

Report

Report to:	Education Resources Committee
Date of Meeting:	5 December 2023
Report by:	Executive Director (Education Resources)

Subject:	Primary Raising Attainment Strategy and ACEL Data
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1. Purpose of Briefing Report

1.1. The purpose of the report is to:-

- ◆ provide Committee with an overview on CQIS's updated Raising Attainment strategy for primary schools
- ◆ update on the provisional Curriculum for Excellence (CfE) levels for South Lanarkshire Council for 2022/2023.

2. Recommendation(s)

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

- (1) that the plan outlined for raising attainment is noted; and
- (2) that the internal achievement of Curriculum for Excellence levels for 2022/2023, based on teacher professional judgement, be noted.

3. Background

- 3.1. In school session 2022/2023, a full return to delivering education took place without restrictions following the COVID-19 pandemic. However, we are acutely aware of the long-term impact of the pandemic on all aspects of the education system. The pandemic disrupted the learning of children and young people and had a disproportionate impact on their experiences and resulting attainment of children impacted by poverty.
- 3.2. ACEL data published for session 2021/2022 evidenced a national attainment dip at P4 in both literacy and numeracy. Nationally, attainment in writing remains the lowest of all literacy and numeracy organisers for P1, P4 and P7.
- 3.3. South Lanarkshire Council's data mirrors a similar picture to that of the national position across Scotland. Taking account of this, there is a need to refresh the attainment strategy for primary schools with a view to further upskilling them to collect and manage robust data and enable a continued, collective effort to improve outcomes and raise attainment, particularly in line with the stretch aims for session 2023/2024.
- 3.4. Schools submit data for the following pupil stages:-
- ◆ Primary 1
 - ◆ Primary 4
 - ◆ Primary 7

The school level data which is submitted is aggregated by the Scottish Government to produce a Local Authority aggregate and it is this dataset that forms the basis for this report. At present, this data is provisional and, therefore, not currently available in the public domain. The date for publication by the Scottish Government is 12 December 2023.

- 3.5. For the purposes of this paper, *Primary data combines Primary 1, 4 and 7 CfE attainment.

Expected levels, relevant to stage:-

<u>CfE Level</u>	<u>Stage</u>	<u>Description</u>
Early	P1	The final two years of early learning and childcare before a child goes to school and P1, or later for some.
First	P4	To the end of P4, but earlier or later for some.
Second	P7	To the end of P7, but earlier or later for some.

*Learners who have been entered as 'not assessed' do not feature in the data.

*Pupils recorded as 'child following individual milestones' are included in the data.

- 3.6. Achievement of a level of CfE levels is judged based on a holistic view of a child's achievements by their teacher across a range of evidence throughout their journey through the level. As part of a school's quality assurance process, teacher judgement levels are moderated internally and, in some cases, externally across the Learning Community.
- 3.7. South Lanarkshire Council collected CfE data for 11,282 young people across 129 schools.

4. Raising Attainment in South Lanarkshire

- 4.1. South Lanarkshire Council has high aspirations for all and is committed to securing improved educational outcomes for all children and young people. Two of the current five strategic priorities for Education Resources are directly linked to raising attainment:-
- ◆ *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*
- 4.2. Raising attainment has been an ongoing priority for Education Resources with a number of initiatives already in place to support schools. During session 2022/2023, schools were supported in their recovery journey through the offer of professional learning in key areas to support raising attainment in literacy and numeracy. Improvement projects included: Maths Recovery, Nuffield Early Language Intervention, Talk 4 Writing, Foundations of Literacy in Primary one Programme (FLIPP) and Play Pedagogy. Many of these projects were directly funded through Strategic Equity Funding (SEF).
- 4.3. Developing pedagogy was another area of focus to develop the robustness of data and teacher professional judgement (TPJ). Specific input was provided by Development Officers at a Headteacher meeting to support the collection and analysis of TPJ, as well as direct support to schools where data indicated that the accuracy of TPJ needed a closer look.

