Education, Children and Families Committee

10am, Tuesday 21 May 2019

Edinburgh Learns: Equity

Actions to improve outcomes for children in poverty

Item number
Executive/routine
Wards
Council Commitments

1.   Recommendations

1.1   The Education, Children and Families Committee is asked to:

1.1.1   note the areas of improvement in equity in Edinburgh schools.

1.1.2   note the wide range of strategies and resources that are deployed to raise attainment, support equity and achieve excellence in schools and with partners.

1.1.3   agree to receive further annual reports on Edinburgh Learns: Equity.

1.1.4   note the continued hard work of pupils, staff, partners, communities and families to support the successful delivery of National Improvement Framework priorities 1 and 2 (see Appendix 2).

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Report

Edinburgh Learns: Equity

2.   Executive Summary

2.1   This report provides a summary of the work of the Quality Improvement Team, primary and secondary schools (including those in the Scotttish Attainment Challenge Schools Programme) to support and improve equity in learning and attainment. This includes additional staffing, resources, programmes and interventions funded by Pupil Equity Funding.

2.2   The Edinburgh Learns: Equity framework (Appendix 1) is a key strand of the City of Edinburgh's Raising Attainment strategy.

2.3   Areas for further improvement are also identified in the report and include:

1. To continue to measure the impact of interventions to support equity and the impact on outcomes for children experiencing poverty at regular intervals.
2. To continue to focus on improving outcomes for the most disadvantaged pupils, in particular those who are Care Experienced (Looked After Children and Young People) and Young Carers.

3.   Background

3.1   This report provides the members of the Education, Children and Families Committee with a summary of the key outcomes from key workstreams in relation to equity in City of Edinburgh Council primary and secondary schools and establishments for academic session 2017-18. The local authority and head teachers are fully engaged in improving equity at school level and working together with other schools, officers and partners to achieve this.

3.2   The Edinburgh Learns: Equity framework has been written collaboratively. A strategic group tasked with continuing governance is chaired by a Quality Improvement Education Officer (Equity).

4. Main report

4.1 Monitoring Progress

This session all schools set out their plans to raise attainment and improve equity in their Standards & Quality and Improvement Plan. This included the use of funds specifically designed to improve outcomes for children in poverty, the Pupil Equity Fund.

The yearly Attainment Report completed by schools included additional prompts on the attainment and achievement of identified equity groups, on their participation, and on parental engagement. Additional data was provided to schools on attainment in the Broad General Education, exclusions and attendance over time, in comparison with city and national averages. This has led to a better quality data set and richer use of data to inform next steps.

4.2   Attainment versus Deprivation

The Scottish Government's National Improvement Framework (NIF) identified a suggested "basket of measures" in 2017 with which to measure progress in closing the poverty-related attainment gap in Scottish schools. In the BGE, the gap is measured by comparing the performance of those pupils from the 20% most deprived areas of the country (SIMD quintile 1) with those from the 20% least deprived (SIMD quintile 5).

The tables below show this "gap" for pupils in the BGE, sessions 2016-17 and 2017-18. If the gap is narrower for a measure in 2017-18 than it was in 2016-17, the cell is highlighted in green; likewise, if the gap has increased, this is highlighted in red.

Table 1: the attainment gap in literacy: reading

Reading	2016-17			2017-18		
	Q1	Q5	Gap	Q1	Q5	Gap
P1	69%	92%	23%	71%	92%	20%
P4	65%	90%	25%	67%	92%	24%
P7	65%	90%	25%	65%	91%	26%
S3 (Third Level)	78%	94%	16%	83%	96%	13%
S4 (Fourth Level)	37%	66%	29%	43%	77%	34%

Table 2: the attainment gap in literacy: writing

Writing	2016-17			2017-18		
	Q1	Q5	Gap	Q1	Q5	Gap
P1	69%	92%	23%	66%	91%	25%
P4	57%	86%	28%	62%	87%	26%
P7	57%	85%	29%	58%	88%	30%
S3 (Third Level)	76%	93%	17%	83%	96%	13%
S4 (Fourth Level)	36%	66%	30%	43%	76%	33%

