

Education, Children and Families Committee

10am, Tuesday, 7 March 2017

Scottish Attainment Challenge

Item number 7.4
Report number
Executive/routine
Wards

Executive Summary

This report provides an update on progress and impact in the eight primary schools and four secondary schools in Edinburgh that have been funded by the Scottish Government through the Scottish Attainment Challenge.

The eight Primary schools are Canal View, Castleview, Clovenstone, Craigroyston, Niddrie Mill, Sighthill, St Catherine's RC and St Francis' RC.

The secondary schools joined the programme in August 2016 and as it is too early to evidence impact this report provides an update on their progress in implementing their action plans.

The four secondary schools are Castlebrae, Craigroyston, Wester Hailes Education Centre and Holy Rood RC.

Links

Coalition Pledges [P5](#)
Council Priorities [CP1](#)
Single Outcome Agreement [SO3](#)

Scottish Attainment Challenge

1. Recommendations

- 1.1 Note progress and the impact on the five key priorities identified by Scottish Government in our Primary schools.
- 1.2 Note the interventions now in place in our Secondary schools to address the five priorities.
- 1.3 Note the commitment of officers from Communities and Families supporting the implementation and delivery of the Attainment Challenge in 12 schools (eight primary schools and four secondary schools).

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 and secondary schools. There are eight Scottish Attainment Challenge primary schools in Edinburgh. These are Canal View, Castleview, Clovenstone, Craigroyston, Niddrie Mill, Sighthill, St Catherine's RC and St Francis' RC. The primary schools were selected because over 70% of their pupils live in the 20% most deprived data zones in Scotland. In August 2016, four secondary schools joined the Attainment Challenge. These are Castlebrae, Craigroyston, Wester Hailes Education Centre and Holy Rood RC. The secondary schools were selected because they were the associated secondary schools for the primary.
- 2.4 The priorities for the Scottish Attainment Challenge include:
 - Literacy
 - Numeracy
 - Health and wellbeing
 - Parents and carers
 - Leadership

- 2.5 An attainment advisor has been appointed to work with the City of Edinburgh Council and the 12 identified schools to provide support and challenge on how to raise attainment of children living in deprived areas.
- 2.6 Primary and secondary schools, individually and as an authority group submitted bids to the Attainment Fund. Each bid identified the main focus and detailed plan of the activity, along with the cost across four years, and how sustainability was built in.
- 2.7 Leaders from each school have met regularly throughout the project, supported by the Secondary and Primary Quality Improvement Managers, Principal Psychologist, Primary Quality Improvement Officer, Development Officer for Numeracy and Mathematics and the Attainment Advisor. These meetings allowed schools to share good practice and work collaboratively

3. Main report

Summary Progress and Impact on Key Priorities in the Challenge Schools

Literacy

- 3.1 All eight primary schools have a degree of focus on literacy and almost all schools are using strategies to close the vocabulary gap as well as build the profile of reading for pleasure.
- 3.2 In **Castleview Primary** a focus on P4 reading comprehension was identified, with 91% of pupils increasing their comprehension scores to date. In P6 and P7, 10 pupils were identified for targeted intervention. This focussed on teaching grammar and comprehension through novel studies. 60% of pupils in the group increased their scores to above the 60th centile.
- 3.3 In **Sighthill Primary** P3 reading has been targeted with reading dens established in classrooms and early indications show an increase in motivation, confidence and an ability to identify new vocabulary in reading across the cohort as well as skills beginning to be transferred into writing.
- 3.4 In **Clovenstone Primary**, seven pupils were identified for 1:1 support for 15 minutes per day. Early indications from teachers report an increase in confidence and engagement across the group and all pupils reported feeling more confident about engaging in reading tasks.
- 3.5 **Craigroyston Primary** employed a Speech and Language Therapist to work on focussed listening groups. 45 P1 pupils have been involved in these listening groups and feedback from staff indicates 100% of pupils have improved confidence and engagement. A Bug Club Reading for Enjoyment programme has been established for P4-P7 pupils and 100% of children are now accessing this. This programme links with the First Minister's reading challenge as well as Scottish Book Week.

- 3.6 **Niddrie Mill Primary** identified closing the vocabulary gap across their 51 P1 pupils as a priority, through the use of the “Wordboost” programme. Class teachers have reported 100% engagement from pupils during sessions and a majority of them have been using and understanding the words in class.
- 3.7 In **Canal View Primary** a reading club has been established involving 12 targeted pupils and their parents. After a slow start 50% of the parents have now become involved. All involved parents have reported an increase in their children’s speed and motivation to read.
- 3.8 **St Catherine’s RC Primary** targeted a group of 14 P3 pupils for their Read,Write,Inc intervention and report good progress of 13 of the 14 pupils so far.
- 3.9 **St Francis’ RC Primary** developed a performance programme across the school aimed at improving confidence and creativity in communication. Early observations from all partners identify improvements being made.

Numeracy

- 3.10 Seven of the eight schools have a focus on numeracy. Ongoing SEAL and ASL assessments indicate that all pupils in intervention groups are making progress and are much more confident at taking part in mental agility activities.
- 3.11 **Canal View Primary** has given increased small group targeted support in numeracy using the SEAL intervention. In P4 50% of pupils of the identified pupils have moved up from the figurative phase in SEAL to the Counting On phase with a further 40% making good progress towards the next level.
- 3.12 **Sighthill Primary** is providing targeted Maths interventions for groups run by a STEM teacher or trained PSA. Ongoing SEAL and ASL assessments indicate that all pupils in intervention groups are making progress and are much more confident at taking part in mental agility activities.
- 3.13 **Niddrie Mill Primary** has increased time spent on Maths across the school. 24 children have been targeted for three additional support sessions each week and almost all of these pupils have made good progress and have an increase in confidence.
- 3.14 **Castleview Primary** has focussed on using the new benchmarks in P3 and P4. All P4 pupils made improvements in their Maths assessments from September to December. 91% of pupils achieved above the 60th percentile which represents a significant improvement.
- 3.15 37 out of 104 P1-3 pupils in **Clovenstone Primary** have been identified as requiring targeted support. Programmes of small group work have been established and early indications show an increase in confidence in and enjoyment of Maths from most pupils.
- 3.16 **St Catherine’s RC Primary** report that early indications suggest that 66% of pupils at early level are on track for 1st level as compared with 35% in December 2015.

