

Education, Children and Families Committee

10am, Tuesday, 1 March 2016

Scottish Attainment Challenge

Item number 7.5

Report number

Executive/routine

Wards

Executive Summary

This report outlines the aims of the Scottish Attainment Challenge and the planned projects for the 8 City of Edinburgh Attainment Challenge schools.

The overall aim is to raise attainment and reduce educational inequality.

Links

Coalition pledges [P5](#)

Council outcomes [CO1, CO3, CO6](#)

Single Outcome Agreement [SO3](#)

Report

Scottish Attainment Challenge

1. Recommendations

- 1.1 Notes the commitment from the Scottish Government to raise attainment and close the attainment gap.
- 1.2 Notes the commitment of officers from the Communities and Families team to support and challenge the 8 schools to raise attainment and ensure equity for all learners.

2. Background

- 2.1 The Scottish Attainment Challenge was launched by the First Minister in February 2015.
- 2.2 The aim of the Scottish Attainment Challenge is to raise attainment and reduce educational inequality for all of Scotland's children and young people, by reducing the attainment gap between those young people from lower-income households and those from better off homes.
- 2.3 The Schools Programme supports specific primary schools. These schools have been selected because over 70% of their pupils live in the 20% most deprived data zones in Scotland.
- 2.4 There are 8 Scottish Attainment Challenge primary schools in Edinburgh. These are Canal View, Castleview, Clovenstone, Craigroyston, Niddrie Mill, Sighthill, St Catherine's and St Francis.
- 2.5 The priorities for the Scottish Attainment Challenge include:
 - Literacy
 - Numeracy
 - Health and wellbeing
 - Parents and carers
 - Leadership
- 2.6 An attainment advisor has been appointed to work with City of Edinburgh Council and the 8 identified schools to provide support and challenge on how to raise attainment of children living in deprived areas.

3. Main report

Scottish Attainment Challenge Primary Schools

- 3.1 Eight primary schools in Edinburgh are taking part in the Scottish Attainment Challenge. These schools have been chosen because over 70% of their pupils live in the 20% most deprived data zones in Scotland.
- 3.2 The Scottish Attainment Fund provides funding to support schools to identify, prioritise and implement activities to achieve improvements in literacy, numeracy and health and wellbeing outcomes for children living in deprived areas.
- 3.3 Schools, individually and as an authority group, have submitted bids to the Attainment Fund.
- 3.4 Each bid identifies the main focus and detailed plan of the activity, along with the cost across 4 years, and how sustainability is built in. It is critical that each bid demonstrates how improvements will be measured over time.
- 3.5 Leaders from each school will meet regularly throughout the project, supported by the Primary Quality Improvement Manager, Principal Psychologist, Primary Quality Improvement Officer, Development Officer for Numeracy and Mathematics and the Attainment Advisor. These meetings will allow schools to share good practice and work collaboratively.

Local Authority Bid

- 3.6 On behalf of the 8 Attainment Challenge schools, the local authority has submitted a bid to the Scottish Attainment Fund.
- 3.7 This project will be led by the Primary Quality Improvement Manager, Primary Quality Improvement Officer, Development Officer for Numeracy and Mathematics, and Community Learning and Development Manager, and will be supported by the attainment advisor.
- 3.8 The main focus of the bid is to improve attitudes to numeracy and mathematics in pupils and their parents, and to improve attainment in numeracy and mathematics for P3 pupils (in session 2016/17), and following these pupils into P4 (2017/18).
- 3.9 This stage and focus has been chosen due to a dip in attainment (based on standardised assessment data and CfE levels) in numeracy and mathematics in the 8 schools in P4, and the lower attainment in these 8 schools compared to the overall authority attainment.
- 3.10 A working group, with a representative from each school led by the authority team, will develop the following:
 - 3.10.1 CPD training for P3 teachers (in August/September 2016) to improve teacher confidence in progression, and learning and teaching of numeracy and mathematics in the classroom;