- 4.4. 25 FTE teachers participated in the Improving our Classrooms professional learning programme, focusing on the use of data and targeted interventions, and four primaries embarked on the Improving our Schools programme, funded via the West Partnership. This professional learning has enhanced the skill and knowledge of practitioners to use data and research informed practice to raise attainment. A need has been identified for further development of this practice across the authority at both senior leader and practitioner level due to its existing success and impact.
- 4.5. As part of COVID-19 recovery, schools also benefitted from additional staffing during session 2022/2023. This additionality enabled schools to provide targeted support for learners to raise attainment in the areas of literacy, numeracy and support health and wellbeing.

5. Raising Attainment in South Lanarkshire-August 2023

- 5.1. The refreshed strategy renews our commitment to achieving the highest outcomes for all and builds on what we know works, as well as taking account of the national picture and current thinking.
- 5.2. In order to drive innovation, share practice and secure collective improvement, performance information is and remains a key driver in the raising attainment strategy. The aim is to develop capacity and skill in all schools, so they are data intelligent and not simply data rich. Raising attainment is everyone's business and, as such, a Lead Officer with a specific remit for raising attainment across the primary sector has been appointed.
- 5.3. Our plan is to build on the existing use of SEEMiS, Focus, Headteacher Data Portal, and the BGE Tracking and Monitoring Tool as well as our new Standards and Quality Improvement Plan (SQIP). A consistent approach to data interrogation at all levels will be promoted and modelled ensuring that data informed interventions are prioritised and actioned.
- 5.4. Schools will be asked to track progress towards achievement of a level for all learners (P1/P4/P7) three times per year via SEEMiS Progress and Achievement. The proposed windows for the collection of these progress measures are November, February and June. (The final data capture will be the final submission of ACEL data to Scottish Government.)
- 5.5. This data will allow schools and the local authority to monitor live progress of individuals and cohorts whilst also providing the ability to monitor the impact of interventions and inform progress towards stretch aims. Data collection and analysis on this level will also inform improved dialogue around excellence and equity at school and local authority level and support appropriate CLPL.
- 5.6. It is recognised that, for some schools, this will be an increase in expectation and there may be a need to adapt and change current practice. It is important that all schools, however, are aware not only of the key changes required but the offer of support as soon as possible, with a view to further roll out of the strategy over the next two years following consultation. Further details on the timeline for the above can be found in **Appendix 1** and have been discussed with Head Teachers and Professional Associations.

- 5.7. The Lead Officer for Raising Attainment (Primary) will provide universal support to schools and senior leaders via the following mechanisms in order to raise attainment through appropriate support and challenge:-
- ◆ Attainment Networks - 3 x a year
 - ◆ Data clinics – monthly drop ins
 - ◆ Develop the use of the primary Statistical Summary Report (SSR) Programme at Learning Community/Locality level
- 5.8. The Lead Officer for Raising Attainment (Primary), the Lead Officer for Equity and SLC's Attainment Advisor will provide support and challenge around ACEL data (including the data collected via ongoing Progress and Achievement tracking) to targeted schools as outlined in **Appendix 1**.
- 5.9. Raising Attainment does not stand in isolation. We recognise the complex nature of this area for improvement and also appreciate the challenges within individual settings. Consistency in approach from Quality Lead Officers in supporting schools and facilitating attainment discussions will also form a key part of our strategy. The deployment of Lead Head Teachers may also support identified targeted work where required.
- 5.10. Key to the Raising Attainment Strategy will also be the cross pollination and cross sector work across teams as it is recognised that other aspects of CQIS work has a direct impact on raising attainment for all. Raising Attainment will form part of the core meeting agenda for the primary sector team, as well as joint working with the secondary team where appropriate. Further details can be seen in **Appendix 2**.

