

Report

Report to:	Education Resources Committee
Date of Meeting:	26 September 2023
Report by:	Executive Director (Education Resources)

Subject:	Scottish Attainment Challenge (SAC) - Triannual Report 3 (June 2023)
----------	---

1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an update on the report published by Education Scotland on the Scottish Attainment (SAC) programme in South Lanarkshire

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the Scottish Attainment Challenge, Triannual report 3 (June 2023) published by Education Scotland is noted.

3. Background

3.1. Education Scotland, in June 2023, published a triannual report on the progress made by South Lanarkshire Council in implementing the Scottish Attainment Challenge (SAC) programme.

3.2. The report provides an update on the steps taken since the publication of the Triannual Report 2, published in March 2023, and is based on the following key themes with the conclusion focussing on the overall progress made during 2022-23.

Themes

Learning, teaching and assessment

Learning and teaching

Assessment

Partnerships

Professional learning

Next steps for continuous improvement

Stretch aims

Broad General Education

Senior phase

Annual Participation Measure

Health and wellbeing

“Plus” stretch aims

Overall progress for 2022-23

3.1. A copy of the full report and its findings is provided at Appendix 1.

4. Summary of Key Highlights

- 4.1. The main focus for the Triannual report was on learning, teaching and assessment. In section 1 of the triannual report, an update on the progress towards next steps is highlighted with a specific reference to:
 - ◆ Support and challenge all schools to use the Data Portal, the Focus tool, and the Broad General Education (BGE) benchmarking tool, to interrogate data to inform improvement
- 4.2. Strengths:
 - ◆ The data officer supports schools to now have access to their own local authority data
 - ◆ This has positively impacted on the level of analysis of data being conducted by all staff
- 4.3. Collaborative sessions with secondary headteachers, following the publication of 2021-22 leavers' data, to identify School improvement Priorities (SIP)
 - ◆ Secondary headteachers and school equity leads' networks continue to inform practice and provide evidence of progress to date. Insight analysis sessions in early June encouraged a more forensic approach to planning and reporting, linking Insight to the revised national guidance Collaborative sessions with secondary headteacher, following the publication of 2020-21 leavers' data, to identify school improvement
- 4.4. Strategic Equity Fund (SEF) workstream leads evaluating progress against outcomes and measures. This will support the development of local improvement priorities for 2023-24
 - ◆ Evidence sharing took place in May with all projects reporting positive progress towards stretch aims
- 4.5. Nuffield Early Language Intervention to continue into session 2023-24
 - ◆ The intervention began in January 2023. A survey, completed in March, baselined confidence levels of staff. Impact on confidence both in delivery and gained by participating young people is positive
- 4.6. Scaling-up of the SEF Test of Change project on attendance
 - ◆ The newly formed Attendance A5 Operating Procedure review group met in early May. This has will resulted in revised operating procedures and a suite of attendance resources to support all schools in 2023/2024
- 4.7. Increased monitoring and tracking of Care Experienced targeted learners to identify and measure the impact on attainment
 - ◆ The newly formed Care Experienced and Young People's (CECYP) plan includes local stretch aims
 - ◆ Data published in February 2022, for a cohort of fifty young people, indicates local stretch aims for 2022/2023 have been surpassed at Level 5 and at Level 6
- 4.8. Strategies for learning and teaching
 - ◆ All Strategic Equity Fund (SEF) projects included defined outcomes and measures
 - ◆ Maths Recovery is well established and implemented across 105 establishments with 327 staff trained across three courses and five practitioners having completed stage two of the trainer programme
 - ◆ The Foundations of Literacy in Primary 1 Pack (FLIPP) is an early intervention resource for the first 6 weeks of primary one

- ◆ The 'Being Me' South Lanarkshire Council Play strategy was launched and is supported by resources and professional learning from the Play Pedagogy hub
- ◆ Quality Lead Officer (QLO) visits take place proportionate to need with a focus on Quality indicator 2.3 and equity
- ◆ The curriculum support folder has been issued to all schools to support the creation and maintenance of an inclusive curriculum
- ◆ Improving Our Classroom/School (IOC/IOS) programmes provide pedagogical professional learning opportunities
- ◆ The Young Leaders of Learning network is well established and encourages children and young people's views on a range of improvement matters
- ◆ All schools are implementing their own approaches to Participatory Budgeting consultations and use at least 5% of received PEF to impact on school ethos and culture

