Intervention 2							

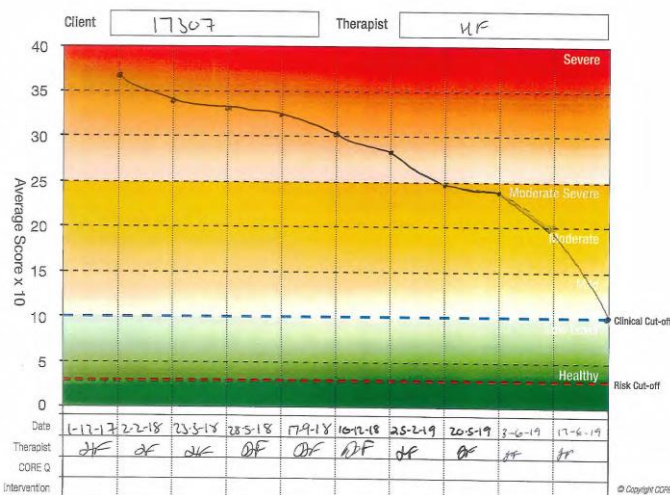
All pupils should be from SIMD 1 / 2

CORE Wellbeing Tool Analysis

Analysis of CORE Wellbeing

Tool(Fig 2) indicated that all tracked young people across all participating schools have shown a decrease in screening scores over their intervention period

(40+severe-10 clinical cut off).



The Baseline Monitoring Outcomes Survey (Fig 3.)

completed at the start of each input has highlighted improvements in all 15 indicators for all tracked children and young people indicating improved wellbeing and engagement.

All

" know where to go to get the help I need"

Most

" have improved relationships with the people in their life"

Almost all

report an improvement in "coping when things go wrong"

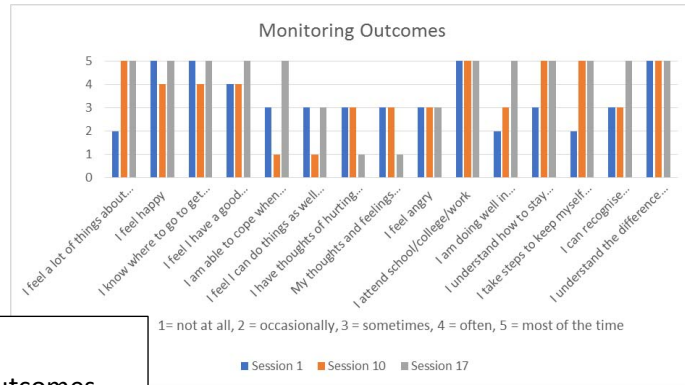


Fig 3. Baseline Monitoring Outcomes Survey

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

In November 2018, Education Services and the Wellbeing Service were asked to share their learning journey and experiences of partnership working at the National Wellbeing Scotland Conference. Over 250 delegates from across Scotland attended the event with input provided by 12 secondary pupils and 2 Workers from participating Clackmannanshire schools. Evaluations from the conference highlighted:

- 91% of delegates rated their input as excellent

Conference evaluations and feedback was very positive and highlighted:

“The work being done in the school is so innovative. The young people are so insightful”

“When young people speak it’s powerful! “

“Made me feel proud of what is done in Clacks”

A pupil group have developed a tool “Frankie the Zebra”, to support young people who are struggling with mental and emotional wellbeing concerns. This has been adopted as a Mental Health Mascot and is in the process of being published as a book.

This has been shared with 120, S1 and S2 pupils across the authority.

The resource was used support P7-S1 Transition in June 2019.

The Impact of Adverse Childhood Experiences on Adult Mental Health
Thursday 1st November 2018



Alloa Town Hall, Mars Hill
 Alloa FK10 1AB
 10.00 - 4.00 pm

OPENING REMARKS

CLAIRE HAUGHEY
 MINISTER FOR MENTAL HEALTH

&

JOHANN LAMONT, MSP
 CONVENER OF CROSS PARTY GROUP ON ADULT SURVIVORS OF CHILDHOOD SEXUAL ABUSE

MORNING SPEAKERS

Kaye Hills, Clackmannanshire Council Education Service

Closing the Gap : Innovative and inclusive partnership approaches to improving wellbeing outcomes for children, young people and their families in Clackmannanshire through the Scottish Attainment Challenge.

Kaye is an Improving Outcomes Team Leader within Clackmannanshire Council Education Service. She co-ordinates the Scottish Attainment Challenge across her Authority ensuring that targeted improvement activity in literacy, numeracy and health and wellbeing supports children and young people to reach their full potential and has been instrumental in establishing the innovative and highly successful Wellbeing Workers Project in partnership with Wellbeing Scotland across both primary and secondary schools in Clackmannanshire.

Sylvie McCleary, Integrated Mental Health Team, Forth Valley

The Impact of Adverse Childhood Experiences on Adult Mental Health

Over the last 27 years, Sylvie has worked in mental health within health, local authority and the voluntary sector. Sylvie has worked in Clackmannanshire since 2001 and had a key role in the development and implementation of Clackmannanshire's Integrated Mental Health Service. She is currently Team Manager and manages 2 community based services as well as being the service lead in regard to Well-being, Prevention and Early Intervention, Employability and Suicide Prevention. Sylvie's passions lie in normalising common mental health issues, supporting and strengthening communities.

Wellbeing Scotland is a registered Scottish Charity No SC024065, Company Registration No. SC365238

Through partnership working with Clackmannanshire Integrated Mental Health team, 8 young people received Mental Health First Aid training and became Authority Mental Health Ambassadors. The Wellbeing Workers have also become involved in the support and development of PSE programmes working in partnership with the guidance teachers.

In one secondary school, the Wellbeing Worker delivered sessions on



Child Sexual Exploitation to the third years and the first years' mental health project which has run for a second time. This project led to the facilitation of a group of 14 Junior Mental Health Ambassadors

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 increase in the number of Wellbeing Workers and governance around this, the separate Monitoring and Operational Wellbeing Groups, set up to examine progress and quality assure the service joined to become the Wellbeing in Schools Group. This Group has agreed Terms of Reference and meets quarterly to review progress against the agreed outcomes and share good practice.

The Wellbeing Workers terms and conditions are set by Wellbeing Scotland. As such, annual leave entitlement can be taken at any time This has meant that the service in some schools has been disrupted during term time. . Working with Wellbeing Scotland, a protocol is now in place to ensure that schools have advance notice of any leave so that there is minimal disruption to caseloads and support.

2	<u>Readiness for Learning (R4L)</u> A coordinated approach with training, school support, analysis and research (St Andrews University) that increases staff knowledge and skills in supporting children and young people’s wellbeing including self- regulation, executive functioning and emotional wellbeing	
Scope: Please state whether this work stream has been implemented in primary schools, secondary schools or both.		
<p style="text-align: center;">Primary schools only</p> <p style="text-align: center;">Secondary schools only</p> <p style="text-align: center;">Both, in primary and secondary schools</p>		
<p><i>Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.</i></p>		
Progress to date: What evidence are you collecting to evaluate progress and impact of how these work stream outcomes will be achieved.		
<p><i>Remember: Your timeframe is from June 2018 to June 2019</i></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?)		Evidence Collected (e.g. focus group with parents, online survey etc.)
<p>1. More effective interventions are developed which will increase participation and raise attainment in Primary 1 Pupils.</p>		<p>Pupil and Staff Surveys</p>
<p>2. Increased educator’s knowledge in assessing and designing interventions to children’s needs in order to raise attainment and reduce the poverty-related attainment gap.</p>		<p>Weekly attendance and exclusion rate Pre and Post Teacher Professional Judgement data – Early Level Standardised assessments at Primary Level SNSA data Behaviour Rating Index of Executive Function Skills (BRIEF2) scores</p>
What does this evidence show on the extent to which the above outcomes have been achieved to date? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put ‘N/A’.		
<p><i>Remember: Your timeframe is from June 2018 to June 2019</i></p>		
<p>1. <u>More effective interventions are developed which will increase participation and raise attainment in Primary 1 Pupils</u></p>		
<p>Pupils from the R4L pilot class in session 2017/18 have maintained the improvements in their BRIEF scores that were made in their P1 year. There is a higher percentage of pupils in this class achieving</p>		

the correct CfE level for their stage when considered alongside a comparator class elsewhere in the authority who have not received the R4L intervention, and in the years above and below them in their own school.

Pupils who are educated in new R4L classrooms have shown a statistically significant improvement in their executive function skills, indicating they have an increased capacity to engage in meaningful academic work. This is beginning to have an impact on the number of children achieving the correct CfE levels.

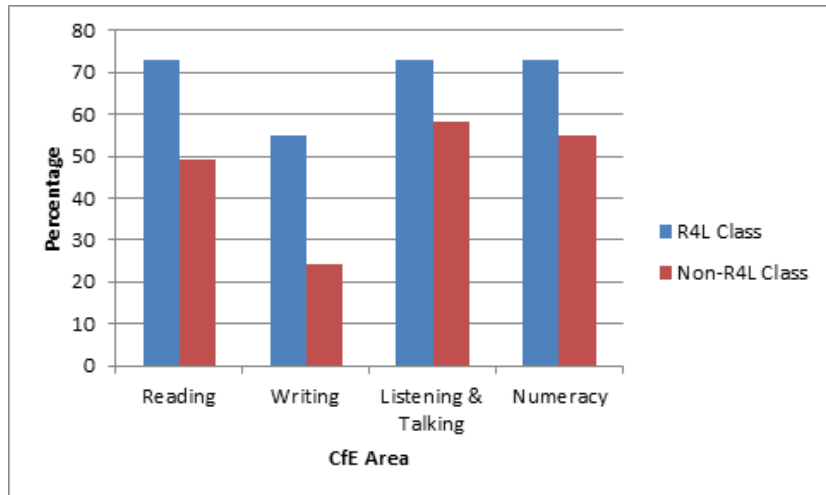
Comments from pupils in a Ready 4 Learning classroom:

Helps me to concentrate when the teacher is talking by using fidgets

Helps me to concentrate inside my classroom

Makes me relax and Lego helps me the most because it is calming and feels nice on my fingers

Helps me to focus on the teacher then we are ready to learn



2. Increased educator's knowledge in assessing and designing interventions to children's needs in order to raise attainment and reduce the poverty-related attainment gap.

88% of staff who have completed R4L training and implemented the approach has noticed a positive change in their classroom. 76% would continue to use approach next session. Knowledge, experience and evidence collected as a result of the R4L has been with a range of partners and stakeholders through a of mediums in order to contribute to professional dialogue and debate more widely.



the
shared
variety

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

The change from face-to-face delivery of training materials via twilight sessions to using the Council's online e-learning platform has been very well received. Staff are able to access content at a time and place that suits them through any mobile device, and they can go back to repeat modules if a particular topic becomes relevant to them. The materials are

presented in small, bite-size chunks, and use a variety of mediums such as videos, podcasts and written materials. Moving forward, further modules are in development that will allow staff to deepen their knowledge, freeing up EPs to provide further direct coaching support to schools that are in the process of developing their R4L practice.

Where schools have implemented the approach with a high degree of fidelity, there is a growing body of evidence to show that pupils executive function skills improve, and a slightly smaller evidence base showing that this then leads to improvements in academic performance.

The Readiness for Learning approach is becoming embedded into routine practice within Clackmannanshire for an increasing number of schools

Staff knowledge about trauma, stress and attachment is increasing and there is evidence of staff using this knowledge both face-to-face with pupils and in written reports. This knowledge is then translated into a deeper understanding of the behaviours pupils display in class, and is supporting school staff to design more effective, trauma-informed interventions.

Inclusion of Readiness for Learning Approach in the following publications :

- Division of Educational and Child Psychology journal article ('Developing a trauma-informed approach to closing the poverty-related attainment gap' Taylor and Barrett, 2018)

<https://shop.bps.org.uk/publications/educational-child-psychology-vol-35-no-3-december-2018-influencing-policy-and-practice.html>

- Times Educational Supplement (Scotland) article ('My Brain's All Shaky!', Hepburn, September 2018)

<https://www.tes.com/magazine/article/my-brains-all-shaky>

***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.***

There are continuing challenges, along with other intervention strands, in R4L being seen as sitting in a separate 'silo' that can compete with other approaches. In order to combat this, a new, integrated way of providing the interventions is being developed across the whole SAC team. The risk of this approach is that the fidelity of each individual intervention is reduced, meaning outcomes may not be as positive, but this is something the team is actively aware of and taking steps to reduce the risk of through robust professional dialogue.