Table 3: the attainment gap in numeracy

Numeracy	2016-17			2017-18		
	Q1	Q5	Gap	Q1	Q5	Gap
P1	75%	94%	19%	75%	93%	18%
P4	65%	88%	23%	65%	90%	25%
P7	60%	87%	27%	64%	88%	24%
S3 (Third Level)	80%	96%	16%	84%	97%	13%
S4 (Fourth Level)	34%	74%	40%	39%	85%	46%

Table 4: the attainment gap in the Senior Phase

(Baseline data from Insight)

	1@L4	1@L5	1@L6
Most deprived 30%	93.54%	71.85%	42.94%
Middle 40%	96.19%	85.19%	58.39%
Least deprived 30%	98.68%	95.20%	83.30%
'Gap'	5	23	40

4.3 Analysis of gap data

It is important to acknowledge that the effects of interventions to raise attainment and narrow the gap must be given time to embed and show impact. A period of 3-4 years is suggested as an appropriate timescale.

Tables 1-3 for the Broad General Education show a narrowing of the gap for all aspects of literacy in P4 and S3 (Third Level), and for numeracy in P7 and S3 (Third Level). In most of the stages for writing, the gap has widened.

The relatively stagnant performance in P1 and P4 numeracy is of concern; note the gap in P1 numeracy has only narrowed because of a drop in performance at quintile 5. The widening of the gap in both literacy and numeracy for S3 (Fourth Level) is of concern, though it should be noted that in each case the performance at quintile 1 has increased from 2016-17 to 2017-18.

Table 4 for the Senior Phase shows that the gap widens as the SCQF level of the qualification increases. (Note: L4 equates to National 4, L5 to National 5 and L6 to Higher)

4.4 Actions to support further improvements in addressing the academic attainment gap

Edinburgh Learns

The main driver in Edinburgh Learns is the improvement of teaching and learning in our schools. This will improve the performance of learners in literacy and numeracy in the broad general education. A team of expert practitioners has started to offer high quality professional learning which will be expanded next session.

To improve the gap in the senior phase, a better range of courses and programmes needs to be offered. The Edinburgh Learns Pathways Framework will provide schools with guidance on how to achieve this.

Stretch Aims: In September 2018 schools were issued with a "data pack" which gave an analysis of BGE attainment by QIMD quintile for each school, for sessions 2016-17 and 2017-18. Accompanying this data were "stretch aims" for each school, by SIMD quintile, which were based on the national stretch aims set by the Scottish Government as part of the National Improvement Framework. These aims are set for session 2019-20 and staff will be encouraged and supported to use the data to identify and address the "gap" as it relates to their own school over the coming two academic sessions.

Raising Attainment in Writing: The gap in writing is being addressed by the Edinburgh Learns: Raising Attainment in Writing Strategy. There are 8

primary schools and 2 secondary schools involved in a pilot of a research-based approach using 10 identified principles of teaching writing effectively (see Appendix 3).

High-quality professional learning has been delivered to staff from the pilot schools and 250 further staff between September-November 2018. This has been very positively evaluated.

The year 1 pilot project is due to culminate in May 2019, whereupon the approach and data gathered will be fully evaluated by the CEC Raising Attainment in Writing Group, chaired by Quality Improvement Education Officers (Primary/Secondary Literacy) and includes Literacy Development Officer, primary head teacher, secondary curricular leader of English, Media and Literacy, Education Scotland Attainment Advisor, Educational Psychologist and teacher of English as an Additional Language. Each pilot school is "mentored" by a member of the group.

Empowerment and Collaboration: In line with current Scottish Government and COSLA guidance on Empowerment, the Quality Improvement & Curriculum Service works in partnership with school leaders, practitioners and representatives from other service areas in the planning, delivery and governance of the Edinburgh Learns frameworks.

Learner Voice
Children and young people attend the Edinburgh Learns: Equity strategic group. This provides a forum for them to share their views and influence thinking. Senior pupils from Gracemount High School, for example, recently shared their work to reduce the stigma of financial hardship, of their school as a Rights Respecting School, of their shared understanding of positive destinations and their very strong feeling that no destination is given prominence over any other. The group was left in no doubt that Gracemount's ethos was about what was the best option for every individual. Children from Castleview Primary School will present at the next meeting in May 2019.