Health and Wellbeing

- 3.17 A range of health and wellbeing initiatives are helping to increase children's confidence, motivation and engagement.
- 3.18 **Canal View Primary** is using drama workers to develop literacy and health and well-being through drama led play.
- 3.19 In **St Francis' RC Primary** all staff have had training in using the two nurturing class programmes and most now have increased confidence in delivering the lessons and a deeper understanding of the six principles of nurture.
- 3.20 In **Canal View Primary** there has been a very structured and rigorous approach Pupils and staff report an impact on their positivity towards their learning and the learning ethic in the classrooms and parents are beginning to see a change in their children's attitudes towards challenge and the process of learning.

Parental Engagement

- 3.21 Increased parental engagement is evidenced across five of the eight schools so far.
- 3.22 **Niddrie Mill Primary** have had a major focus on parental engagement and following a parent needs analysis, 90% of parents requested a Twitter account be set up. 115 parents are now following the school on Twitter. Following on from this the school recently ran their most successful parent/carer event on outdoor learning with the highest ever record of attendance at 156. 38% of parents provided written feedback and 100% of this was positive and requesting more events of this kind.
- 3.23 **Castleview Primary** have run a range of events to encourage parental engagement including Read,Write, count sessions on rhyming and maths and although attendance has been mixed, it often increased between sessions and compared very positively with previous years.

Leadership

- 3.24 The Head Teacher Professional Learning Group has continued to play a key role in ensuring that there is high quality learning, collaboration and sharing of good practice amongst the schools in the programme. The group includes key partners such as Psychological Services and Education Management.

Secondary

- 3.25 The funding and confirmation of the projects for the Secondary schools was completed in November 2016 and so it is too early to evidence impact.

Individual Secondary School Bids

Holy Rood RC High School

- 3.26 Raising Attainment teacher has been in post since October;
- 3.27 Family Learning Room – furniture and equipment ordered SRA/SEAL experiences for parents (targeted using SIMD and standardised testing scores);
- 3.28 Launch of Family Learning again in February;
- 3.29 “Keeping in Touch” day/parent focus group;
- 3.30 Loyalty card idea for attendance at sessions;
- 3.31 Planning of content for next block of family learning events taking place;
- 3.32 Planning to explore Attainment Champions model further;
- 3.33 Show my Homework app.

Craigroyston Community High School

- 3.34 Attainment Champions trained and meeting their assigned 5 pupils for 15 minutes each per week;
- 3.35 Early impact – very positive, attendance same or improving, pupil motivation and engagement with school being raised;
- 3.36 Continuing focus in the BGE on Literacy learning – use of IDL (Social Subjects, French, English) to create 10 periods per week of Literacy rather than discrete subjects in BGE for cohort of learners with a reading age of below 8; 7 periods per week for S3;
- 3.37 Early impact – strong in terms of learners being able to access curriculum, using standardised assessment data to further measure impact;
- 3.38 It is hoped that this cohort, when they go into S4, will be able to participate in a “lifeskills” course as one of their options to extend and enrich this Literacy learning further;
- 3.39 Continuing focus on 16+ aftercare.

Wester Hailes Education Centre

- 3.40 Literacy Coordinator has been appointed – exploring alternative qualifications, targeting 4 at National 3 learners, ESOL awards introduced, looking at the creation of a more bespoke curriculum;
- 3.41 HWB Coordinator will work closely with cluster and promote community working;
- 3.42 Bike Maintenance project;
- 3.43 Equity Officer looking at 1 in 5 as cornerstone of work;

- 3.44 DYW Coordinator looking at how career management skills can be embedded into subjects, “business in the classroom” idea, Bank of Scotland mentoring programme for S5 pupils;
- 3.45 Creation of a 16+ database to support tracking of pupils more closely and stronger partnership working with SDS;
- 3.46 Nurture Coordinator appointed – looking at the early work of the Inclusion Hub, Literacy work, Emotion Talks, SEAL, aim to reduce exclusions and support learners in school more effectively;
- 3.47 Curriculum has been reviewed to meet the needs of the cohort better – new courses and qualifications explored and underway.

Castlebrae High School

- 3.48 Literacy Coordinator in post three days a week- increasing author visits, looking to develop literacy skills, cluster working and transition of skills, vocabulary gap;
- 3.49 PASS survey used with S1/2 as baseline;
- 3.50 Science Development Officer – seconded two days a week from University of Edinburgh, promoting love of science, exploring possible Science Hub in the future, independent evaluation part of this workstream;
- 3.51 HWB – focus on outdoor learning experiences in the BGE, football academy with specialist training, all S2 pupils attending Columba 1400 and workshops at Napier University, Foxlake;
- 3.52 Continuing focus on parental engagement and encouraging parents in innovative ways to be active in the school community;
- 3.53 Football academy having positive impact on literacy/numeracy/behaviour.

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 [Scottish Attainment Challenge Report – Education, Children and Families Committee 1 March 2016](#)

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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 Priorities	CP1 Children and young people fulfil their potential
Single Outcome Agreement	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	