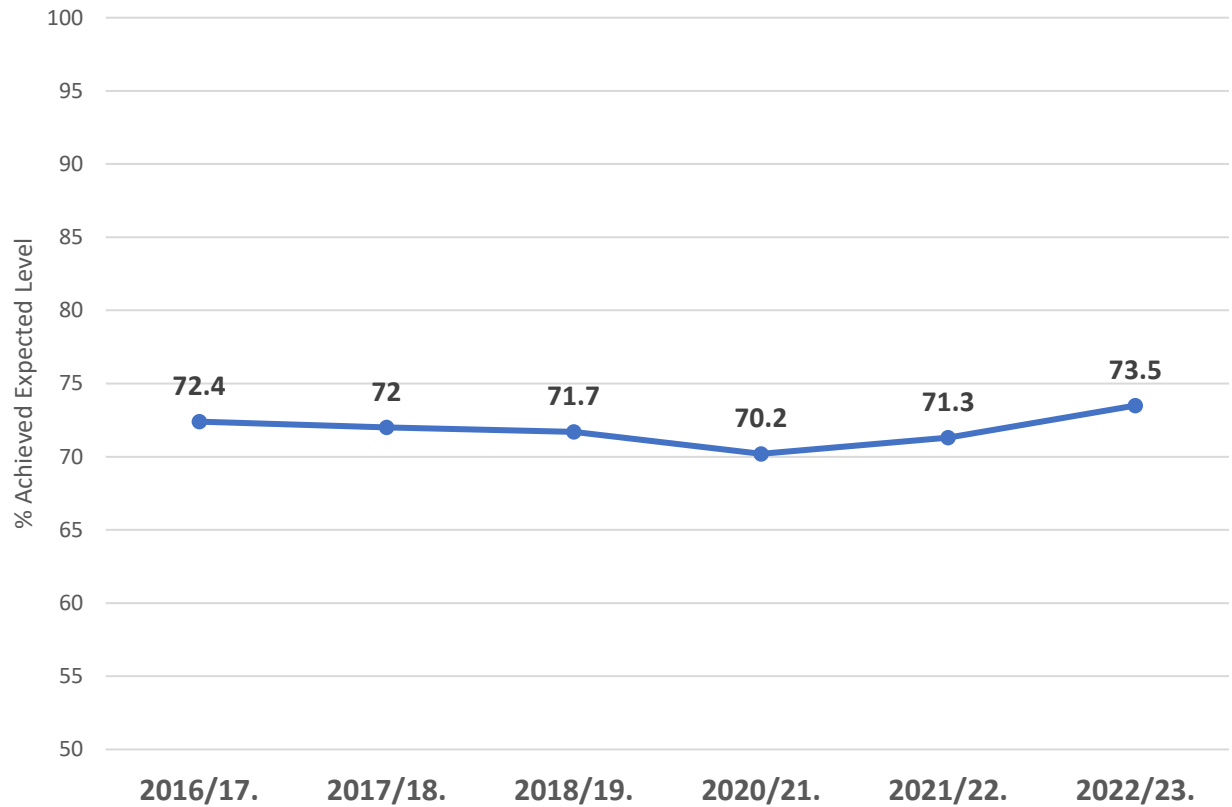
6. Closing the Poverty Related Attainment Gap

- 6.1. Raising attainment cannot simply mean a focus on excellence but must also focus on equity. Schools will, therefore, continue to be supported in interventions at authority level through our existing Strategic Equity Fund projects continuing from session 2022/2023.
- 6.2. Education Resources and schools will be required to continue to focus on and interrogate data in order to increase the pace of change in closing the poverty related attainment gap.
- 6.3. As a local authority, we will be required to continue to set ambitious locally identified stretch aims based on a two year trajectory (2023/2024, 2024/2025) for progress towards meeting our stretch aim target in 2025/2026. These aims will be set for both excellence and equity. Equity targets will be focussed on the gap between learners in Scottish Index of Multiple Deprivation (SIMD) quintile 1 (Q1) and SIMD quintile 5 (Q5).