3/4	<p><u>Family Learning in Clackmannanshire (FLIC) and Columba 1400</u></p> <p><i>In AUGUST 2018 the Columba 1400 and FLIC work streams were reviewed and then combined to create a bespoke programme with families, Education Community Learning and Development (CLD), Early Year Establishments, establishments, Social Work, Health and communities to allow parents to develop the confidence, motivation and resilience to support young people's ambition and aspiration leading to improved learning through this parental engagement. The programme was created following an initial scoping exercise by Columba 1400, evaluation from the CCafe programme and in partnership with families</i></p> <p><u>FLIC 1400 now provides</u></p> <p>A coordinated and bespoke family programme which focuses on the key strands of the Attainment Challenge. And aims to</p> <ul style="list-style-type: none"> • Engage with minimum of 18 families in 2018/19 • Develop literacy skills with parents so that they can support their child's learning and transition • Provide a digital platform with learning resources to support families • Establish family learning groups in all 3 clusters with a focus on reading
<p>Scope: Please state whether this work stream has been implemented in primary schools, secondary schools or both.</p>	
<p>Primary schools only Secondary schools only 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 2018 to June 2019</i></p>	
<p>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></p>	<p>Evidence Collected (e.g. focus group with parents, online survey etc.)</p>
<p>1. Increased parental support and</p>	<p>Adult Learning Assessments of Literacy</p>

engagement in children’s learning of literacy and numeracy, raising the attainment of those identified children compared to the overall cohort.	skills Pupil/Parent surveys
2. Increased confidence, reading skills and overall attainment in parents of identified children.	Reading Scores (linked to Intervention 5) Pre & Post Teacher Professional Judgement data – Literacy Levels SNSA 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’.*

Remember: Your timeframe is from June 2018 to June 2019

1. Increased parental support and engagement in children’s learning of literacy and numeracy, raising the attainment of those identified children compared to the overall cohort.

Increased partnership work with 9 schools and third sector organisations has further developed the family learning programmes and allowed for the implementation of a revised framework of engagement and participation.

Working across 9 targeted educational establishments, the Education Community Learning and Development Team have engaged with 29 families (29 parents/carers and 41 children).

Of these 12/29 parents/carers have participated in the Columba Leadership Programmes designed to allow parents to develop the confidence, motivation and resilience to support young people’s ambition and aspiration leading to improved learning. 8 families have participated in 2 programmes which were aimed at both parents and families providing support in the transition from primary to secondary school these programmes.





12 parents have gained at least one qualification while 6 have gained more than one, these being in first aid, elementary food hygiene and cooking skills. 6 parents have gone on to open up a community café one day per week which attracts 40 local residents, agencies and services weekly.

13 participants' children and parent/carers are participating in a John Muir award, while 2 children are doing a Hi5 award and 8 a Dynamic Youth Award supported by their parents/carers.

9 families participate in outdoor learning programmes, 4 in family cooking groups and 12 in family activity group.

A Creative Conversation facilitated by Education Scotland with 49 participants from across education and the third sector attending, explored their understanding of family learning, family engagement and home learning.

Planning is underway to establish Family Learning Network Cafes from September 2019.

Parents/carers have reported that they are more confident in seeking support for their child's learning.

7 have gone on to volunteer in the local community

Parent/carer feedback has highlighted:

"I now have friends, volunteer and I have noticed a change in my children's confidence."

"I was a couch potato and am now more active and spend more time with their children."

57% of parents have reported that they are now more confident in supporting their child's learning, supporting them with school work and other activities in the home, with 20% now volunteering in the wider community. 'I now have friends and volunteer in the community, my children have noticed an increase in my

confidence and are happier' (mum)

'I am no longer a couch potato, I am more active and spend more time with my children'
(dad)

2. Increased confidence, reading skills and overall attainment in parents of identified children.

I found confidence and support which helped me approach my child's school about an issue which has been bothering me

I now have a wider social group and I do activities in the community. I am a founder member of Clax14 which was set up to help bring the community together to tackle local issues and concerns. It has been very positive I've moved forward with my life

I've joined other groups as mentioned before along with the kids. This has given me the support and confidence to look at some of the behaviours I recognised in in one of my kids and address it with the school. This is now being taken seriously. I now want to play and interact more with my kids and I realise my house work can wait.



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

Collaborative planning and engagement between CLD Education and Columba 1400 has provided a more targeted and co-ordinated approach increasing the predicted number of family engagements by 61% (from 18 to 29).

The shared value based leadership experiences offered have exceeded the planned programme options with parents and carers having 6 co-ordinated programmes to choose from tailored to the groups needs.

Parent/carers are now actively involved in the process of collaboration and decision making:

After the first Columba 1400 I became a founder member of



Clax 1400 it gave me a purpose- it's like having a job, you're trusted to make decisions. You have respect, your opinion counts. It gave me a reason to get up and a feeling of responsibility out with the house. I've also volunteered with CAB which has given me a wider group of people to interact with and I've acquired new skills. I'm closing the gaps in my education, which will help me to find employment and find out what I really want to do. Attending Columba 1400 as a mentor gave me the opportunity to re-evaluate the kids and our lifestyle. I've looked at experiences which may not have worked out and realise that there will be other opportunities and not to give up I am able to observe the kids more and analyse the lack of interaction and conversation

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.

There has been a delay in the development of the digital platform due to the incompatibility of the current It systems in place. The authority is currently working with a private company to develop a platform to allow learning resources and links to be accessible.

5	<p><u>Improving Reading-Raising Attainment and Closing the Poverty-related Gap in Literacy</u></p> <p>Provide a bespoke project designed by Professor Sue Ellis (Strathclyde University) that supports educators in Clackmannanshire 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.</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

Secondary schools only

Both, in primary and secondary schools

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

Remember: Your timeframe is from June 2018 to June 2019

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 attainment of children within targeted schools in reading; reducing the attainment gap within this curricular area between children from the most deprived and least deprived areas.	Pre & Post Teacher Professional Judgement data – Reading Levels NGRT SNSA data
2. Developed coaching approach to reading will enhance the curriculum across targeted schools improving Educators' teaching practices in reading.	Teacher Surveys Domain Wheel

What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.*

Remember: Your timeframe is from June 2018 to June 2019

1. Improved attainment of children within targeted schools in reading; reducing the

attainment gap within this curricular area between children from the most deprived and least deprived areas.

(See pages 3,4, 5 and 6 of this report for more detail)

Analysis of Teacher professional Judgement data highlights the following:

Reading

Early Level:

Overall improvement

Higher than Scottish average

Gender gap with females achieving more

No overall improvement in achievement rate for learners from SIMD 1&2

Achievement gap has narrowed

First Level:

Slight fall in achievement rate

Lower than Scottish average

Gender gap with females achieving more

Improvement in achievement rate for learners from SIMD 1&2

No achievement gap

Second Level:

Slight fall in overall achievement rate

Lower than Scottish average

Gender gap with females achieving more

Fall in achievement rate for learners from SIMD 1&2

No change in the achievement gap

Difference in the achievement rate for learners from SIMD 1&2 and the overall achievement rate increased

Writing

Early Level:

Continued improvement

Higher than Scottish average

Gender gap with females achieving more

Improvement in achievement rate for learners from SIMD 1&2

Significant difference between achievement rate of learners from SIMD 1&2 and overall

achievement rate

Achievement gap narrowed

First Level:

No change in achievement rate

Remains the same as the Scottish average

Significant gender gap with females achieving more

Achievement rate for learners from SIMD 1&2 improved

Difference between achievement rate of learners from SIMD 1&2 and the overall rate
reduced

Achievement gap reduced

Second Level:

Fall in overall achievement rate

Lower than Scottish average

Significant gender gap with females achieving more

Fall in achievement rate for learners from SIMD 1&2

Difference in the achievement rate for learners from SIMD 1&2 and the overall
achievement rate increased

No change to the achievement gap

Listening & Talking

First Level:

Continued improvement

Higher than Scottish average

Gender gap with females achieving more

Slight improvement in achievement rate for learners from SIMD 1&2

No achievement gap

First Level:

Slight fall in achievement rate

Remains the same as the Scottish average

Gender gap with females achieving more

Achievement rate for learners from SIMD 1&2 improved

Difference between achievement rate of learners from SIMD 1&2 and the overall rate

reduced

Achievement gap narrowed significantly – small gap remains

Second Level:

Fall in overall achievement rate

Lower than Scottish average

Significant gender gap in learners from SIMD 1&2 with females achieving more

Slight increase in achievement rate for learners from SIMD 1&2

Difference in the achievement rate for learners from SIMD 1&2

The overall achievement rate increased

Achievement gap has grown.

Feedback from Thematic Reviews from Staff and Pupils highlighted that where highly-effective practice was evident; pupils commented on the strong reading culture in the school; that staff modelled the importance of reading and there was dedicated time to read and be read to each day.

Pupils enjoyed access to a range of stimulating learning experiences including drama, art and reader response which enhance their understanding of shared texts and schools had taken time to ensure a wide range of texts were available to meet their needs and interests.

Feedback from professional dialogue with class teachers shows that **almost all** teachers have engaged highly with the programme; experimenting with small tests of change within their own setting to improve learner experiences. **Some** staff showed awareness of how to adapt and respond to learner interests and provide challenging and stimulating learning experiences to drive learning forward.

2. Developed coaching approach to reading will enhance the curriculum across targeted schools improving Educators' teaching practices in reading.

In **almost all** schools, practitioner confidence in targeted areas increased. Findings show that almost all schools achieved agreed targets and crucially, for all schools that did; this target was surpassed. This was measured by re-capturing CT confidence through the use of self-reflection wheels.

Example A:

CT confidence in Cultural domain rose from an average of 3 to an average of 9 out of 10.

CT confidence in Cognitive domain increased from an average of 2 to 7 out of 10.

CT confidence using Identity domain increased from an average of 1 to 7 out of 10.

Example B:

CT confidence in Cultural domain rose from 5.3 to an average of 9.25 out of 10

SMT confidence in Cognitive domain increased from an average of 2 to 8 out of 10

CT confidence in Identity domain rose from 3.9 to an average of 7.9 out of 10

The increase in staff confidence indicates most staff has a greater understanding of how to create an effective learning mix for pupils – leading to enhanced learning experiences.

The number of teachers who felt 'very confident' in relation to their Literacy teaching increased by 5%

The number of teachers who felt 'quite confident' increased by 1% to 66%

19.1% of teachers found the CLPL 'very useful', with 73.4% finding this 'quite useful'

45% of teachers found the Coaching visits 'very useful', with 44% finding this 'quite useful'

Across each domain, staff understanding increased by:

- Cognitive: 80%
- Identity: 87%
- Cultural Capital: 76%

*Including improved 'greatly' and 'somewhat'

Cognitive

'I now have a greater awareness of the need to teach a wider range of reading strategies to support children with their reading as opposed to relying on 1 strategy.'

'I quickly became aware of how much emphasis was placed on the cognitive domain in my practice. I am beginning to develop ways of teaching the necessary cognitive aspects in ways that also encompass the social/cultural domains - e.g. responsively planning from a book and making that my focus, rather than trying to fit in many lessons (grammar, writing, reading, spelling).'

Identity

'I think this has helped me to focus on what children want to read and to identify what children think of themselves as readers. It has helped me to focus on creating a network within the class for children.'

'There is more pupil voice in regards to asking pupils what they like and sharing these

opinions with the class. Tricky word books with a context have given the pupils ownership and allowed them to be authors. A storytelling chair has been added to the reading area to encourage pupils to make up their own stories'

'This encouraged me to look at my class library with pupils and see what message it was giving across. We worked together to 'trash or treasure' our books and create a cosy reading corner'

Cultural Capital

'The biggest shift I would say is the value that is now evident in all responses from all pupils. There is no right/wrong answer when children are exposed the right questions. Each child is unique, bringing to the table their own bag of experiences and therefore what they take/infer from a text maybe the complete opposite as one of their peers! Get the questioning right and be prepared for a huge increase in pupil's volunteering to share their ideas/responses more openly. That is certainly what I have experienced over the last session and a half!'

'Finding out about how a child's experiences with reading at home have been invaluable. Also trying to involve parents/carers in our reading journey.'

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

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

Across the authority a number of enrichment initiatives have taken place to provide opportunities to increase reader cultural, cognitive and social capital.

These include:

1. Largo the Literacy Lion

<https://blogs.glowscotland.org.uk/cl/sunnysideprimary/2018/10/02/largo-the-lion-library-engagement/>

Largo the Literacy Lion was introduced to share the ideas and high quality texts across the authority. This project was also designed to promote a partnership with our local library. Largo travelled with his floor book and each school or nursery completed a few pages showing some of the activities taking place in the school and some of the books that were being read. Educational establishments were able to share interesting information and feedback suggests that the learners thoroughly enjoyed his visits. The floor book was showcased at a Sharing Event. So far he has visited 9/18 of our primary establishments. He will continue his journey around Clackmannanshire after the summer break. Feedback from Library Services has indicated that attendance and



membership has increased providing learners with access to a wider range of texts and literacy activities beyond the classroom.



2. D.C. Thomson

To increase social and cultural capital, DC Thomson Publications were contacted to introduce magazines and comics to class libraries and reading spaces and involve learners, particularly boys, in reading for pleasure

D.C. Thomson Publications have provided support and input to 7 educational establishments, sharing information about the jobs that they do and engage learners to engage in interactive activities relating to the content of the sessions. Magazines and comics have been donated to the schools that they have visited so far. They also prepared and presented two sessions in Alloa Library during the summer break and one session to the summer school organised by the CLD team. The feedback from the staff and learners involved has been very positive

'Thanks so much again, my class are officially Beano crazy'.

The schools are also using the magazines and comics to engage learners in reading and to promote a wide variety of reading materials.



3. Sharing Event

12 out of 18 primary schools opted to be involved in our Sharing Event. Each of these schools set up a marketplace style stall and shared a variety of innovative projects. Professor Sue Ellis opened the session and then visited the stalls. We invited colleagues from Education Scotland to attend. Some of our current cohorts of literacy leads have

requested opportunities in the future to share practice and ideas so this is an event that we hope to repeat in the future.