4.9. Assessment

- ◆ There remains a well-established commitment to moderation in school and at cluster level with all staff.
- ◆ Local and national standardised assessments, and decisions regarding their implementation, are taken at local and school level
- ◆ The curriculum support folder is a significant resource that is revised periodically to ensure the latest evidence, research and pedagogical support is provided to schools to build and adapt curricular provision in individual school settings
- ◆ Local Quality Assurance Moderation Support Officers (QAMSOs) are actively engaged in supporting staff across the authority
- ◆ Quality assurance visits from QLOs take place regularly, but notably before primary schools submit ACEL predictions. These visits include ongoing support on the use of data and further planned conversations after the final ACEL submission are completed where appropriate
- ◆ A robust, and nationally shared, governance and reporting structure for Strategic Equity Fund (SEF) related workstreams and related projects has been implemented

4.10. Partnerships

- ◆ Educational Psychologists and Attachment Officers coordinate a SEF project on nurture
- ◆ A service level agreement with NHS speech and language provides a range of support from therapists in schools, health centres and at homes
- ◆ Motivation, Commitment and Resilience (MCR) coordinators are engaging with over two hundred young people in S1 and S2
- ◆ Action for Children has delivered Bounce Back support in thirty-two identified schools
- ◆ The Attainment Scotland Fund (ASF) allows for the deployment of Youth Family and Community Learning Officers who support and lead family workshops in some individual establishments
- ◆ Some schools engage through PEF equity leaders direct support from Community Learning and Development
- ◆ The Access to Engineering Academy has enabled young people to participate in the access programme for studying engineering. This has led to further learning opportunities in the University of Strathclyde's Engineering Academy. Successful partnerships provide learners with the opportunity to develop engineering skills at SCQF level 6

4.11. Professional learning

- ◆ Professional learning is targeted, and distinct programmes exist for staff at various stages and levels in their career
- ◆ There is highly effective engagement with partners and Education Scotland to support aspects within these programmes
- ◆ Case studies are identified through regular equity network meetings. These are shared on the local digital equity hub

4.12. Sections 3 and 4 in the Triannual report 3 focus on the 'next steps for continuous improvement for learning, teaching and assessment' and on 'progress towards stretch aims' and these will continue to be taken forward in this academic year.

5. Summary of Overall Progress in Implementing the Scottish Attainment Challenge for 2022-23

5.1. Overall, the local authority has demonstrated considerable progress in its implementation of the Scottish Attainment Challenge (SAC) refresh, in particular governance around Strategic Equity Fund (SEF) and Pupil Equity Fund (PEF).

5.2. The SAC and related Attainment Scotland Funds are targeted to those learners with the greatest needs because of poverty-related barriers to learning.

5.3. The SEF plan compliments the wider education priorities for 2022-23.

5.4. Education, the inclusion service, and care-experienced teachers are working more effectively.

5.5. PEF underspend has decreased significantly due to improved processes that better reflect the needs of schools. This has involved focused support from the centre and attainment advisor.

5.6. Professional learning on self-evaluation is targeted at various levels and equity features in all relevant network sessions

5.7. Education Resources will, over the coming school session, continue to build on the progress identified in this Triannual report 3 with a clear emphasis on maximising this level of funding to support poverty-related barriers to learning and improve better outcomes for children and young people.

6. Employee Implications

6.1. None.

7. Financial Implications

7.1. Financial implications are within existing budgetary resources.

8. Climate Change, Sustainability and Environmental Implications

8.1. There are no implications for sustainability, climate change, or the environment in terms of the information contained in this report.

9. Other Implications

9.1. There are no implications for risk in terms of the information contained in this report.

10. Equality Impact Assessment and Consultation Arrangements

10.1. This report does not present a new strategy, policy or plan and is, therefore, not subject to equality impact assessment.

10.2. Education Scotland in their Triannual report of 3 June 2023 includes details on the extent of their engagement with the local authority and stakeholders.

Carole McKenzie
Executive Director (Education Resources)

7 September 2023

Link(s) to Council Values/Priorities/Outcomes

- ◆ Education and learning: inspiring learners, transforming learning, strengthening partnerships.

Previous References

Education Resources Committee – 13 September 2016

List of Background Papers

Scottish Attainment Challenge, Triannual report (3 June 2023)

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:- Des Dickson, Education Operations Service Manager
Ext: 4495 (Tel: 01698 454495)
E-mail: des.dickson@southlanarkshire.gov.uk