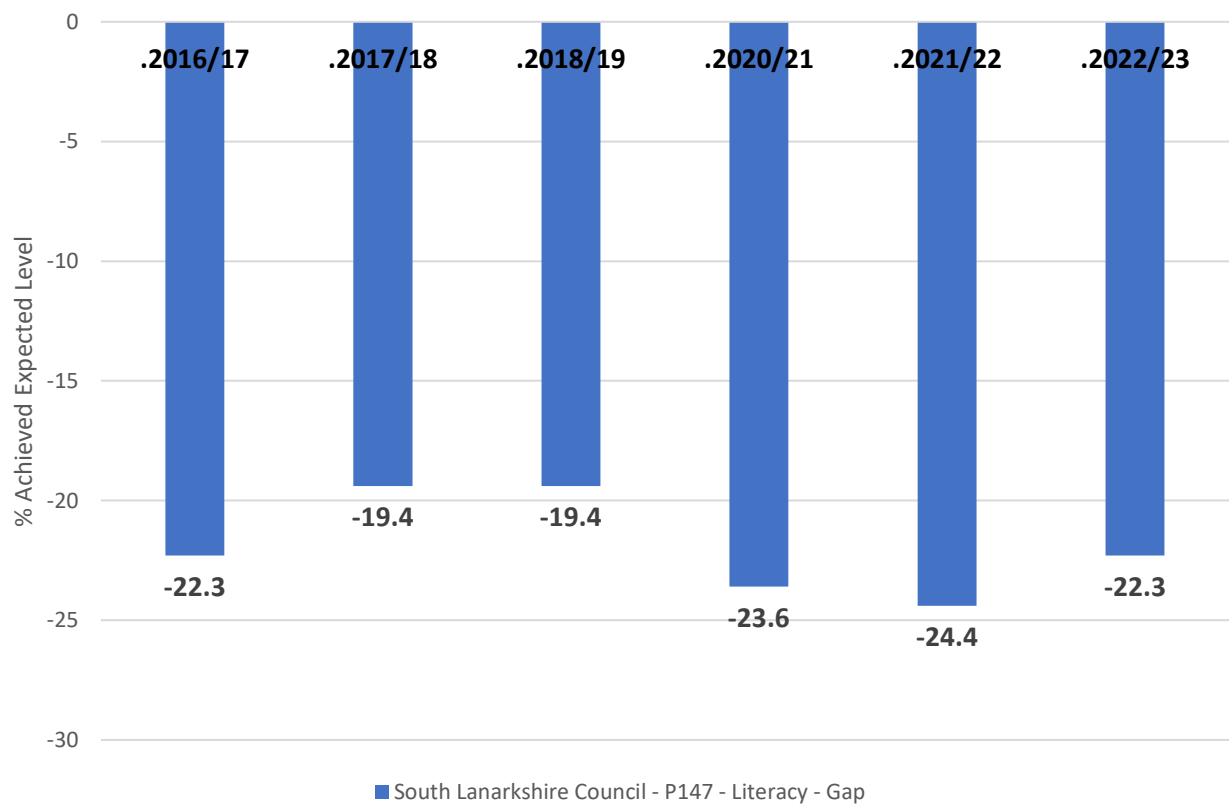
7. Summary of Results

- 7.1. Primary Literacy-provisional data (not yet published)
- ◆ In 2022/2023, 73.5% of pupils in South Lanarkshire Council achieved the appropriate attainment level
 - ◆ South Lanarkshire Council performance has improved by 2.2% points between 2021/2022 and 2022/2023
 - ◆ In 2022/2023 the Primary Literacy 'closing the gap' is 22.3% points
 - ◆ South Lanarkshire Council 'closing the gap' data has improved by 2.1% points between 2021/22 and 2022/2023. Our closing the gap data for literacy demonstrates that we have closed the gap further from 2021/2022 but we are not yet back to pre-pandemic levels. We are confident that our gap will continue to close during session 2023/2024