- 3.10.2 Parental engagement sessions to improve parents' confidence in numeracy and mathematics and help them to support their children with mathematics at home;
- 3.10.3 A motivational programme where learners can assess and track their progress with mastery of specific numeracy skills along the way.
- 3.11 The authority will be responsible for measuring the impact of this project on the schools, teachers, learners and parents by collecting data on the:
 - 3.11.1 Knowledge, understanding and confidence of the working group;
 - 3.11.2 Knowledge, understanding and confidence of the P3 teachers;
 - 3.11.3 Attitudes to learning and mathematics of P3 pupils;
 - 3.11.4 Attitudes to maths in parents, along with their ability and confidence to support their children with their maths learning;
 - 3.11.5 Number of parents attending parental engagement sessions, and the evaluations of these sessions;
 - 3.11.6 Numbers of learners taking part in the motivational programme;
 - 3.11.7 CfE levels for the learners at the end of P4;
 - 3.11.8 Standardised assessment results at the end of P3 and then at the end of P4.
- 3.12 The authority's funding bid was £48,000, with £24,000 approved for January to June 2016.

Individual Schools' Bids

Canal View Primary School Bid

- 3.13 The focus for Canal View's individual school bid is Growth Mindset.
- 3.14 The school have had Osiris Educational into school to deliver an in-service on Growth Mindset for all staff.
- 3.15 The measures used to determine the impact of this initiative include:
 - Mindset surveys for learners;
 - Standardised assessment results;
 - CfE levels of learners.
- 3.16 The school's funding bid was £56,000, with £36,200 approved for January to June 2016.

Castleview Primary School Bid

- 3.17 The focus for Castleview's individual school bid is on reading and improving teacher confidence in analysing and acting on attainment data.
- 3.18 Castleview have recruited an attainment coordinator to help focus the school to raise attainment. This attainment coordinator will help staff interrogate attainment

data and identify areas for improvement. The aim is that this will raise attainment as well as up-skill staff to interrogate and act on their own learners' attainment data.

- 3.19 In addition the school will have a particular focus on reading, with a reading collective.
- 3.20 Individual teachers are each taking on a Raising Attainment for All (RAFA) project within their class to test the impact of initiatives on a small scale.
- 3.21 The measures used to determine the impact of this initiative include:
- Standardised assessments;
 - The Primary One Literacy Assessment and Action Resource (POLAAR);
 - Pupil Attitudes to Self and School (PASS) Survey;
 - Health and Wellbeing Assessment in Self Esteem.
- 3.22 The school's funding bid was for £54,000, with £34,750 approved for January to June 2016.

Clovenstone Primary School Bid

- 3.23 The focus for Clovenstone's bid is numeracy and mathematics.
- 3.24 Clovenstone continues the authority focus of numeracy into its own bid by developing a maths university. The aim is to train current P6 pupils at their maths university and then allow them to support numeracy learning in P3 (2015/16) classrooms. The intention of this is to raise attainment at both stages, supporting the principal that your own understanding improves if you have to teach others.
- 3.25 Alongside this there will be workshops for parents in maths and extra staff employed to support this.
- 3.26 The measures used to determine the impact of this initiative include:
- Standardised assessments;
 - CfE levels;
 - Pupil Attitudes to Self and School (PASS) Survey;
 - Staff attitudes and confidence related to maths.
- 3.27 The school's funding bid was for £55,000 with £32,600 approved for January to June 2016.

Craigroyston Primary School Bid

- 3.28 The focus for Craigroyston's bid is preparing for and enhancing learning.
- 3.29 Craigroyston will also ensure that children are getting the best start in their school education through Readiness to Learn, supported by speech and language therapists.
- 3.30 ICT will be a big focus in the school and Craigroyston hope to appoint an ICT coordinator to lead this.
- 3.31 The measures used to determine the impact of this initiative include:

- Pupil Attitudes to Self and School (PASS) Survey;
- Standardised Assessments.

3.32 The school's funding bid was for £76,000, with £48,000 approved for January to June 2016.

Niddrie Mill Primary School Bid

3.33 The focus for Niddrie Mill's bid is numeracy and mathematics.

3.34 Resources such as numeracy sacks (to support learning in school and at home), outdoor learning packs and Sumdog (an online resource which can be used in school, in the library or at home) will all be used to engage learners, build confidence and raise attainment.

3.35 Staff will benefit from CPD on formative assessment and mathematics learning and teaching.

3.36 The measures used to determine the impact of this initiative include:

- Pupil Attitude to Self and School (PASS) Survey;
- CfE levels;
- Standardised Assessments.