4. Stage Specific Sessions

3 sessions were planned and made available to practitioners – one session with two workshops P1 and P2, another session with two workshops P3 and P4 and one final session P5, P6 and P7. These sessions were all well attended. 49 staff members attended the first set of sessions.

Feedback included:

“Lots of food for thought and things to consider going forward”, “Very worthwhile”, “Good examples of model planners”, “I enjoyed the session – a lot of think about” and “(I’m) excited to implement/share these ideas in school”.

As a result of the feedback we have planned a core session for all P1 teachers and we currently plan to repeat the additional opt in sessions in the new school year.

Reader Attitude Survey-R.A.S

Example of impact relating to reader attitude surveys.

Example A – In November, 50% of the sample group of 6 pupils commented that they often read a book for pleasure. This figure increased to 83% in June with all pupils showing a positive increase.

Example B – In November, none of the sample group of 4 pupils commented that reading for pleasure was something that they liked to do often. One pupil moved to another school so this pupil was replaced by another child for the purpose of the survey in June. 50% of the pupils commented that they often read a book for pleasure in June with all pupils showing the same or a positive increase. In addition, there was a 25% increase in the number of pupils that commented on visiting a local library

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.

TALK Clacks (Talking And Learning with our Kids in Clackmannanshire)

Provision of an asset based approach in targeted nurseries/schools in partnership with Speech and Language Therapy, providing earlier identification of children with speech, language and communication needs. Phase 2 (2018/19) allows for identified modules on the practical, evidence-based interventions to delivered, emphasis on the communication environment and delivery of targeted Continuous Lifelong Professional Learning opportunities

TALK Clacks aims to close the poverty-related spoken language gap by:

- Developing an skilled universal workforce who can deliver the best language outcomes for children and families through:
 - improved knowledge, skills and confidence in supporting children’s speech, language and communication needs
 - improved skills and confidence in using evidence-based language interventions and approaches to improve spoken language skills and include children with communication needs
- Earlier identification of children with speech, language and communication needs by parents/carers and the universal workforce
- Increased parental engagement, knowledge, skills and confidence in improving their children’s spoken language skills
- Developing the visual and spoken Communication Environment in schools to ensure that they are accessible and language enriching for all learners

Seven primary schools across Clackmannanshire are now engaged with FOCAL; the whole-school TALK Clacks approach. Four of these schools were in their second year during 2018/19, while three further schools were in their first year.

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

- Primary schools only
- Secondary schools only
- Both, in primary and secondary 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 outcome will be achieved.

Remember: Your timeframe is from June 2018 to June 2019

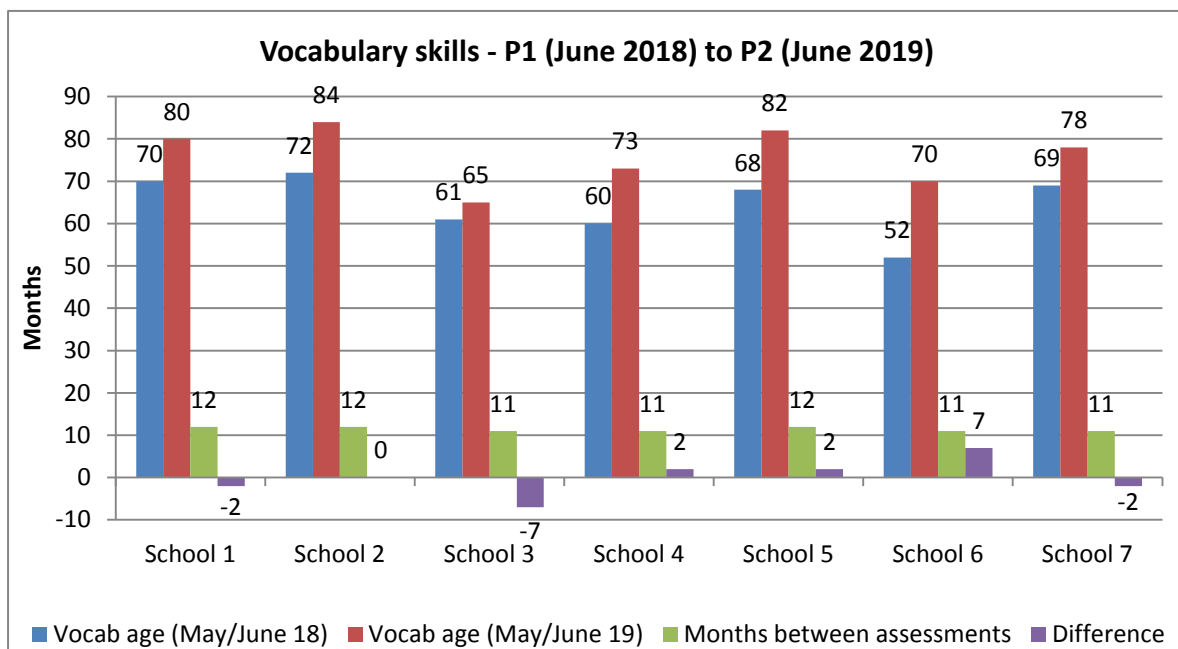
Outcome (i.e. what the work stream is aiming to achieve) (Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular subset?)	Evidence Collected (e.g. focus group with parents, online survey etc.)
1. Narrowed vocabulary and spoken language gap in children from the most deprived areas and improved attainment in literacy. (Children from Primary 1 to 4 in targeted classes across seven selected schools)	SLT Spoken Language Assessment Tools Pre & Post Teacher Professional Judgement Data – Literacy Levels
2. Increased participation in communication based activities in children from most deprived areas reducing the poverty related attainment gap. (Improvement in children’s listening skills within targeted classes across seven selected schools)	Pre & Post Teacher Professional Judgement Data – Literacy Levels SNSA data Standardised testing – PIPS Teaching Children to Listen Intervention Scores (SLT tool) – class teacher ratings
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 parents/carers, to develop their knowledge, skills and confidence	Parent/carer feedback. 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’.	
1. Narrowed vocabulary and spoken language gap; increased attainment Primary 2 A sample of children across all FOCAL schools have been re-assessed for a third time, using Speech and Language Therapy measures of: <ul style="list-style-type: none"> • Vocabulary (ability to name words) • Spoken language in sentences (use of vocabulary and grammatical structures) 	

- Spoken language in storytelling (narrative)

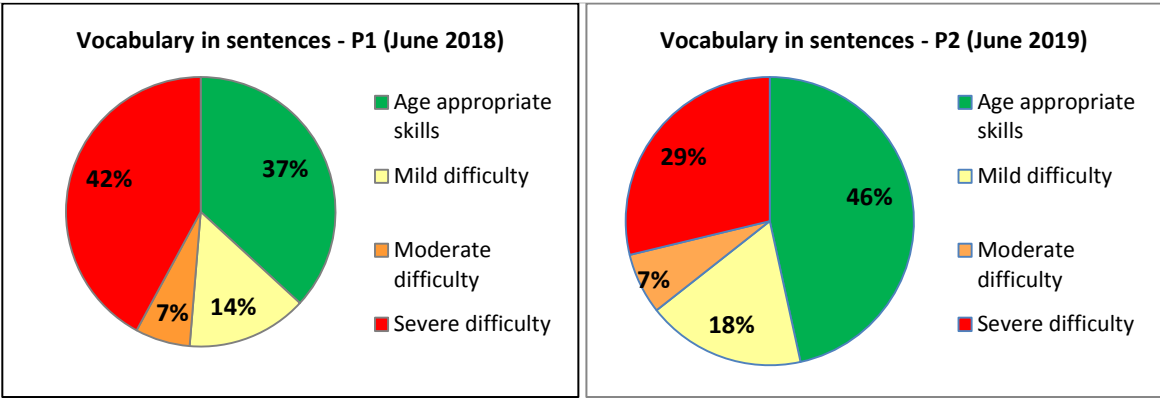
a. Vocabulary

Overall, primary two children assessed across the seven FOCAL schools (77 children) maintained their progress in expressive vocabulary skills, with an average of an 11-month gain in their age equivalent scores over an 11-month period. Evidence would suggest that, for children with already impoverished language at school entry, the vocabulary gap is expected to widen year on year, so these children would not usually be expected to make month-on-month progress in line with their chronological age.

However, the graph below highlights there was considerable individual variation between schools and in three out of seven FOCAL schools the assessment suggested children had not made at least month-on-month progress with their expressive vocabulary. It is recognised that, in two of the schools where children did not make the hoped for progress, staff have not yet engaged with training, coaching and modelling on use of a whole-school approach to teaching spoken vocabulary, Word Aware. This will be a priority intervention for supporting children’s vocabulary development in these schools in the new academic session.

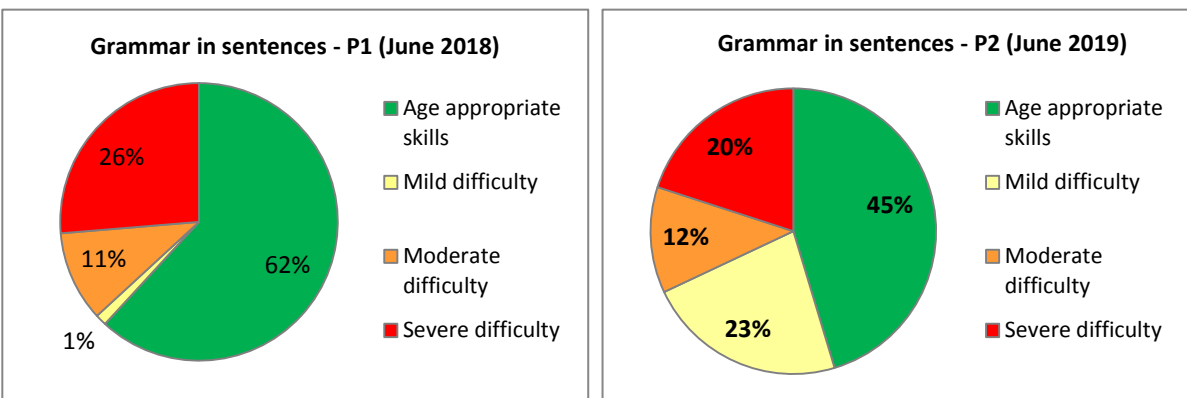


b. Spoken Language in Sentences



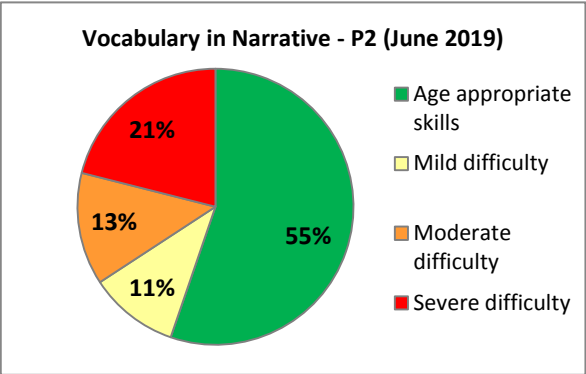
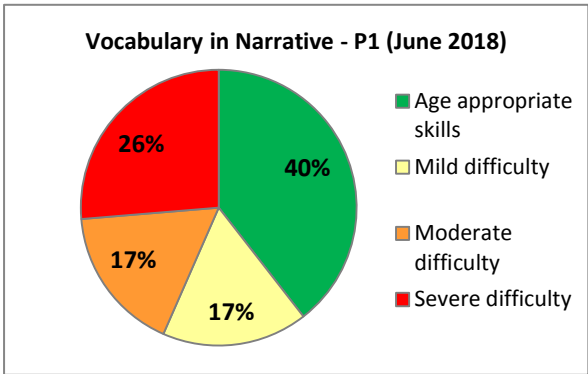
When assessed in June 2018, 37% of children across the FOCAL schools presented with spoken language skills that would be considered age appropriate (equal to or greater than chronological age). A further 14% were experiencing a mild difficulty (1-6 months below their chronological age). 49% were experiencing a moderate to severe difficulty (7 months or more below their chronological age).

By June 2019, 46% of these children now presented with spoken language skills on assessment that were age appropriate at sentence level, with a further 18% presenting with a mild level of difficulty. The number of children experiencing a moderate to severe difficulty had reduced to 36%. Children across the FOCAL schools improved on average 14 months in an 11 month period in their ability to use vocabulary in sentences. All primary two children across the seven FOCAL schools received the Colourful Semantics intervention which specifically targets vocabulary in sentences.

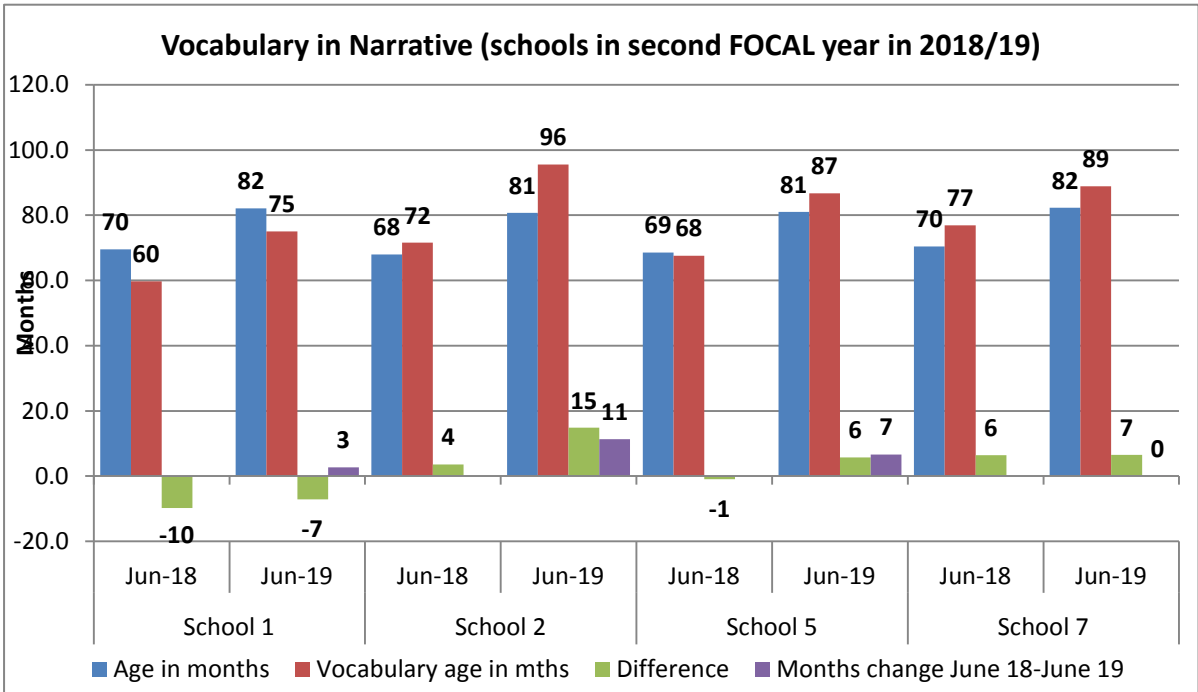


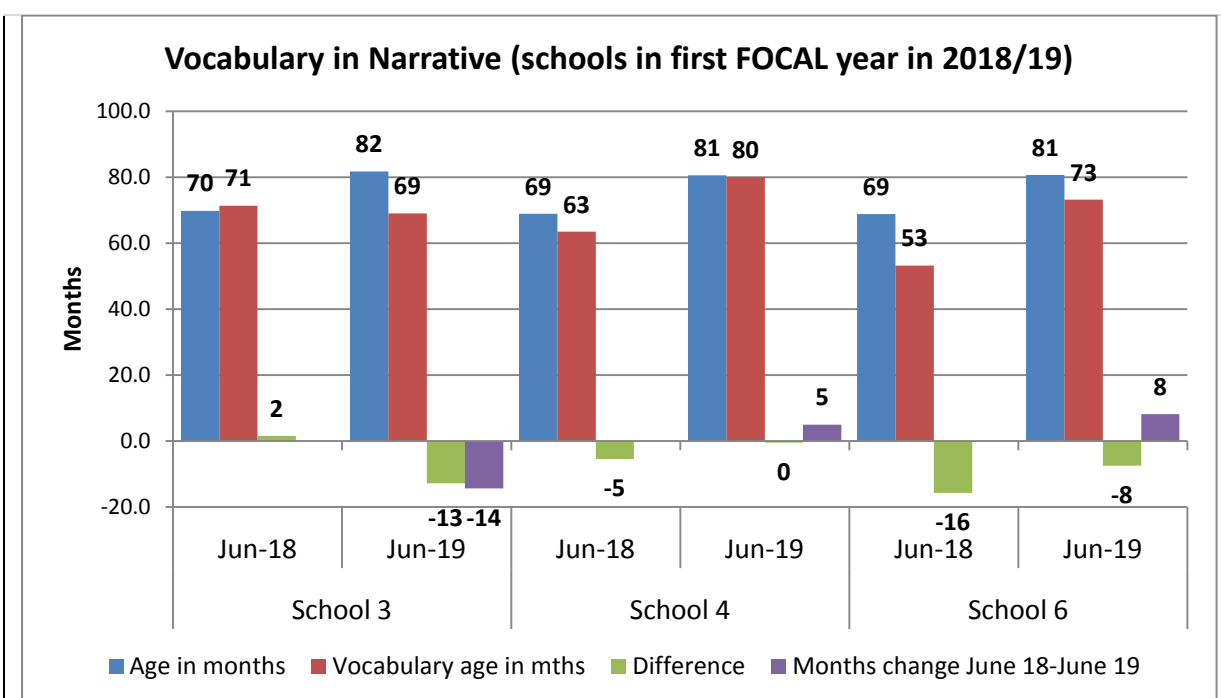
The percentage of children demonstrating age appropriate grammar skills on assessment reduced from 62% in June 2018 to 45% in June 2019. However, a further 23% presented with a mild delay and the percentage of children in moderate to severe difficulty reduced slightly, from 37% to 32%. However, grammar skills have not been less of a focus of the language interventions delivered through FOCAL than vocabulary.

c. Spoken Language in Storytelling (Narrative)



Prior to beginning FOCAL in the 2018/19 session, children from across the seven schools were, on average, presenting with vocabulary skills in a narrative of 3 months below their chronological age. In the four schools that had already received the FOCAL intervention in 2017/18, children were already presenting with skills on average that were equal to their chronological age. Children whose schools had not yet received FOCAL were presenting on average with skills 6 months below their chronological age. Assessment data below, comparing June 2018 and June 2019, highlights individual differences between placements but suggests that the gap is closing in schools in their second year of FOCAL (17 months progress in 12 months on average) and not widening in schools in their first year of FOCAL (11 months progress in 11 months on average).





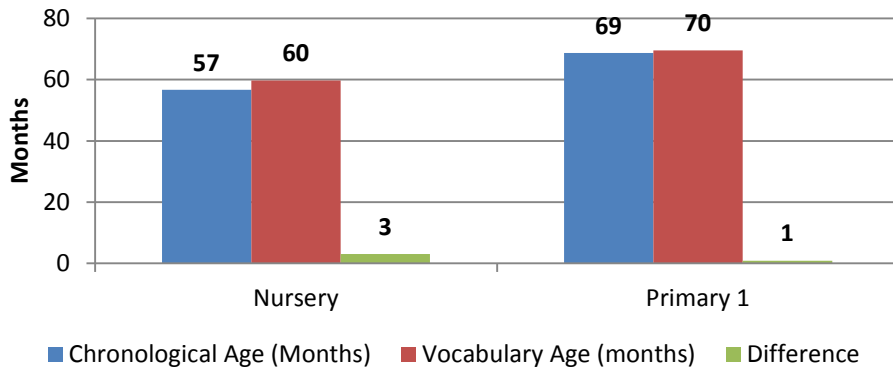
Assessment of vocabulary skills when telling a narrative again highlighted individual variation between schools, but when considering all schools, the gap continued to close across schools, with children making an average of 14 months progress in 11 months.

Primary 1

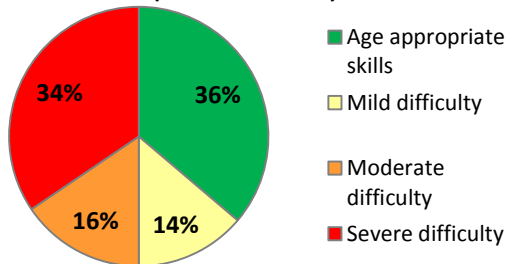
The language skills of a smaller sample of primary 1 children, a number of whose language skills had previously been assessed through their involvement in the TALK Clacks whole-nursery intervention, LIFT, were also measured in June 2019.

The graph below represents the difference between children's average vocabulary in nursery following the LIFT intervention (June 2018) and at the end of a year of FOCAL in primary 1 (June 2019), on an assessment cohort of 43 children. The graph shows a slight decrease in month-by-month-progress between children's chronological age and their vocabulary age. However, overall, a greater number of children were presenting with age appropriate skills at the end of primary 1 (58%, up from 48%) and there was a slight decrease in those presenting with moderate to severe difficulties (33%, down from 40%).

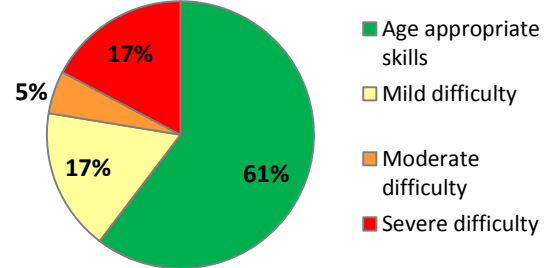
Gap between vocabulary age and chronological age - nursery to P1



Vocabulary in sentences - nursery/early P1 (June - Dec 2018)

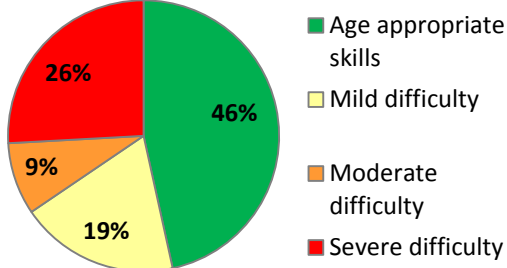


Vocabulary in sentences - end P1 (June 2019)

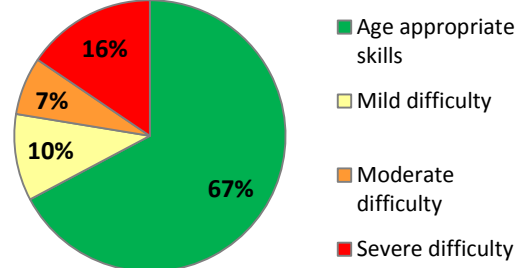


58 P1 children across six schools were also assessed on their vocabulary and grammar in a sentence. The percentage of children presenting with age appropriate vocabulary increased from 36% to 61% across the duration of FOCAL, while the percentage of children in moderate to severe difficulty reduced from 50% to 35%. Children's grammar also improved, with a 21% increase in age appropriate skills from 46% before to 67% after, while those in moderate to severe difficulty reduced from 26% to 16%.

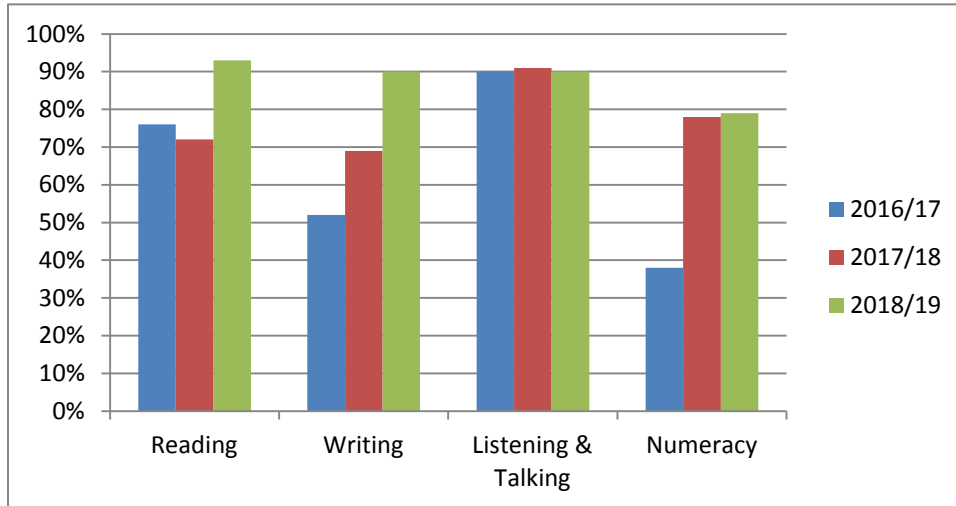
Grammar in sentences - nursery/early P1 (June - Dec 2018)



Grammar in sentences - end P1 (June 2019)



Literacy attainment



In School 1, teacher professional judgements (above) for children at the end of primary one in session 2018/19 showed an increase in prediction of attainments in early level reading and writing compared with the previous two years. This cohort of children was the first year-group to have entered primary one having already been involved in spoken language LIFT interventions in nursery as part of TALK Clacks.

Listening and talking and writing attainment data was also obtained for School 3 for 2018/19 P1s and P4s, as detailed below. This data highlighted attainments of above the national average and, reportedly, these results show an improvement on attainments from the previous year, although these were not made available to the therapists.