Quality Improvement Education Officers are often involved in carrying out pupil focus groups in school which creates an opportunity for young people to share their views on equity. The chair of the Edinburgh Learns: Equity group has shared professional learning on Learner Participation and is a "What Kind of Edinburgh" Champion, which is a mechanism through which learners' views can continue to shape Edinburgh's strategic approach to equity in schools.

4.5   **Looked After Children (LAC)**

In session 2018-19 the number of children classified as "looked after" (LAC) in P1, P4, P7 and S3 within CEC were as follows:
P1 – 41 pupils; P4 – 49 pupils; P7 – 51 pupils; S3 – 76 pupils.
This gives a total of 217 pupils classified as LAC for whom we have available

attainment data in terms of CfE levels as reported to the Scottish Government.

The number of "care experienced" children will of course be higher than is recorded formally here. At present, schools are asked to analyse data for Looked After Children (LAC) with a continuous focus on support and improving their outcomes. All head teachers are aware that this remains a priority.

Research-based advice for school leaders as to how best to continue to support the attainment and achievement of LAC pupils is clearly set out in Edinburgh Learns: Equity.

Graphs comparing the attainment of LAC pupils in City of Edinburgh with the attainment of all pupils in CEC education, and with those pupils living in the 20% most deprived areas according to SIMD, at P1, P4, P7 and S3 (Third Level) stages can be found in Item 7.8 – Educational Attainment in the Broad General Education for Primary and Secondary Schools –Education, Children and Families Committee, October 2018.

(http://www.edinburgh.gov.uk/meetings/meeting/4553/education_children_and_families_committee)

It is clear that the attainment of LAC children is consistently lower than that of those living in the most deprived areas, with a gap widening at S3. Raising attainment for care-experienced learners remains a high priority. Both the Edinburgh Learns: Inclusion and Edinburgh Learns: Equity frameworks contain clear guidance that all schools should prioritise to implement. The strategic groups oversee implementation and agree amendments, for example new advice from Education Scotland.

The new Care Experienced Young People Fund will be used to raise attainment for this group of learners. A separate report will be published to demonstrate the plan and intended impact of interventions.

4.6 Child Poverty Action Plan

Both the chair of the Edinburgh Learns: Equity Group and a further member of the Equity group, the head teacher at Craigroyston High School, are on the CEC Child Poverty Action Group, which is working towards a draft action plan to reduce and tackle child poverty. This demonstrates the willingness of all stakeholders to work towards this aim in a collaborative manner. The Edinburgh Learns: Equity group would welcome the opportunity to support and promote key strategic actions from this plan when it is complete.

4.7 Wider Achievement versus Deprivation

Almost all schools have indicated in their Attainment Report that Pupil Equity Funding is being used to support the building of cultural, social and emotional capital for children and young people experiencing poverty-related

disadvantage. Funding is no longer considered a barrier to accessing opportunities.

Many schools are beginning to track and monitor wider achievement for identified equity groups more effectively and strategically, and many use the Leuven Scale to measure learner engagement in the classroom. The authority tracking and monitoring database will be rolled out across all schools to ensure consistency of approach.

A significant number of schools have used this funding to "poverty proof" school activities, in line with the guidance from the "1 in 5" approach. This includes providing free access for identified groups or individuals to residential experiences, school trips and extra-curricular clubs, including those provided by Active Schools. Many schools are increasingly seeking innovative and creative ways to engage with business and community partners to support their endeavours.

Fully-funded breakfast and after-school/homework club places are made available to those with the greatest need. Schools are working closely with Community Learning and Development partners to engage families in and refer families to the Discover! programme of funded, planned activities and meals over holiday periods.

The recycling of pre-loved uniform and sports kit, recycling books, the provision of free, healthy snacks, being mindful of the need for "inclusive" school proms and other celebratory events, keeping donations for dress-down days voluntary without a "recommended amount" are all evident across the school estate.

Some schools are reporting the positive impact of initiatives based on outdoor learning, gardening and Forest Schools/Kindergarten on identified groups in terms of supporting mental health.