South Lanarkshire Council - P147 - Literacy combined

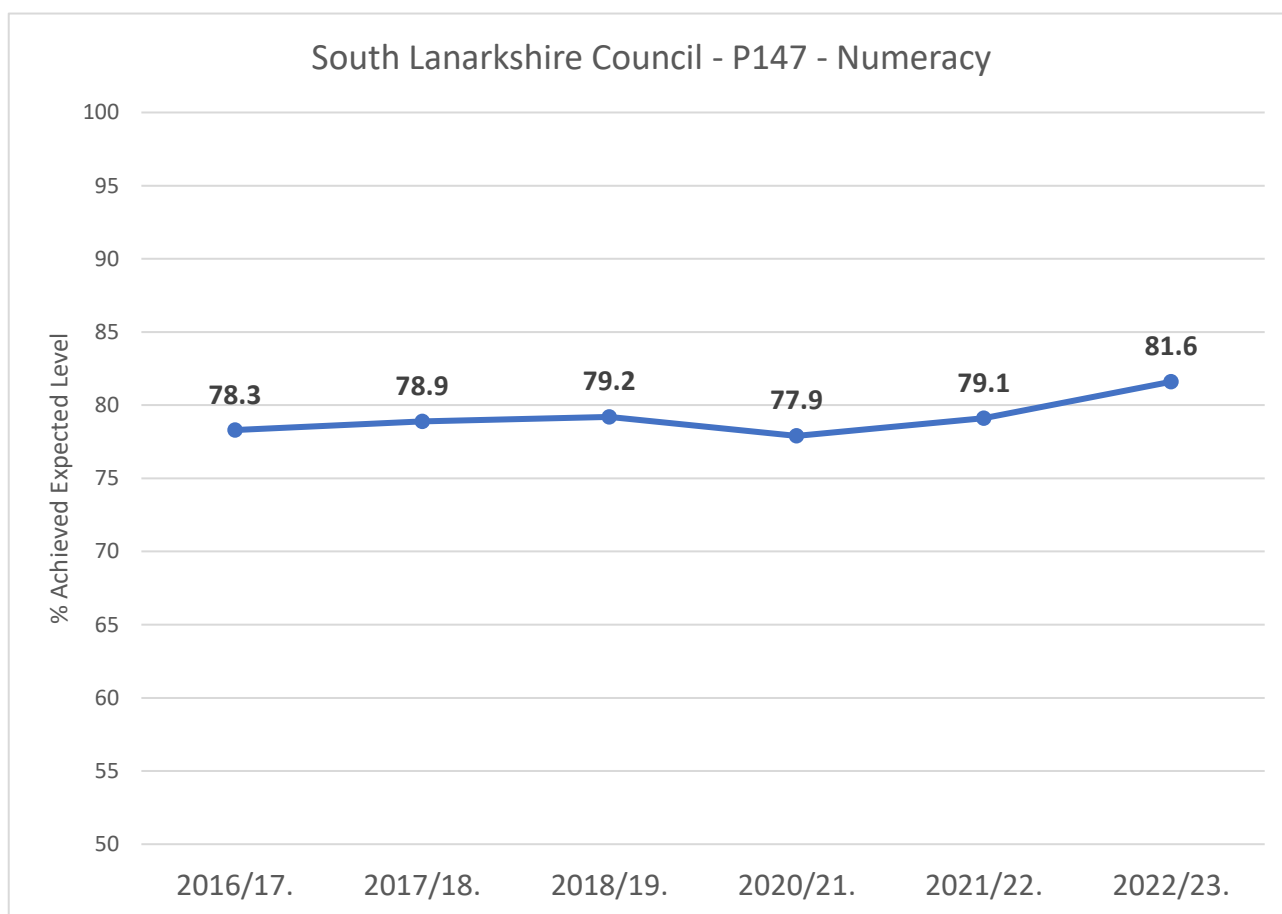


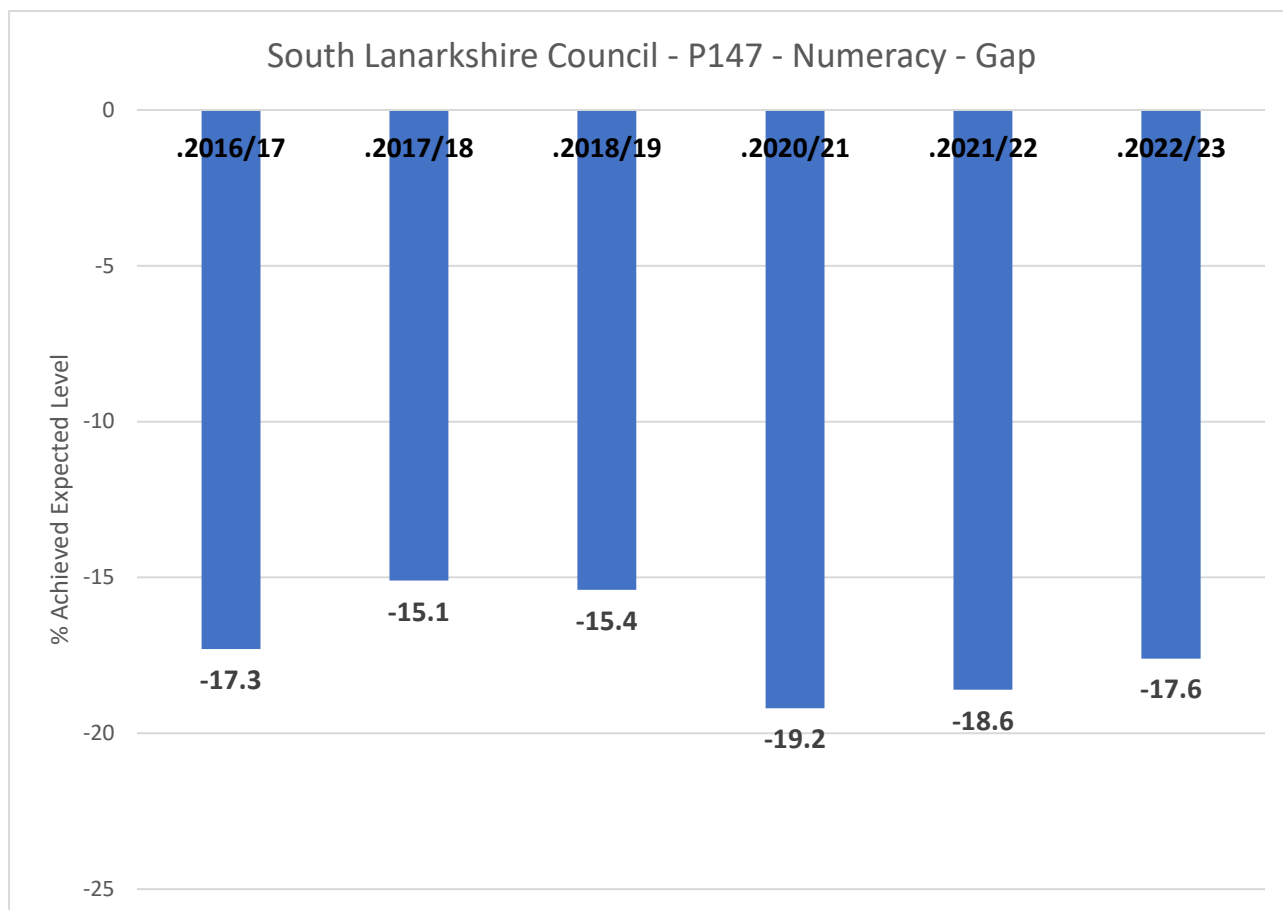
South Lanarkshire Council - P147 - Literacy - Gap



7.2. Primary Numeracy- provisional data (not yet published)

- ◆ In 2022/2023, 81.6% of pupils in South Lanarkshire Council achieved the appropriate attainment level
- ◆ South Lanarkshire Council performance has improved by 2.5% points between 2021/2022 and 2022/2023
- ◆ In 2022/2023 the Primary Numeracy 'closing the gap' is 17.6% points
- ◆ South Lanarkshire Council 'closing the gap' data has improved by 1.0% points between 2021/2022 and 2022/2023. Our closing the gap data for numeracy demonstrates that we have closed the gap further from 2021/2022 but we are not yet back to pre-pandemic levels. We are confident that our gap will continue to close during session 2023/2024





8. Findings

8.1. The data for CfE level of achievement in South Lanarkshire Council shows continued recovery from the pandemic, with positive progress being made across all indicators and school stages. All measures in South Lanarkshire Council have increased since 2021/22.

8.2. It should be noted that a poverty-related attainment gap remains a challenge across the country, with national data showing a gap less than pre-pandemic levels.

9. Next Steps

9.1. Education Resources will continue to provide support for schools to continue to raise attainment through the work of the Curriculum and Quality Improvement Service (CQIS) and refreshed Primary Raising Attainment Strategy.

9.2. This data will continue to be reported on through Education Resources' planning and reporting mechanisms linked to both the Council Plan and Resource Plan at quarters 2 and 4.

10. Employee Implications

10.1. None.

11. Financial Implications

11.1. None.

12. Climate Change, Sustainability and Environmental Implications

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

13. Other Implications

13.1. There are no risk implications in terms of the information contained within this report.

14. Equality Impact Assessment and Consultation Arrangements

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

14.2. There was no requirement to undertake any formal consultation in terms of the information contained within this report.