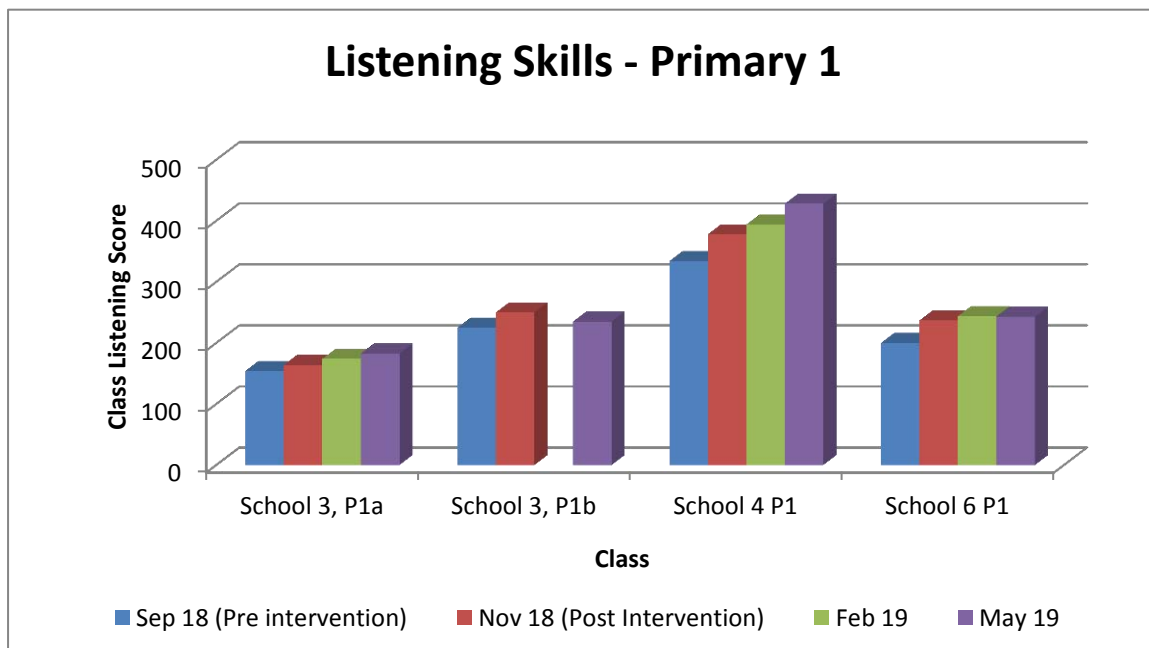
	Listening & Talking		Writing	
	Craigbank	National Average	Craigbank	National Average
P1	96%	87%	86%	78%
P4	89%	85%	76%	72%

2. Increased participation & improvement in children’s Listening Skills

Teachers of primary 1 to 4 from schools in their first year of FOCAL rated their class’ listening skills in September 2018, prior to beginning a six-week *Teaching Children to Listen* (TCTL) intervention. This was repeated immediately following the listening intervention and a further twice at intervals throughout the year. The collective listening skills of each class were rated as having improved following the intervention and, in all-but-one class, skills continued to improve throughout the year.

Across primary 1 classes, for example, children’s listening skills had improved by an average of 12% following the listening intervention. The number of children rated as having adequate listening skills to support their learning had also increased from 49% to 69% and those rated

as being in severe difficulty had reduced from 15% to 3%. By the end of the year, this progress had been sustained and built upon, with an average improvement in listening skills of 22% from the start of the year and a further increase in those demonstrating adequate listening skills, to 84% of learners. Almost all teachers who had received modelling and coaching in the listening intervention reported continuing to use at least one strategy related to TCTL (for example: explicitly reinforcing the rules by reminders and modelling; displaying visual cue cards to support these; continuing to play listening games with the class) and were observed by the therapists following the intervention to mostly be more specific and planned in their approach to listening skills in the classroom.



Staff completed end-of-year reflections on the benefit of FOCAL for learners and made the following comments related to participation:

'The children have a more positive outlook to writing'

'Reluctant learners are engaging more'

'Reading and writing has become a more positive experience for those who would normally find it challenging'

'[The interventions have] made learning fun and engaging for the children'

'Some of my pupils have ASD or English as a second language and the structure of Colourful Semantics has given them great confidence'

'All the children knew the [listening] rules and as a result were ready to learn as soon as I asked for their attention'

'Pupils' communication and listening skills have improved, helping to build their confidence in their ability'

3. Increased staff knowledge and confidence

Following the delivery of formal training modules and modelling and coaching approaches in the classroom for schools in their first year of FOCAL, staff reported an increase in their skills, knowledge and confidence in a range of areas which support children with speech, language and communication needs (SLCN). On average, from the start of the FOCAL intervention to the end of the year, the percentage of staff self-rating their knowledge of speech language and communication development as 'good' or 'excellent' increased by 18%. Confidence in identifying learners with SLCN also increased, with 73% of respondents reporting they were 'confident' or 'very confident', compared with just 27% at the start of the year.

In terms of supporting and including children with SLCN, prior to the FOCAL intervention only 9% of staff felt 'confident', 64% had 'some confidence' and a further 27% had 'little confidence'. Following intervention, 100% were 'confident' or had 'some confidence'. There was an increase of 37% in the teaching staff who felt 'confident' that they could create an inclusive communication environment in their classroom for all learners from the start to the end of FOCAL. This was further supported by the fact that by the end of the intervention staff were able to describe specific key strategies which could be considered features of an excellent visual or spoken language environment, including: use of visual timetables; labelling of areas and resources with pictures and symbols; differentiating levels of language and questions; use of Makaton signing to support understanding.

Five FOCAL schools have now achieved the NHS Forth Valley bronze award for developing an excellent Visual Communication Environment to support all learners' communication, with one of these schools also having received their silver award. This highlights that schools are working to create a consistent approach to supporting learners' understanding and communication across the whole-school environment, such as displaying visuals to support listening and learning, labelling of the environment, visual menus and visual timetables to help learners understand the sequence of the day.

4. Improved engagement with parents and carers





The project SLTs have worked with identified schools, particularly those who have been in their second FOCAL year, to develop family learning. In School 5, a ‘Little Literacy Leaders’ family learning programme was developed in collaboration with the school in which children, with the support of class teachers, shared their



literacy learning with their parents and carers across a three-week programme, delivered twice for invited families in P1-P4/3. In total, 26 families attended at least one session and those who attended each week received an activity ‘goody bag’ containing motivating spoken language and literacy activities and an information leaflet about that week’s spoken language theme, to give ideas for practising skills at home. While some families were able to attend for all three weeks of the group, and parents and carers reported enjoying their children leading the learning, feedback suggested that three weeks may be too long for some families to commit to. This feedback will help to inform future planning of family learning events.

In addition, School 1 also ran a ‘let’s talk about words’ session for parents/carers and children, designed to support families with information and activities to develop children’s vocabulary.



Can you share any learning on what has worked particularly well

Staff in schools continue to report that the modelling and coaching approach is an effective way to support their confidence and skills in using spoken language interventions in the classroom and enables them to build on understanding gained from formal training. In schools who have completed their second year of FOCAL, all class teachers felt confident to deliver language interventions with reduced levels of SLT support than in year one. More experienced staff who worked directly with the therapists in year one have also felt confident

in a number of cases to support less experienced peers. The therapists recognise that positive outcomes for children are most likely to be achieved when education staff are able to integrate the spoken language interventions with existing classroom approaches. Particularly in schools that have been in year two of FOCAL this year, staff are demonstrating increasing autonomy in integrating aspects of spoken language interventions into their literacy approaches.

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 therapists recognised this year that there has not been the capacity for schools or for the therapists to focus on all the aims of FOCAL simultaneously if hoping to develop these fully and well. It will be important going forward to collaborate closely with schools to help them identify their own particular priorities and capacity and allow them to focus on specific aspect(s) of FOCAL at a time. This may involve, for example, focusing mainly on staff training and classroom language interventions, or choosing to further develop family engagement opportunities or the communication environment. This means a more flexible and bespoke approach to meeting the needs and priorities of individual placements and their populations.

There have been some issues with the timely gathering of quality improvement data from schools across the year, including measures such as teacher ratings of children's listening skills and measures of spoken language. This has led to some gaps in the gathering of data, although this has not had a significant impact on the ability to evaluate the approach. However, as schools and therapists work together in 2019/20 towards sustainability for when the project ends, it will be important to empower school staff to work towards gathering data themselves, ensuring this data is manageable, purposeful and assists them most with measuring impact and improvement.

Feedback from staff at the end of the year highlighted that there is some increase in their confidence in supporting parents and carers to develop children's spoken language. However, this is not consistent and feedback across establishments indicated that this is still an area many would like to improve on or do more of. Therefore, support on how to improve family learning and parental engagement opportunities specifically around spoken language development is likely to be an increasing focus next session.

Speech and Language Therapy has also learned, through experience locally and from implementing similar approaches in other NHS Forth Valley areas and evaluating outcomes, that schools demonstrate improved outcomes and sustainability if they can access two years with a high level of engagement with a Speech and Language Therapist, followed by additional time at a medium level of support. This has meant recommending to the local authority adaptations to the original FOCAL model in Clackmannanshire, which was to offer a high level of support in year one (25 days), a medium level of support in year two (approx 10 days), and a low level of support in those schools having a third year (equivalent of 2 days). This has an impact on the number of schools that therapists are able to offer direct, bespoke FOCAL support to, but also aims to ensure that those schools who are part of the approach are supported to embed this into their teaching practice and that there is sustainability beyond the project duration.

In 2019/20, there are plans to combine the early years (LIFT) and primary (FOCAL) approaches that make up the TALK Clacks intervention to support the approaches to become more integrated for establishments. Where possible, one therapist will support an entire placement in both their early years and primary school work. TALK Clacks will also be working more closely with other work streams within the SAC and wider local authority in order to deliver integrated CLPL opportunities for educators at core, bespoke and intensive levels.

Pedagogy Programme with Tapestry

7 The Leading Learning, Improving Pedagogy and Equity Programme provides opportunities for SMT, Teachers and Support for Learning Assistants to engage in 5 key strategies(Learning Intentions: Feedback: Quality Questioning: Involving Learners; Learners Supporting Learners), carry out research, engage in professional dialogue and action planning to improve pedagogical practice which ultimately supports improvement in learning and achievement.

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

Primary schools only
 Secondary schools only
Both, in primary and secondary 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 workstream outcomes will be achieved.

Remember: Your timeframe is from June 2018 to June 2019

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 attainment in children from across the authority reducing the poverty related attainment gap.	School Reviews Attainment data (SNSA, PIPS, NGRT) Teacher Professional Judgement Data
2. Increased teacher ability in children’s learning of Literacy and Numeracy.	Teacher/pupil surveys Tapestry Log

What does this evidence show on the extent to which the above outcomes have been achieved to date? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put ‘N/A’.

Remember: Your timeframe is from June 2018 to June 2019

1. Improved attainment in children from across the authority reducing the poverty related attainment gap.

See pages3,4,5 of this report

2. Increased teacher ability in children's learning of Literacy and Numeracy.

691 practitioners across Clackmannanshire are participating in the Leading Learning, Improving Pedagogy and Equity Programme.

All educational establishment Teacher Led Community (TLC) Leaders have completed 4/7 planned sessions for 2019, (a further 3 sessions are planned for 2019-2020).



Seminars completed have included:

- Formative Assessment-quality questioning, discussion
- Collaborative Learning
- Peer tutoring
- Personal Planning

Peer lesson observations are taking place across all schools and feedback provided to support pedagogy and practice from each TLC Leads.

Individual Tapestry Logs are being used to capture professional evaluations and impact, planning, tracking and monitoring progress towards self improvement. These are available for :

- Head teachers/SMT
- TLC Leaders (programme participants)
- TLC Members in School (whole school approach)

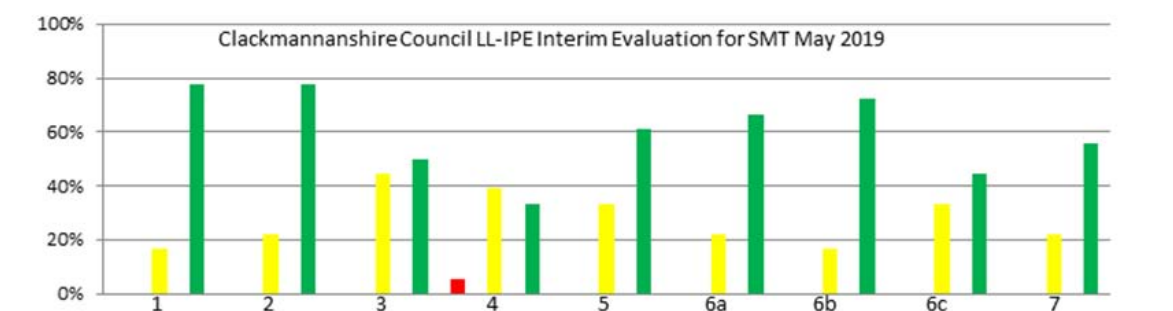
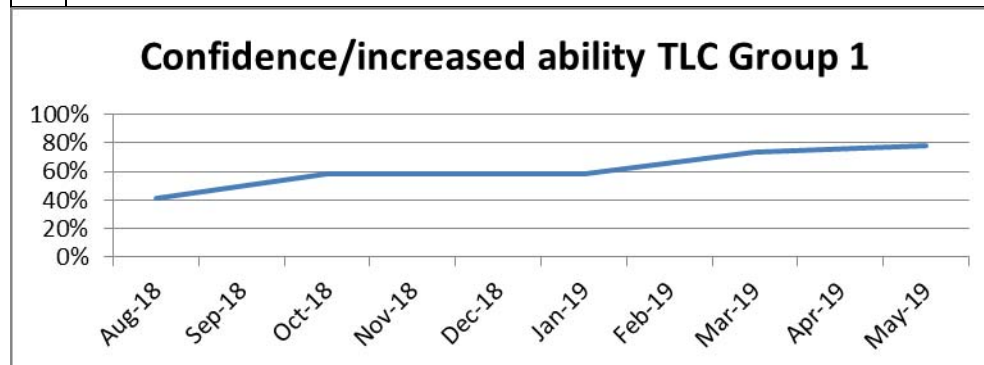
Feedback based on the questions below (Fig 1) has highlighted an improvement in confidence of all practitioners.