Based on data gathered from school Standards and Quality reports June 2018 (which will be gathered again in June 2019), it is clear that literacy and numeracy approaches are being enriched and expanded, and this includes an offer of social and cultural activities leading to wider achievement. Schools continue to target their offers effectively to those facing poverty-related barriers to learning and achievement.

Some schools have appointed Literacy and Numeracy Development Officers to support this and work closely with learners and families facing significant poverty-related barriers to learning. There is practice which demonstrates how parents can be included in supporting literacy – from co-designing a school library, to reading groups targeted at fathers, to "Books for Breakfast" and "Bedtime Stories" initiatives, to making the school library available to parents and carers at the end of the school day.

Children and young people's engagement in national initiatives such as the First Minister's Reading Challenge (primary and secondary) are considerable. The development of "junior librarians" in several primary schools is underway. Author visits and excursions to the Edinburgh Book Festival "for all" are taking place. Read, Write, Count resources are distributed and used widely.

4.8   Impact of Pupil Equity Funding

Schools continue to use the National Improvement Framework drivers and local authority advice and guidance to plan their Pupil Equity Funding spend. Quality Improvement Officers and the Education Scotland Attainment Advisor are currently engaging in support and challenge visits to a sample of schools. The results will be reported to the Edinburgh Learns Equity Strategic Group.

In addition, a comprehensive survey (PEF Planning for Improvement and Impact Analysis) of all primary, secondary and special schools was issued to support planning for improvement and impact analysis. This allowed better understanding of what is working well and what barriers continue to exist for schools in making use of this funding stream.

Data gathered is as follows:

Which of the three organisers for Equity did you plan to develop with this intervention?

Learning and Teaching	Leadership	Communities and Families
271	35	91

The majority of interventions being delivered are designed to strengthen learning and teaching.

Please confirm if the planned intervention will demonstrate success in any of the following ways:

Attainment	Attendance	Lates	Increased inclusion/reduced exclusion	Participation	Engagement (of pupils in classes)	Engagement (of parents in school)
242	120	77	133	259	305	130

The use of Education Scotland's 5 key measures of impact of intervention is embedded; further advice and guidance can be found in Edinburgh Learns: Equity (see appendix 1).

How did you plan to address these objectives?

Human resource e.g. appointment of DO or SDO, additional hours provided by SLT	Material resource e.g. IT or other learning resource	Activity e.g. attendance at external provision	Intervention e.g. workshops delivered in school	Other
260	173	72	150	39

Schools are identifying the right person to lead each intervention; many schools have appointed a Development Officer or Senior Development Officer to coordinate PEF/SAC.

Were services provided through:

The school	City of Edinburgh Council	External procurement	Partnership working with other agencies
236	45	61	48

The PEF Procurement Framework ensures that external providers meet core requirements in providing a service to schools through PEF. An example of a City of Edinburgh Council service would be the Wellbeing Academy, an upskilling training programme for newly-appointed Pupil Support Officers. It is clear that schools are being innovative with existing school resources in terms of improving outcomes for children and young people in poverty.

It should be noted that, at the time of survey, 62% of interventions had progressed well without barriers. The remaining 38% of interventions also progressed but with some barriers to the pace of this progress. A key action taken to remove these barriers included a review of the HR service and introduction of an online Ask HR portal. Fewer schools continue to report issues with HR and procurement, both of which have been identified nationally as areas of challenge with the Scottish Attainment Challenge itself. There is an improving picture but removing barriers to recruitment remains an ongoing priority for the local authority.

Case studies:

Tynecastle High School

Tynecastle High School has used PEF to support their ongoing poverty-proofing work and focus on equity for all. One of the initiatives having a measurable impact is the recently launched Breakfast Club, providing a healthy start to the day. Well-supported by a Pupil Support Officer, whose post is funded by PEF, the school is able to track and monitor uptake across SIMD deciles and target those who would benefit from attending. Other initiatives such as a recent "formal wear" donation campaign aiming to provide suitable attire for Christmas dances and prom, the school's provision of free feminine hygiene products, and the usage of local business partnerships show the school's commitment to equity. PEF has enabled the school to increase staffing to support the continuing implementation of the school's Digital Learning Strategy, which includes equity of resource provision. More recently, Brilliant Club, a STEM initiative to raise aspiration, and the appointment of a Development Officer of Outdoor Learning has continued to enrich the curriculum for identified learners. Participatory Budgeting has been used for the second year; young people have chosen health and wellbeing for investment and are leading this work.