Carole McKenzie

Executive Director (Education Resources)

18 October 2023

Link(s) to Council Values/Priorities/Outcomes

- ◆ Education and learning: Inspiring learners, transforming learners and strengthening partnerships

Previous References

Education Resources Committee (June 2021)

List of Background Papers

None

Contact for Further Information

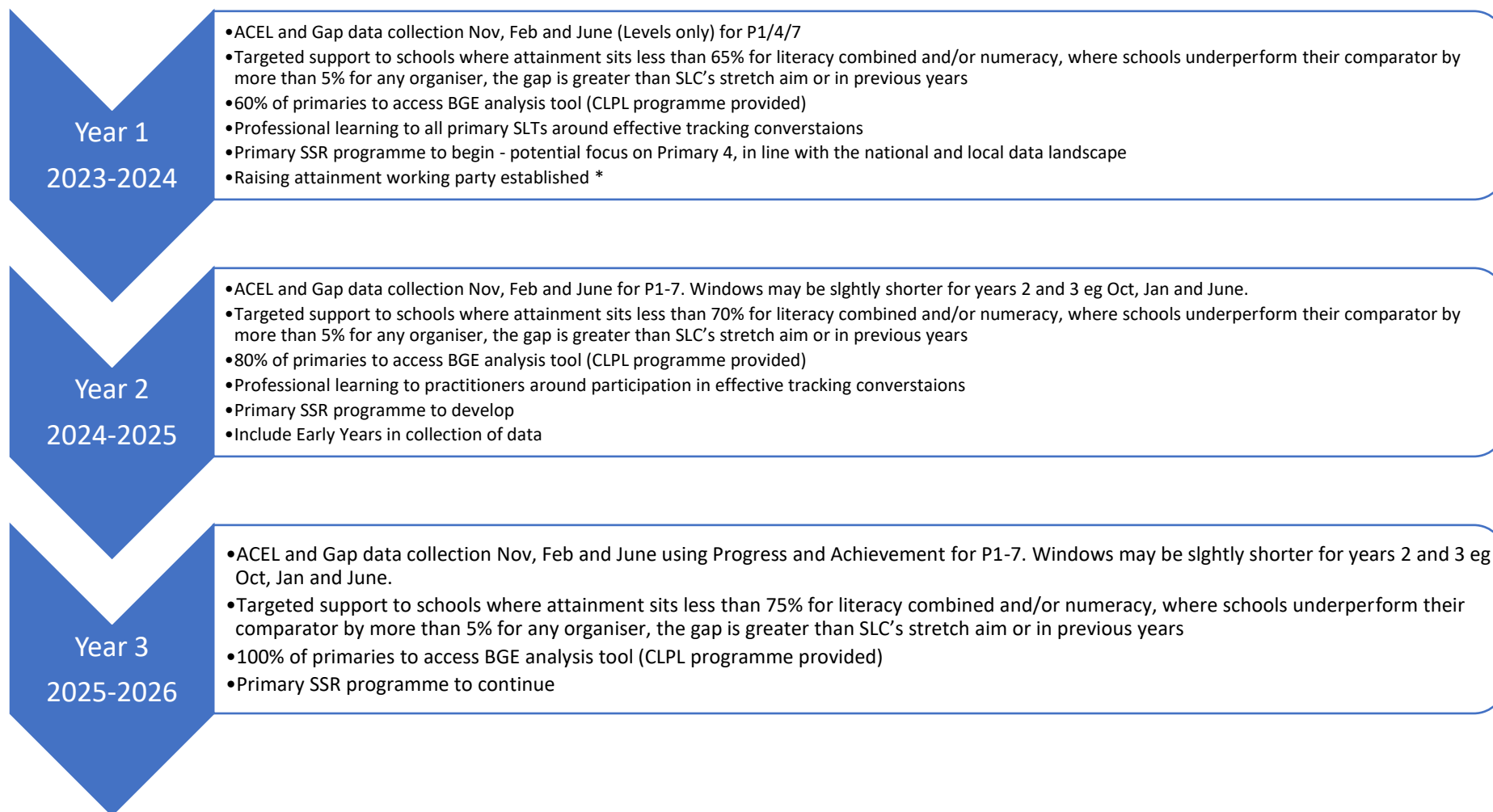
If you would like to inspect the background papers or want further information, please contact:-

Jacqueline Wallace, Head of Education (Primary and Early Years)