Group 1 37% increase in confidence from baseline

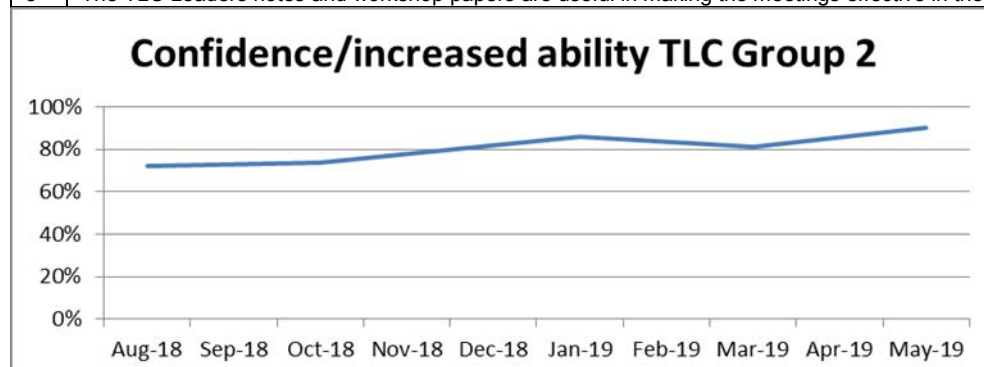
Group 2 18% increase in confidence from baseline

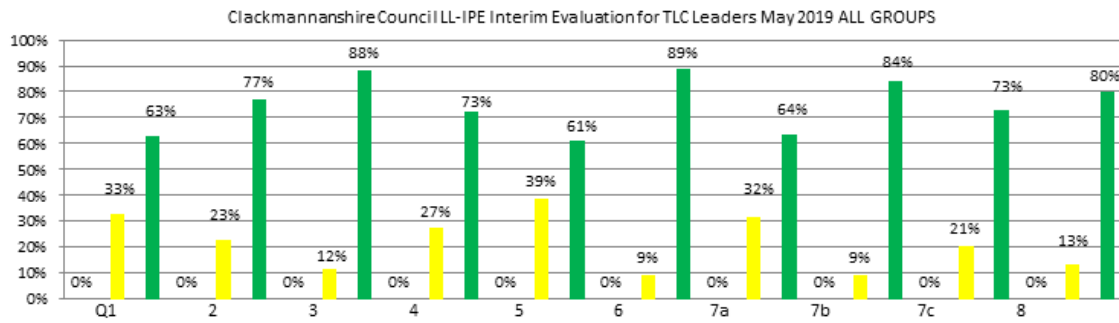
Fig 1

1	I am convinced that TLCs can make a contribution to improving learning and closing the attainment gap.
2	As a result of participating in this programme, I understand what to look for in terms of techniques in relation to the key strategies.
3	As a result of participating in the support sessions for SMT, I am confident in supporting the development of TLCs in school.
4	As a result of participating in this programme, I can see an improvement in learning in my school.
5	I found the support sessions for SMT helpful.
6a	Share-Support-Challenge is helping me to support my school in terms of improving classroom practice.
6b	Professional discussion is helping me to support my school in terms of improving classroom practice.
6c	Personal planning is helping me to support my school in terms of improving classroom practice.
7	The TLC Leaders and workshop papers are useful in making the meetings effective in the school.



1	My involvement in the programme allowed me to develop further my leadership.
2	I am convinced that TLCs can make a contribution to improving learning.
3	As a result of participating in this programme I am improving my techniques in relation to the key strategies.
4	As a result of participating in the support sessions for TLC Leaders I am confident in supporting the development of TLCs in school.
5	As a result of participating in this programme, I can see an improvement in learning in my class
6	I found the support sessions for TLC Leaders helpful.
7a	Share-Support-Challenge is helping me to improve my classroom practice.
7b	Professional discussion is helping me to improve my classroom practice.
7c	Action planning to improve practice is helping me to improve my classroom practice.
8	The TLC Leaders notes and workshop papers are useful in making the meetings effective in the school.





“I have found a significant improvement in learning intentions and success criteria, providing clarity for learners in the classroom.”

“I have a greater knowledge and understanding of the key strategies”

·I have been focussing on learning intentions and success criteria in a very critical way. It has prompted me to engage in further readings etc. and engage with colleagues to ensure I am creating LI & SC that are appropriate and meaningful for all.



“I have become more confident and aware of AiFL. I have noticed a big impact on learners”

“Learners have become more confident at talking the language of learning and discussing their learning steps to success”

6/8 Learning Community Workshops for practitioners have provided increased professional engagement and collegiate working and the development and promotion of partnerships across the authority. Feedback has highlighted that practitioners value the collaborative learning, peer tutoring and peer assessment

Establishments received a seminar launch in September 2018 prior to implementing the intervention, attended by the lead teacher and accompanied by one of the designated TLC leads. Overall, participants were very positive about attending the launch, highlighting the powerful and engaging presentation of the programme’s strategies and the underlying research, which contributed to a high buy-in and enthusiasm among participants.

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

Regular strategic planning meetings with a focus on continuous improvement in learning and teaching with Tapestry and Clackmannanshire Council Senior Management have provided feedback to the authority and allowed for additional support and challenge to be put in place in targeted establishments.

Alignment of programme with authority work on assessment and moderation is supporting the development of an Assessment and Moderation Strategy. Work is underway with the support of our Attainment Advisor to fully embed the key actions within the 3 Year Action Plan.

***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.***

8	<p><u>Critical Collaborative Professional Enquiry (CCPE)</u></p> <p>This intervention provides a framework and methodology to facilitate educators to address school-based curriculum development priorities in their context and setting. The intervention is based on two phases, a conceptual phase and a practical phase: The conceptual phase involves:</p> <ul style="list-style-type: none"> • engaging with policies and purposes • engaging with practices (fit for purpose pedagogies) and • engaging in contextual audit <p>The practical phase involved; participants work in groups to carry out a Critical Collaborative Professional Enquiry involving the systematic development and evaluation of an intervention or interruption to existing practices focused on improving learning experiences and outcomes for all children and young people.</p>
<p>Scope: Please state whether this work stream has been implemented in primary schools, secondary schools or both.</p>	
<p>Primary schools only Secondary schools only 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 2018 to June 2019</i></p>	
<p>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></p>	<p>Evidence Collected (e.g. focus group with parents, online survey etc.)</p>
<p>1. Higher quality leadership across Clackmannanshire Secondary Schools with more effective learning pathways focused on raising attainment and closing the poverty related attainment gap.</p>	<p>By the end of 2020 there will be improvement in: Attainment data (SNSA, , NGRT) Teacher Professional Judgement Data Teacher/pupil surveys School Reviews Stirling University Evaluation</p>

<p>2. Participants identified school-based curriculum development priorities in their context and setting.</p>	<p>Summary of responses from participants [Questionnaire – open questions to all 10 cohort participants (C1-C10) attending session 7 of the programme].</p>
<p>3. Participants enhanced their understanding of curriculum policies and purposes, practices (e.g. fit for purpose pedagogies) and carried out a contextual audit to identify an aspects of curriculum practice for development</p>	<p>Summary of responses from participants [Questionnaire – open questions to all 10 cohort participants (C1-C10) attending session 7 of the programme].</p>
<p>4. Participants planned a Critical Collaborative Professional Enquiry to address the aspect of curriculum practice identified for development</p>	<p>Summary of responses from participants [Questionnaire – open questions to all 10 cohort participants (C1-C10) attending session 7 of the programme].</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 2018 to June 2019

Summary of responses from participants [Questionnaire – open questions to all 10 cohort participants (C1-C10) attending session 7 of the programme].

1. Impact of programme on interrupting/developing participants thinking about curriculum, professional learning and/or practice.

- **‘interrupting’ thinking: The programme:** created *time & space to think outside box* (C1) or to *think about more diverse curriculum models* (C3); *provoked a fundamental shift in perspective* (C6); provided *opportunities to critically evaluate 'successful'*, helped me to *think deeply how to facilitate change* (C7); made me *think more about outcome, format, pedagogy, research practice, impact* (C8); *our aims changed, allowing us to make it relevant to what happens daily in school; think more carefully about what we do, why, how to improve* (C9); *allowing me to look at what we do* (C10)
- **‘developing’ thinking: the programme [created space to]:** *Re-engage with professional learning & academic reading* (C1); *inform self about curriculum possibilities & process of implementing change* (C2); *deepened knowledge of curriculum [and more]; made me delve much deeper than I would have otherwise and has therefore increased my own learning* (C4); *vastly developed my thinking around curriculum* (C5); *helped us to understand why [what we do is] effective* [C10]

2. Impact of programme on promoting/establishing collaborative professional learning:

- **The programme promoted collaboration:** *we really enjoyed the collaborative side of the programme, especially lack of hierarchical focus* (C1); *invaluable & unusual opportunity to meet & discuss with colleagues* (C2); *discussions at the sessions have enhanced my thinking* (C3); *biggest impact has come from working in these CCPE sessions with other staff across hierarchy ... refreshing* (C5); *opportunities to share good practice across authority, overcome curriculum barriers, forge better relationships across 3 secondary's, think about specific areas of curriculum mapping & pedagogy* (C7); *team have engaged in more in-depth dialogue about our practices, and it has stimulated greater discussion about our IDL approach* (C8); *process has forced/encouraged us to work together closely as a group of staff and to ensure we made time to do this ... we have learned a lot from each other* (C9)
- **The programme promoted broader collaboration:** *the cloud-based system I am using [as a result of the programme] has enhanced collaboration between staff, students & some parents; the school (CCPE) group have critically examined current practice* (C3); *use of CCPE to improve our provision within this school* (C4); *we are*

approaching developing staff in the school differently – strategically, building relationships and capacity (C6); [C10 unclear]

3. Impact of programme on practices in school/s:

- **Immediate impact on practices in schools:** *The people who have engaged with CCPE are now rolling out similar strategies with staff (C1); piloting new practice in school to be rolled out to other departments, involving more collaboration, interactive lessons, more engagement from students (C3);*
- **Indirect/ planned impact on practices in schools:** *have become aware of current lack of coherence/understanding of what an IDL course is or should be and what steps we need to take to develop it (C2); further developments (C4); significant if all goes to plan (C5); too early to measure (C6); hopefully the knowledge/experience gained will allow us to affect [sic] positive change and talk confidently about the professional reading (C7); not yet; will be useful to continue the phase to involve more people (C8); not changed greatly yet, but hopeful (C9); helping develop thinking that will impact on curriculum (C10)*

4. Planned next steps in impact pathways

- **Working with staff:** *working with staff groups around CCPE model (C1); create IDL working group; create digital literacy working group; educate staff & students collaboratively; use INSET days launch Nov. (C2); involvement & inclusion of additional staff; implement conceptual framework (C4); continue to work with staff to embed new model (C5); sessions for other staff (C7); aligning reading, rationale, intended outcomes together to begin the interruption phase (C8); working with team to develop these (C10)*

Can you share any learning on what has worked particularly well

Feedback has evidenced that participants are beginning to share ideas across the clusters as intended through aims of programme and are engaging with concepts of School- based Curriculum Development.

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.

9.Improving Outcomes Curriculum Team

This multidisciplinary Curriculum Team remit is designed to build knowledge, understanding, skills and confidence with a particular emphasis on methodology and pedagogy. The team will continue to provide CLPL training for school leads. The main emphasis of their remit is to work directly in schools with classroom practitioners to provide further support for SAC interventions.

This intervention provides a cross sectoral multi-disciplinary team that aims to:

- Share our vision of excellence and work alongside schools and cluster to deliver the best possible learning experiences for our children and young people
- Become ‘expert’ practitioners and have a thorough knowledge of Attainment Challenge interventions
- Work in partnership with Strathclyde University, Stirling University and Tapestry Partnership to support and measure the impact of the interventions
- Work in schools directly with class teachers to support implementation of Attainment Challenge interventions.
- Model and team teach in classes to improve learning and teaching, with a particular emphasis on methodology and pedagogy.
- Plan, offer and deliver high quality CLPL for all educators
- Facilitate collaboration and sustainability

9/9a

9a Raising Attainment and Closing the Poverty-related Gap in Numeracy

Development of Building Blocks in Numeracy

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

Primary schools only

Secondary schools only

Both, in primary and secondary 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 2018 to June 2019

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. More effective learning and teaching across Clackmannanshire Schools leading to improvements in attainment and closing the poverty related attainment gap	School Reviews Teacher Performance Reviews Attainment data (SNSA, PIPS, NGRT) Teacher Professional Judgement Data Teacher surveys Evaluation of School/PT contract (outcomes)
<p>What does this evidence show on the extent to which the above outcomes have been achieved to date? <i>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'.</i></p> <p><i>Remember: Your timeframe is from June 2018 to June 2019</i></p>	
1. <u>More effective learning and teaching across Clackmannanshire Schools leading to improvements in attainment and closing the poverty related attainment gap</u> See pages 3,4and 5 of this report	
<p>Can you share any learning on what has worked particularly well?</p>	
<p>The Improving Outcomes Curriculum Team provide regular updates and share local and national resources via GLOW and through a network of school based curriculum Lead, termly meetings . Here they focus on building capacity across pedagogy and practice, highlighting and promoting participation in networking opportunities. Feedback from Curriculum Leads across Literacy, Numeracy and Health and Wellbeing indicates that staff are working collegiately to embed Benchmarks into planning and practice and are using data more effectively to target approaches and interventions. They all value the focussed support provided by Team across their own establishments</p> <p>Involvement from the Curriculum Team in all Thematic Reviews for Equitable Literacy has given the whole team a clearer understanding of the programme ensuring a more joined up approach. It has provided a baseline from which to establish targets for performance and impact for each establishment. The Team and establishments use this data to inform their</p>	

practice, provide targeted approaches to build capacity and support closing of the poverty related attainment gap within their own context.