3.37 The school's funding bid was £57,000, with £36,800 approved for January to June 2016.

Sighthill Primary School Bid

3.38 The focus for Sighthill's bid is core skills.

3.39 Sighthill are aiming to improve mental agility skills, with a focus on current P3 and P6 (2015/16).

3.40 They will also develop a reading community on their school site which will encourage reading for enjoyment by learners and their parents and carers.

3.41 The school aims to improve the health and wellbeing of its learners by introducing the Daily Mile across the school.

3.42 The measures used to determine the impact of this initiative include:

- Pupil Attitude to Self and School (PASS) Survey;
- CfE levels;
- Standardised Assessments;
- Staff questionnaires.

3.43 The school's funding bid was £54,000, with £32,000 approved for January to June 2016.

St Catherine's RC Primary School Bid

3.44 The focus for St Catherine's bid is core skills.

- 3.45 Reading is a priority for St Catherine's, particularly in nursery and P4. The school will also support pupils needing additional support in reading through the intervention programme Read, Write Inc.
- 3.46 The school plans to develop a whole school (and community) project to help develop mental agility skills of learners. This initiative will be called "St Catherine's Counts".
- 3.47 Finally St Catherine's will help learners develop their social and emotional wellbeing through play opportunities at break and lunch.
- 3.48 The measures used to determine the impact of this initiative include:
- Pupils and parents attitudinal surveys,
 - CfE levels,
 - Standardised Assessments.
- 3.49 The school's funding bid was £68,000, with £36,650 approved for January to June 2016.

St Francis's RC Primary School Bid

- 3.50 The focus for St Francis's bid is health and wellbeing.
- 3.51 St Francis aim to improve learners' health and wellbeing through a nurturing approach.
- 3.52 They will also develop health and wellbeing, along with literacy, through their dance academy where learners can explore, develop and improve literacy through dance.
- 3.53 The measures used to determine the impact of this initiative include:
- Pupil Attitude to Self and School (PASS) Survey,
 - Boxall Profile,
 - Standardised Assessments.
- 3.54 The school's funding bid was £39,000, with £23,645 approved for January to June 2016.

Attainment Advisor

- 3.55 The role of the attainment advisor is to link the work of Education Scotland, Scottish Government and the local authority that supports the range of strategies and initiatives in place to improve educational attainment. They will work within and across the local authorities to coordinate, plan and support appropriate interventions. Working with the eight schools in Edinburgh the attainment advisor will play a key role in building the capacity of practitioners to undertake self evaluation and plan effectively to support continuous improvement in raising attainment.
- 3.56 Jacqueline Scott, head teacher at Trinity Primary School, has been seconded to the role of attainment advisor for Edinburgh.

Measuring the Impact of the Scottish Attainment Challenge in Edinburgh

- 3.57 One of the conditions of the Scottish Attainment Challenge funding is that we measure and demonstrate impact on learners. Each school, and the authority, have measures built into their action plans to ensure that data is collected before, during and after the initiative to show impact.
- 3.58 The Quality Improvement Team will undertake focused support and challenge visit to each of the 8 schools to review progress and impact on learners.

4. Measures of success

- 4.1 Overall success is measured using a suite of indicators within the Children and Families Service Plan to ensure that our children and young people are successful learners, confident individuals and responsible citizens, making a positive contribution to their communities.

5. Financial impact

- 5.1 This work is funded from The Scottish Attainment Fund.

6. Risk, policy, compliance and governance impact

- 6.1 There are no adverse impacts arising.

7. Equalities impact

- 7.1 The recommendations in this report should lead to enhanced equalities for children and young people attending City of Edinburgh schools.

8. Sustainability impact

- 8.1 There are no impacts on carbon, adaptation to climate change or sustainable developments arising directly from this report.

9. Consultation and engagement

- 9.1 The work of the Scottish Attainment Challenge schools will take place through partnership working involving learners, practitioners from across services and sectors within educational establishments and Children and Families.

10. Background reading/external references

10.1

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11. Links

Coalition pledges	P5 - Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
Council outcomes	CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO3 - Our children and young people at risk, or with a disability, have improved life chances
Single Outcome Agreement Appendices	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential