

Scottish Attainment Challenge

Triannual Report 3

June 2023

South Lanarkshire Council

For Scotland's learners, with Scotland's educators

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Section 1

1.1 Introduction

This report provides an overview of the local authority's progress in implementing the Scottish Attainment Challenge (SAC) programme. The key theme for this report is learning, teaching and assessment. The final section provides a summary on the overall progress that the local authority has made in 2022-23.

1.2 Progress towards next steps

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

The data officer supports schools to now have access to their own and local authority data. This has positively impacted the level of analysis of data being conducted by all staff. There are plans to continue support across the learning communities aiming to bring a greater consistency of data analysis among schools. One learning community have already undertaken specific training together on the use of the new BGE Benchmarking tool. A version of this will soon be available for secondary schools.

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. These sessions were well attended and as a result, attendees reported that they are more confident in their ability to plan effectively with greater awareness of available support from the central team and attainment advisor.

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. In June, project leads will share impact more widely across schools, with a view to scaling-up for 2023-24. Case studies will be compiled during 2023-24.

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. Baseline sampling from learners covered 10% of young people from thirty-two participating schools. One school, who have been using a variation of the intervention, has positive impactful qualitative data, and is to share this with literacy coordinators. A further twenty-eight schools are participating in 2023-24. Impact on confidence both in delivery and gained by participating young people is positive.

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 consists of staff from both primary and secondary sectors, as well as central colleagues. Consultation with the Scottish Children's Reporter Administration and Social Work will feature as part of the review. This will result in revised operating procedures and a suite of attendance resources to support all schools in 2023-24. It is anticipated that a group of schools will trial new methods prior to them being approved and distributed.

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. Required improvements in literacy and numeracy were identified for this targeted group, and the rationale for improvement communicated effectively through a series of network events. Although there are smaller numbers of CECYP in primary, managers have a much clearer focus on the specific interventions in their schools. There remains scope to include in-year progress and attendance data in plans for 2023-24. Data published in February 2022, for a cohort of fifty young people, indicates local stretch aims for 2022-23 have been surpassed at Level 5 and at Level 6. Through a tutoring programme, teachers of CECYP, support families and young people from S3-6. The attainment advisor will focus professional learning in June on using Insight for improvement.

Section 2

Theme: Learning, teaching and assessment

2.1 Strategies for learning and teaching

All Strategic Equity Fund (SEF) projects included defined outcomes and measures. Project leads meet every eight weeks to update senior leaders on progress. A centrally produced curriculum support folder, refreshed in late 2022, is used to varying degree across all schools. A group of 10 headteachers have supported schools with curriculum rationale development and with programmes of study. 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. An overview of related professional learning is in place. In May, 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. This includes ongoing quality assurance and more intensive support in areas such as Achievement of Curriculum for Excellence Level (ACEL), Pupil Equity Fund (PEF) plans and Profile of Spend, inspections and capacity building.

The curriculum support folder has been issued to all schools to support the creation and maintenance of an inclusive curriculum. The central team are aware that further work needs to be done to bring greater consistency to the three core areas of Scottish Attainment Challenge (SAC) focus, those being literacy, numeracy, health, and well-being.

Improving Our Classroom/School (IOC/IOS) programmes provide pedagogical professional learning opportunities. As a result, those engaged are actively sharing practice and learning.

The Young Leaders of Learning network is well established and encourages children and young people's views on a range of improvement matters. Pupil voice is encouraged throughout all schools and where this is best embedded, children and young people are contributing towards the leading of learning and improvement planning. 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.

2.2 Assessment

There remains a well-established commitment to moderation in school and at cluster level with all staff. This is evident through working time agreements. Staff engage in numerous local and national networking groups and contribute effectively. The impact is greater consistency in moderation across the authority and the opportunity to highlight practice and learn from others.

Local and national standardised assessments, and decisions regarding their implementation, are taken at local and school level. The learning is used to inform teacher professional judgement and to learning and teaching experiences.

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. A dedicated training day was set aside in late 2022 to collaborate with school leaders in this area.

Local Quality Assurance Moderation Support Officers (QAMSOs) are actively engaged in supporting staff across the authority. In addition to this, Moderation Coordinators lead in every school effectively supported by the central team of QLOs.

Quality assurance visits from QLOs takes 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. This includes eight-weekly updates on progress and impact related to the use of the SEF. This is proving highly effective in providing progress updates at regular points throughout the year.

2.3 Partnerships

Educational Psychologists and Attachment Officers coordinate a SEF project on nurture. A good practice guide has in part been completed to support a whole school approach. Effective practice has been collated during school visits. Boxall training evaluations indicate positive changes in practice. The education psychology department have supported the use of the resource in schools.

A service level agreement with NHS speech and language provides a range of support from therapists in schools, health centres and at homes. Work between therapists and the inclusion team has resulted in a range of class activities and interventions being identified and implemented at classroom level.

Motivation, Commitment and Resilience (MCR) coordinators are engaging with over two hundred young people in S1 and S2. The impact has been a rise in attendance, notably with targeted learners. The Youth Employability Service have an assigned individual key worker to each learner. Young people have developed confidence, health and wellbeing and employability skills from engaging with the 'Routes to Work' programme.

Action for Children has delivered Bounce Back support in thirty-two identified schools. As a result, learners reported an increase in their confidence, being able to cope better in tricky situations and knowing who to ask for help.

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. The 'parental involvement and engagement strategy' focuses on National Improvement Framework (NIF) priorities linked to the national action plan – Learning Together, and challenges schools to include family learning and engagement within school improvement plans (SIPs).