In June 2019 there was a review of the model of support for establishments. A new integrated approach to improving Literacy/Numeracy/Health and Wellbeing aims to ensure that appropriate advice and targeted support focuses on how these, together, can improve learning and teaching at classroom level in order to raise attainment and close the poverty related attainment gap.

Feedback and analysis from 2018-2019 has highlighted that establishments and practitioners require support to utilise the CLPL from all interventions to date and combine these targeted approaches at classroom level so that there is greater consolidation and connecting of the learning. As such the refined model of delivery in Year Five will provide:

- Greater collaborative planning between interventions and teams and across work streams
- Streamlining of CLPL
- Streamlined advice and support
- More sustainable analysis and evaluation of progress
- More embedded classroom support

To facilitate this collaborative planning, delivery and evaluation there is a temporary additional level of governance with the Improving Outcomes Curriculum Team (to December 2019) to ensure that there is continued consistency, responsibility and accountability supporting the processes and decision making of targeted interventions.

The role of the Data Analyst continues to improve 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

9a	Raising Attainment and Closing the Poverty-related Gap in Numeracy
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Scope: Please state whether this work stream has been implemented in primary schools, secondary schools or both.

This initiative was implemented in 4 Primary Schools within Clackmannanshire throughout the 2018 - 2019 academic year.

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

Remember: Your timeframe is from June 2018 to June 2019

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 parents, online survey etc.)
To increase skills and capacity of Learning Assistants (LA) to support numeracy attainment.	Pre and post evaluations Qualitative feedback/comments
To create a series of targeted interventions around specific areas of numeracy which can be delivered by Learning Assistants to identified groups of children.	Building Blocks Materials created
To accelerate progress in numeracy and mathematics, narrowing or closing the numeracy gap for under-achieving First Level pupils.	Teacher Professional Judgement Pupil Feedback Learning Assistant Feedback

What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.*

Remember: Your timeframe is from June 2018 to June 2019

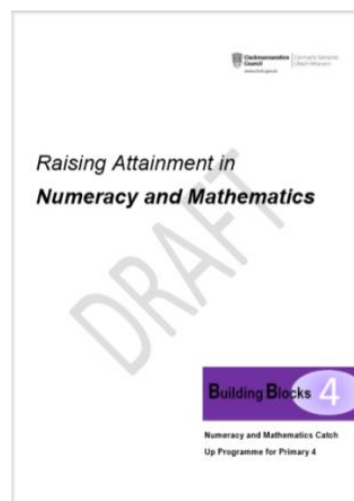
Background

The **Building Blocks** programme created in Clackmannanshire to support learners struggling in maths at First Level was introduced in four primary schools in the 2018-19 academic year. The **Building Blocks** intervention programme includes detailed lesson guidance, weekly evaluation sheets and extensive resources.

A trained Learning Assistant (LA) delivered up to 4 half-hour sessions per week to a group of up to six learners for 10 weeks. The children continued to take part in their normal

class mathematics lessons. The lessons focused on developing children's mathematical understanding of key concepts within the First Level Numeracy and Mathematics Progression Framework. Stimulating, enjoyable games and activities were at the core of the programme in order to engage the children and build confidence.

Initial indications suggest it has had a really positive impact, in particular on pupil attainment and confidence.



Impact of Building Blocks Programme:

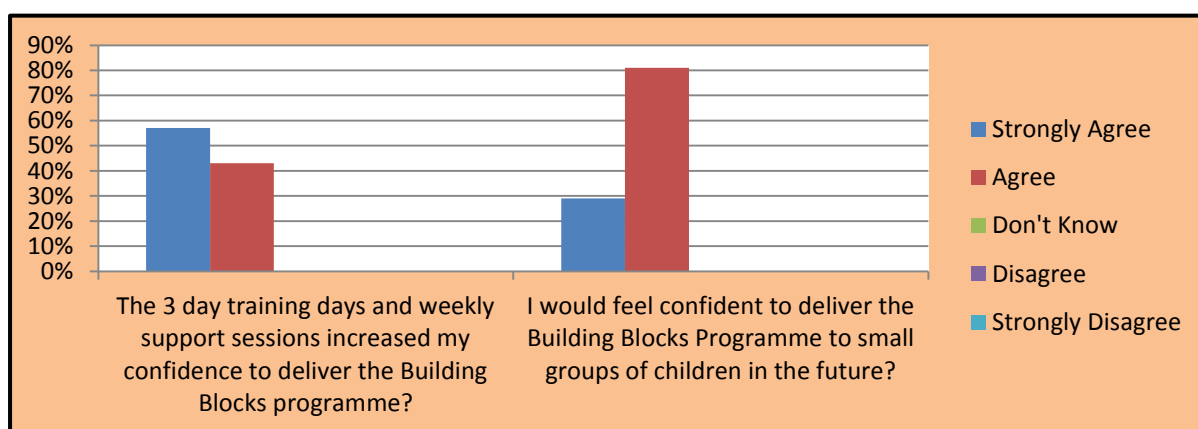
1. To increase skills and capacity of Learning Assistants (LA) to support numeracy at

In October 2018, 31 Learning Assistants/Early Intervention Workers across the authority attended a series of 3 professional development sessions with a focus on identifying and supporting children with misconceptions of number.

Feedback:

- 97% strongly agreed that the 3 professional development sessions had increased their knowledge of children's development of number.
- 87% strongly agreed that the 3 professional development sessions had increased their understanding of how to use manipulatives to support children in numeracy.
- 100% either strongly agreed or agreed that they would be confident taking what they have learnt from the sessions back into school to support groups of children.

From the 31 attendees, 7 were identified to implement the **Building Blocks Programme** within their own establishment. They were given weekly support and expert guidance from the Local Authority Numeracy Principal Teacher over the initial 10 week period of the programme. **Post Intervention Feedback:**



Learning Assistant Voice:

'Having the weekly meeting to discuss the previous evaluations and plan next steps provided me with confidence to deliver the programme.'

'Weekly meetings and discussions with the Local Authority Numeracy Principal Teacher were valuable as well as the weekly pupil evaluation sheets. The children enjoyed evaluating themselves and discussing what they had achieved.'

2. To create a series of targeted interventions around specific areas of numeracy which can be delivered by Learning Assistants to identified groups of children.

The **Building Blocks** programme was created in Clackmannanshire to support learners struggling in maths at First Level and was introduced in four primary schools in the 2018-19 academic years. The **Building Blocks** intervention programme includes detailed lesson guidance, weekly evaluation sheets and extensive resources.

3. To accelerate progress in numeracy and mathematics, narrowing or closing the numeracy gap for under-achieving First Level pupils.

The table to the right indicates the year groups each school had the capacity to support throughout session 18/19 and the number of learners this involved.

School	Primary 2	Primary 3	Primary 4
A	9 learners	12 learners	15 learners
B	13 learners		15 learners
C			14 learners
D	13 learners	11 learners	12 learners

First Level Numeracy and Maths Progress

Primary 2

Throughout the academic session 18/19, 3 out of the 4 schools had the capacity to support a total of 35 learners who had been identified by their Class Teacher as '*falling behind*' in Numeracy and Mathematics.

By June 2019 **86%** of learners were 'back on track.'

The table shows the impact this intervention has had on the overall TPJ Attainment across the participating schools.

	October On track with core learning in Phase 3 of Progression Pathway			February On track with core learning in Phase 3 of Progression Pathway			June Achieved Phase 3 of Progression Pathway	N – significantly behind ? – with targeted support back on track' Y – on track
	N	?	Y	N	?	Y	Y	
School A	16%	22%	62%	4%	22%	74%	82%	
School B	25%	22%	53%	6%	16%	78%	81%	
School D	6%	19%	75%	6%	19%	75%	79%	

Primary 3

Throughout the academic session 18/19, 2 out of the 4 schools had the capacity to support a total of 23 learners who had been identified by their Class Teacher as '*falling behind*' in Numeracy and Mathematics.

By June 2019 **87%** of learners were 'back on track.'

The table shows the impact this intervention has had on the overall TPJ Attainment across the participating schools.

	October On track with core learning in Phase 4 of Progression Pathway			February On track with core learning in Phase 4 of Progression Pathway			June Achieved Phase 4 of Progression Pathway	N – significantly behind ? – with targeted support back on track' Y – on track
	N	?	Y	N	?	Y	Y	
School A	27%	24%	49%	12%	18%	70%	72%	
School D	16%	25%	59%	6%	16%	78%	78%	

Primary 4

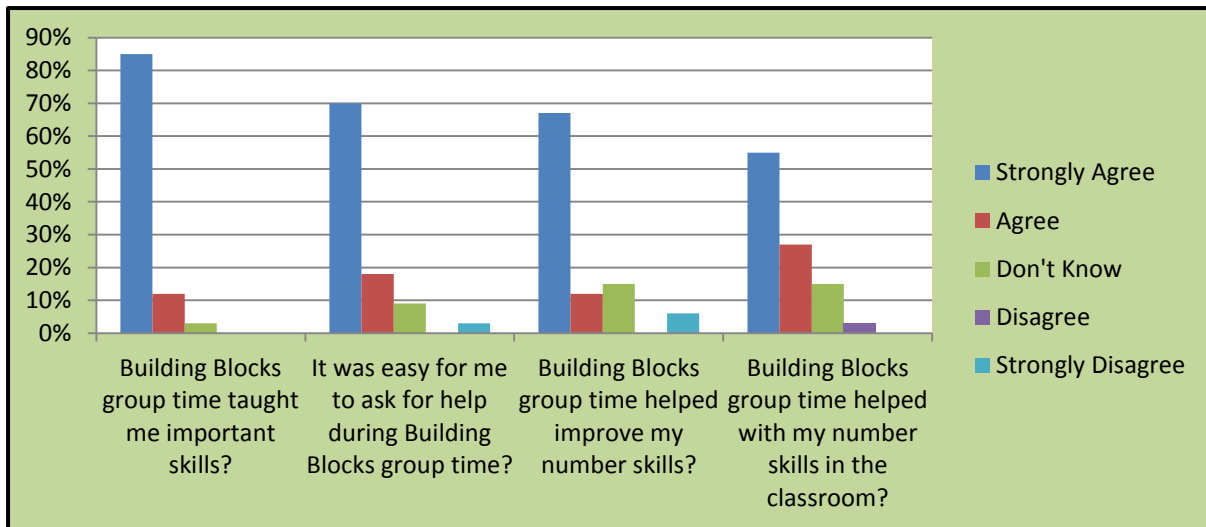
Throughout the academic session 18/19, all 4 schools had the capacity to support a total of 50 learners who had been identified by their Class Teacher as **'falling behind'** in Numeracy and Mathematics. By June 2019 **91%** of learners were 'back on track.'