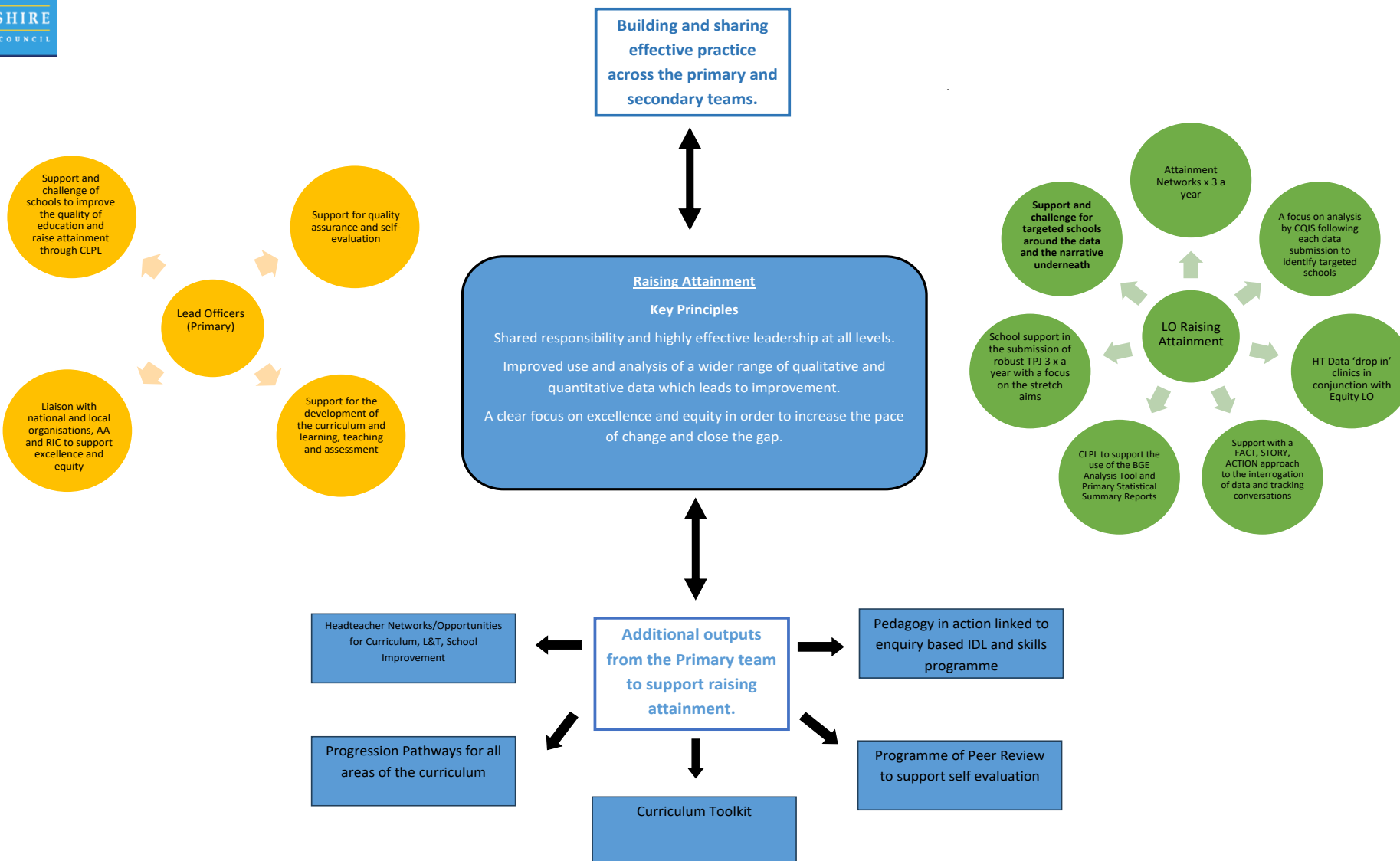
Ext: 4562 (Tel:01698 454562)

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Appendix 1 - Raising Attainment (Primary) in SLC timeline



*Raising Attainment working party will have representation from CQIS, HTs / DHTs, PAs, AA, Data Officer and aim will be to assess the efficacy of the proposed approach for raising attainment / data collection and consider the quality / relevance of data available. Consideration to the use of Standardised Assessments to support attainment will also be given. Gaps to be identified and then relevant action plans made.



Appendix 2 -Raising Attainment Overview 2023/24 (Primary)