Community Learning and Development (CLD) are not funded directly through the ASF however, some schools engage through PEF equity leaders. Presentations for awards through CLD and other community workers has risen by 100% to over 1,500 in one year.

The Access to Engineering Academy has been in some secondary schools since 2020. Targeted groups of young people 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.

2.4 Professional learning

A 'Pedagogy Palette' has been digitally created to provide staff with access to a wide range of resources related to play. Training has been completed with twenty-nine schools, from which, seventeen are presenting their practitioner enquiry this term. High-quality learning, teaching and assessment is supported by central team equity leads through the IOC/IOC and nurture programmes. A local digital equity toolkit provides highly effective school resources. Four primaries are on track to complete the IOS programme which includes a focus on analysing equity data. Schools are reporting a decrease in numbers of children requiring stage 1

interventions, increased engagement in learning environments, and improved numbers of children being on track for achieving Early Level literacy and numeracy. Confidence questionnaires evidence positive responses towards pedagogical understanding.

Specific targeted equity related training has been part of the Newly Qualified Teachers' professional learning offer throughout 2022-23. A variation of which has been replicated through existing, and well-established equity network sessions. Equity sits as an integral part of wider improvement priority support, such as maths recovery, literacy, and nurture professional learning (PL).

The local digital equity hub is well signposted throughout all equity and headteacher network sessions. This resource provides high quality relevant opportunities for PL engagement. Equity newsletters are distributed every five to six weeks to all teaching staff in all establishments.

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. The PL development coordinator supports this approach effectively. Literacy and numeracy coordinators events and principal teacher/faculty heads for maths have all had input on the equity and excellence agenda. Practitioners and support staff leading the Nuffield Early Language Intervention (NELI) and Maths Recovery have also had PL input on targeting those most disadvantaged by poverty.

Section 3

3.1 Next steps for continuous improvement for learning, teaching and assessment

- Plans are underway to ensure that the curriculum and embedding equity and inclusion learning teaching and assessment strategies, are a priority focus within the Education and Service Plan for 2023-24.
- Supporting staff to develop more effective equitable approaches to learning and teaching implemented through a considered, consulted and identified approach to collaborative engagement with stakeholders. This process, already underway has identified areas for improvement and gaps to prioritise for the year ahead.
- Continue to develop the 'Pedagogy Palette', with play pedagogy to be more embedded throughout more establishments.
- Continue to promote IOC/IOS and invest in staff to build capacity and continue to promote resources that have been produced as part of the programme?
- Evidence and analyse the impact in 2023-24 of the investment in coaching and modelling for learners.

Section 4

4.1 Progress towards stretch aims

4.1.1 Broad General Education

The authority is cautiously optimistic towards meeting its literacy 1,4,7 combined target. The Nuffield Early Language Intervention is beginning to produce positive qualitative data. The Foundations of Literacy P1 pack will provide positive early level impact during session 23-24 as will the Writing Unwrapped approaches at First level.

The authority is on-track to meet its numeracy 1,4,7 combined target. Maths Recovery has trained staff from one hundred and five establishments.

4.1.2 Senior Phase

The local authority is unable to provide quantitative data for one at level 5 and 6 (SQC A-C) at the time of writing however, school senior leaders are more effectively targeting available resource. Whilst groups of potential leavers in S4 and S5 are identified and tracked, it remains impossible to provide an accurate figure on how many will leave.

4.1.3 Annual Participation Measure

The Interim Participation Snapshot for the Annual Participation Measure has a local figure of 91.7% for 16–19-year-olds, 0.9pp above the national average. A further increase by 1.3pp is needed to reach the stretch aim. This would result in the gap narrowing by 0.1pp. The youth employability service works closely with Skills Development Scotland to track all young people's destinations.

4.1.4 Health and wellbeing

Whilst unable to provide an overall authority Health and Wellbeing figure on attendance, the eleven primary schools involved in a Test of Change group have improved attendance by 2.3pp, 1.2pp faster than other schools. Quintile 1 (Q1) and those with Free Meal Entitlement (FME) has risen by 1.8pp. The five secondary schools have collectively improved attendance by 0.1pp. Q1 and those with Free Meal Entitlement (FME) have dipped less sharply than other schools.

4.1.5 'Plus' stretch aims

The authority reflect that the senior phase aims and plus aims for level 5 and 6 are a challenge because of published data in Spring but remains committed to

supporting learners and schools through implementing more robust tracking and monitoring of potential leavers and their current presentation levels.

Targeted work using S4 Insight data has been implemented and should result in lower numbers of S4 leavers.

It is expected that the Cost of the School Day target will be met by September 2023 despite lead staff absence for much of the year.

4.2 Summary of overall progress in implementing the Scottish Attainment Challenge for 2022-23

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). The SAC and related Attainment Scotland Funds are targeted to those learners with the greatest needs because of poverty-related barriers to learning. The SEF plan compliments the wider education priorities for 2022-23.

- To improve Health and Wellbeing to enable children and families to flourish
- Ensure inclusion, equity and equality are at the heart of what we do
- Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy
- Support children and young people to develop their skills for learning, life, and work
- Empower learners to shape and influence actions on sustainability and climate change

Education, the inclusion service, and care-experienced teachers are working more effectively. 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. Professional learning on self-evaluation is targeted at various levels and equity features in all relevant network sessions.

Education Scotland

Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA

T +44 (0)131 244 4330

E enquiries@educationScotland.gsi.gov.uk

www.education.gov.scot