The table shows the impact this intervention has had on the overall TPJ Attainment across the participants

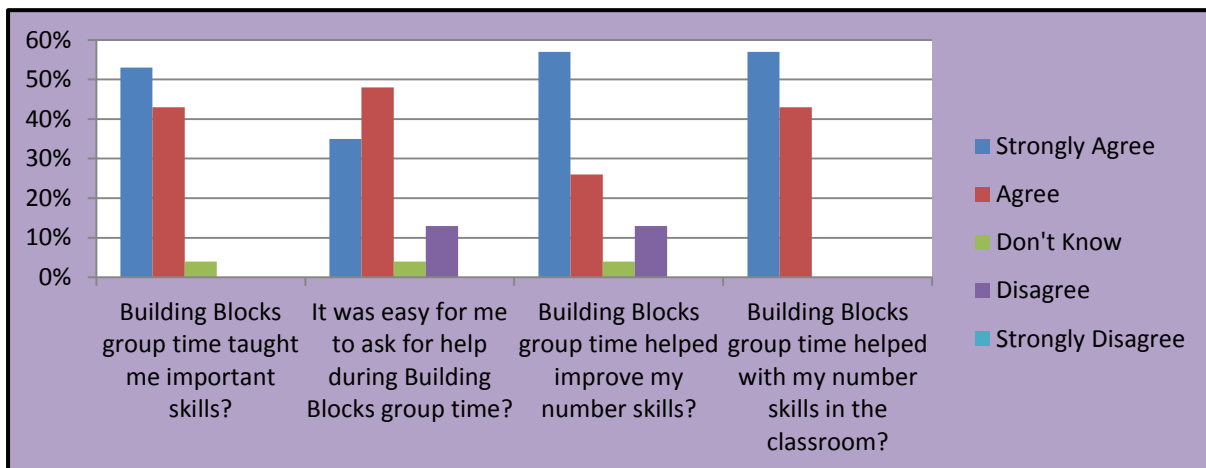
	October On track to achieve First Level			February On track to achieve First Level			June Achieved First Level	N – significantly behind ? – with targeted support back on track' Y – on track
	N	?	Y	N	?	Y	Y	
School A	16%	22%	62%	9%	16%	75%	80%	
School B	22%	56%	22%	9%	26%	65%	78%	
School C	23%	49%	28%	31%	25%	44%	69%	
School D	22%	0%	78%	4%	23%	73%	71%	

Learner Voice:

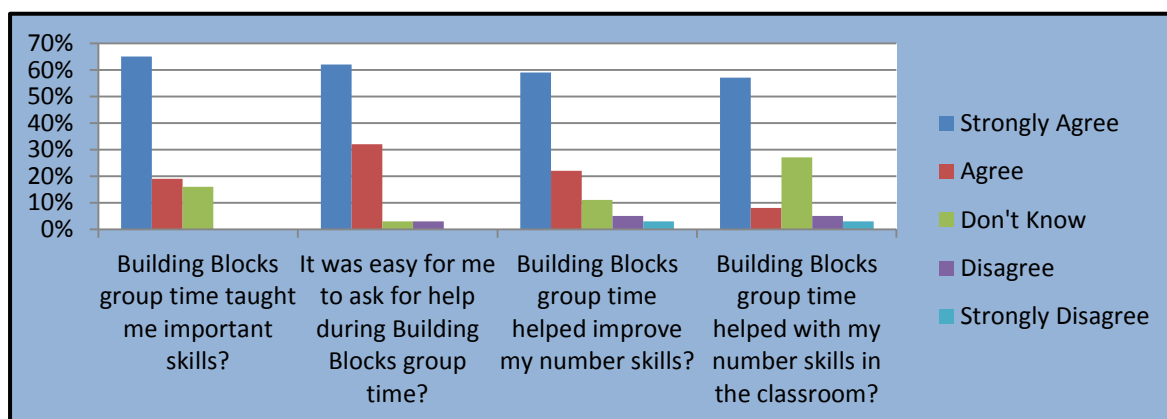
Primary 2



Primary 3



Primary 4



Learning Assistant Voice:

'During the time I delivered the programme I saw a huge difference in children's understanding of maths. When able to offer consistency, the children progressed hugely.'

Classroom Teacher Voice:

'The intervention was very useful in supporting children's needs and helped close the gaps in their learning.'

I appreciated the focus on these children - borderline achievers who are sometimes the ones who 'slip through the net.'

'Building Blocks have helped support those pupils who requires some extra support consolidate their skills and develop confidence in Maths. The pupils have enjoyed their sessions and were always keen to share what they had been learning with both me and the class. I feel this has had a positive impact on the children's attitudes towards Maths.'

Closing The Poverty Related Attainment Gap

- 51% of the 114 identified learners who participated in this initiative live in SIMD 1-2.
- Of the 17 learners, from Primary 2, living in SIMD 1-2, 88% were 'back on track.'
- Of the 10 learners, from Primary 3, living in SIMD 1-2, 70% were 'back on track.'
- Of the 31 learners, from Primary 4, living in SIMD 1-2, 87% were 'back on track' and achieved First Level in Numeracy and Mathematics.

The table below outlines the impact this has had on closing the poverty related attainment gap.

School	Achieved 1st Level 2018		Achieved 1st Level 2019	
	SIMD 1-2	SIMD 3-10	SIMD 1-2	SIMD 3-10
School A	95%	67%	83%	76%
School B	47%	80%	69%	75%
School C	44%	83%	70%	67%
School D	85%	83%	50%	84%
Average Across Schools	67.75%	78.25%	68%	75.5%
Average Gap Across 4 schools	10.5%		8%	

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

Although, initially not one of the planned outcomes/measures it became apparent that it would be important to also collect data on the impact the intervention would have on children's confidence. Run charts were used in a few schools to measure this. In addition, post questionnaires were completed by learners in 3 out of the 4 schools.

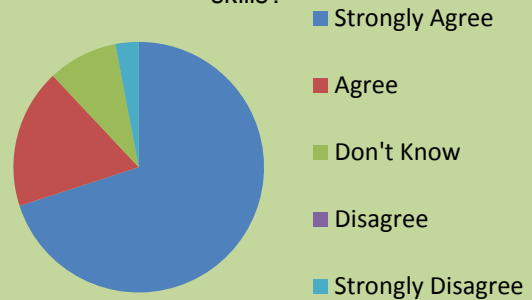
Pupil Voice

'I like working in a small group because it makes me feel more confident.'

'It was really good and has helped with my number work in class.'

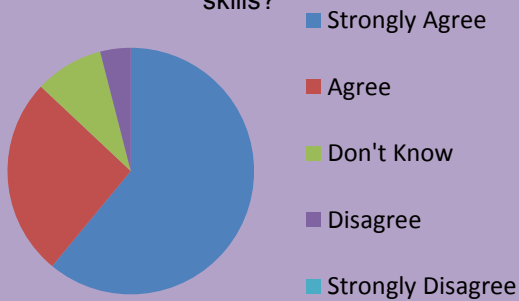
Primary 2

Building Blocks group time helped me feel more confident about my number skills?



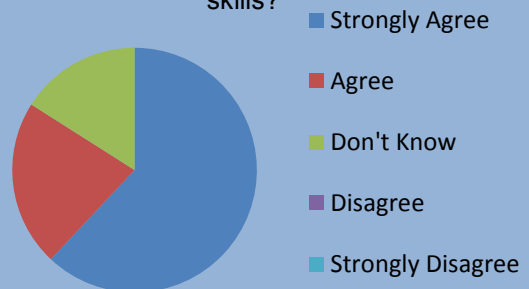
Primary 3

Building Blocks group time helped me feel more confident about my number skills?



Primary 4

Building Blocks group time helped me feel more confident about my number skills?



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.

Moving forward next session it will be important to review the **Building Blocks** materials and the associated activities to ensure they are meeting the needs of learners. In addition, it will be important to revise the training model and support offered to create a sustainable model.

Learning Assistant Voice:

‘Struggled to fit in all the activities within the allocated time. Activities need to be more frequent/more repetition before moving on to new concepts’

‘Refresher trainer sessions would be great just to remind/re-assure us that we are delivering the lessons properly. Also, having only delivered to P4 I would like further training if asked to support P2 or P3.’

Teacher Voice:

‘Staff long term absences had a negative impact on this programme. Unfortunately the groups couldn’t always go ahead.’

10	<p><u>Early Intervention Team</u></p> <p>Thirteen qualified Early Years Workers work across all primary schools with targeted approaches delivered to children within the highest levels of deprivation and who have low levels of attainment. The Team provide early and effective interventions to help support the raising of attainment in numeracy and literacy, support the development of healthy emotional resilience and support families.</p>	
<p>Scope: Please state whether this work stream has been implemented in primary schools, secondary schools or both.</p>		
<p>Primary schools only</p> <p>Secondary schools only</p> <p>Both, in primary and secondary schools</p>		
<p><i>Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.</i></p>		
<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 2018 to June 2019</i></p>		
<p>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></p>		<p>Evidence Collected (e.g. focus group with parents, online survey etc.)</p>
<p>1. Improved children's early health and wellbeing through the provision of effective support to families and children with complex needs.</p>	<p>Attainment data (SNSA, PIPS)</p> <p>Pre & Post Teacher Professional Judgement Data – Early Level</p> <p>Parent surveys</p> <p>Adapted Leuven Scale</p>	
<p>2. Improved attainment in children from the most deprived areas and reducing the poverty-related attainment gap.</p>	<p>Attainment data (SNSA, PIPS)</p> <p>Pre & Post Teacher Professional Judgement Data – Early Level</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 2018 to June 2019

1. Improved children’s early health and wellbeing through the provision of effective support to families and children with complex needs.

2 new Early Intervention Workers were recruited in September 2018 to replace vacancies within the Team.

All participating schools have set a base-line measure for targeted pupils engaging in focussed 10 week interventions including:

- attendance
- exclusions
- attainment in literacy and numeracy

Quarterly tracking of progress (Fig 1) has highlighted which interventions are having the greatest impact on children and young people. The use of Theraplay is having a significant impact on children and young people’s wellbeing as measured through the Adapted Leuven’s Scale. Almost all tracked pupils show an improvement from low (1/2) to high (4/5) over a 10 week intervention. 75% of tracked pupils show an improvement in either targeted literacy or numeracy attainment with 100% of these achieving their predicted milestones or phases

Regular analysis of data by the Early Intervention Team is used to inform groupings and differentiation across the interventions. Monthly network meetings provide an opportunity for educators to share good practice to better support children and families with complex needs.

DATE	PUPIL 1 A				PUPIL 2 A				PUPIL 3 A			
	OCT	DEC	MAR	JUN	OCT	DEC	MAR	JUN	OCT	DEC	MAR	JUN
Attendance	72.22	89.71	91.60	91.40	100	100	100	100	94.44	83.82	88.55	90.86
Exclusions	0	0	0	0	0	0	0	0	0	0	0	0
Behaviour	G	G	G	G	A	G	G	G	A	A	A	A
Attainment Literacy	E2	E2	E3	F1	E2	E2	E2	F1	E1	E2	E2	E2
Attainment Numeracy	E2	E2	E3	E1	E2	E2	E2	F1	E1	E2	E2	E2
NOTES	Staged intervention Family group				Staged Intervention				Staged Intervention Family group			

Fig 1. Quarterly Tracking of Progress

Children within 5 schools made significant improvement in attainment of numeracy with the use of play embedded within the Numeracy Building Blocks intervention (See Numeracy Work stream 9a) Here the Early Intervention Worker worked alongside the Class Teacher to support identified children.

Improved playground experiences, supported by the Improving Outcomes Principal Teacher have reduced incidents of aggressive and disruptive behaviour in 2 targeted schools. Based on feedback from



participants, training has been successful in beginning to shift mind-set and related practices from a behaviour management to relationship based approach to working with children. Data indicates interventions are having a positive impact on pupil engagement following breaks in 75% test classes 3 schools have an Exemption Contract in place to allow their Early Intervention Worker to support pupils who are currently working at Early level in P6 and P7 for a time focused period. All 3 schools have highlighted that these identified pupils have emotional and social development needs

The Early Intervention Team approach will be showcased at the RIC sharing event in September. The Team will be able to share their approach with children and families to close the poverty related attainment gap with a wider audience and gain valuable feedback from partners.

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

Peer evaluations indicate the Early Intervention Team are providing a wide range of positive engagement and involvement in learning activities based on each establishments context and need. For example:

1. Families engaging in supported home learning through the Families Connect programme and sharing the learning report increased confidence and access to locality support to better help their own children's engagement in learning.

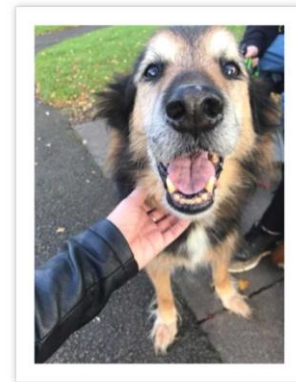
Our 'Magic painting'



2. Therapy Dog

An Early Intervention Worker's dog is supporting children with social and emotional learning needs in her school. Feedback is indicating improvements in communication and engagement as well as enjoyment and fun.

<https://metro.co.uk/2018/10/09/very-good-dog-reads-with-pupils-and-has-his-own-school-uniform-and-backpack-8016718/>



TheraPet proposal

PROPOSAL: TO ALLOW THE USE OF E.I.T'S DOG AS A THERPET WITHIN THE SCHOOL ENVIRONMENT

3. Food, Families Futures

Support from the Early Intervention Worker with P1 Families to tackle issues related to food insecurity and its links with wellbeing and education.



<https://www.alloaadvertiser.com/news/17812309.sunnyside-pupils-benefit-food-families-futures-project/>

**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.**

**Research and Evaluation
Commissioning of University of Strathclyde Research across 2 Phases to identify:**

- How did key stakeholders perceive the challenges facing local communities in Clackmannanshire?
- In what ways do these impacts and intersect with education and an agenda of raising educational attainment?
- What implications can be drawn from stakeholders' perceptions about the ways in which policy can address these issues?

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

Primary schools only

Secondary schools only

Both, in primary and secondary 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 2018 to June 2019

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.)

Greater understanding of the challenges faced in addressing and closing the attainment gap

Phase 1 Report

What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.*

Remember: Your timeframe is from June 2018 to June 2019

Phase One - Understanding the Challenges University of Strathclyde, supported by independent consultant and former Lead Author of the OECD Report in to Scottish Education in Scotland, David Istance, were commissioned to carry out research to help the Authority and schools and establishments understand the challenges faced in how to address the attainment gap. In particular the first phase of the study was looking at the following research questions:

How did key stakeholders perceive the challenges facing local communities in

Clackmannanshire?

In what ways do these impact and intersect with education and an agenda of raising educational attainment?

What implications can be drawn from stakeholders' perceptions about the ways in which policy can address these issues?

Phase 1 report will be completed by end of September and will inform the Authority's SAC Exit Strategy and strategic direction for Education going forward

What did the evidence show so far?

Clackmannanshire Council faces challenges in trying to address problems of social inequality and educational attainment, in line with other communities in the UK and internationally who face similar challenges.

Even moderate changes in educational attainment achieved by schools, may on their own, not disrupt broader patterns of inequality.

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

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.