Juniper Green Primary School

Juniper Green Primary School has used PEF to support literacy, numeracy and health and wellbeing effectively. In the Nursery, independent numeracy learning has been enhanced by an outdoor number track in the playground and all Nursery staff have attended Word Boost training sessions , using this professional learning to develop vocabulary further. For the second year, Juniper Green has run a mentoring project for children in SIMD deciles 1 and 2 who had a negative trend to their attainment. 19 children were matched with either staff or volunteers who met with them for 1 hour each week from October-April. The volunteers and staff were trained by the PT; all mentees showed improvement for the indicator 'I am confident about my ability in this area of learning". Mentees' wellbeing indicators such 'I can persevere'; 'I feel confident' have also shown an improvement. Further to this, PEF was used to fund and staff a Study Club and also to set up and run a Nurture Base this session, used at break and lunchtimes as the "Place to Go" an indoor and outdoor space for children with ASN or social and emotional challenges. Engagement and participating have improved for all pupils. A Home Link service for parents, with parental home visits and a support booklet, was also established.

4.9 Impact of Scottish Attainment Challenge (Schools Programme)

Schools report positively about the progress and impact of the majority of their planned outcomes within the Scottish Attainment Challenge Schools Programme. Supported by the Attainment Advisor, almost all SAC schools show strength in distributed leadership, innovative uses of staffing and more diverse roles being given to pupil support assistants with appropriate training.

Almost all SAC schools have

- reported measurable success in parental engagement with their child's learning and a more equitable parental role

- improved skills in using qualitative and quantitative data and have improved data tracking mechanisms

- as a result of increased awareness of the impact of poverty, reported staff being more inclusive in their practice. Teacher mentoring programmes have enabled staff to engage with pupils in a way which has led to a deeper understanding of their circumstances. In turn, pupils' ability to learn in school has then improved

- increased nurture provision. This is leading to reduced exclusion with one secondary school achieving its lowest exclusion figures in 5 years.

- Focused on improving early level pedagogy in primary schools to ensure children's needs are more closely met through play-based learning. This is at an early stage of development but it is beginning to impact positively on attainment in most primary schools.

Challenges experienced are due to changes in leadership in some of the SAC schools, ongoing difficulties with recruitment and cover for absence, and the complex nature of the barriers faced by some children and young people who attend SAC schools.

4.10 Professional Learning

Within Edinburgh Learns: Equity there is emphasis on supporting Head teachers and school leaders at all levels to ensure that all staff, including support staff, access regular, appropriate training, professional reading, established professional development programmes (local and national) and learning opportunities.

The recently-formed Edinburgh Learns Team will support schools to improve the quality and inclusivity of learning and teaching approaches in the classroom.

All school staff, including support staff, have an increased familiarity with relevant data for their school and their learners, including SIMD information. The importance of an inclusive ethos is emphasised at all key learning and network events.

The South East Improvement Collaborative (SEIC) ran a successful event on parental engagement for school leaders in November 2018. Evaluations are currently being collated. The keynote speaker at this event was Dr Janet Goodall, University of Bath.

A further SEIC event for practitioners is planned for March 2019. The focus will be on pedagogy for equity, empowerment and collaboration.

5. Next Steps

5.1 All City of Edinburgh schools will continue to have National Improvement Framework Priority 2 (closing the gap) on their improvement plan.

5.2 Continue to implement and embed the guidance provided in the Edinburgh Learns Frameworks for Equity through the oversight of the Equity Strategic Group.

5.3 Ensure close working with all other Equity workstreams across the council, for example Single Outcome 4 Equity Group and Corporate Parenting Attainment sub-group.

5.4   Ensure clear links with South East Improvement Collaborative Equity workstream and officers.

6.   Financial impact

6.1   There are no financial implications contained in this report.

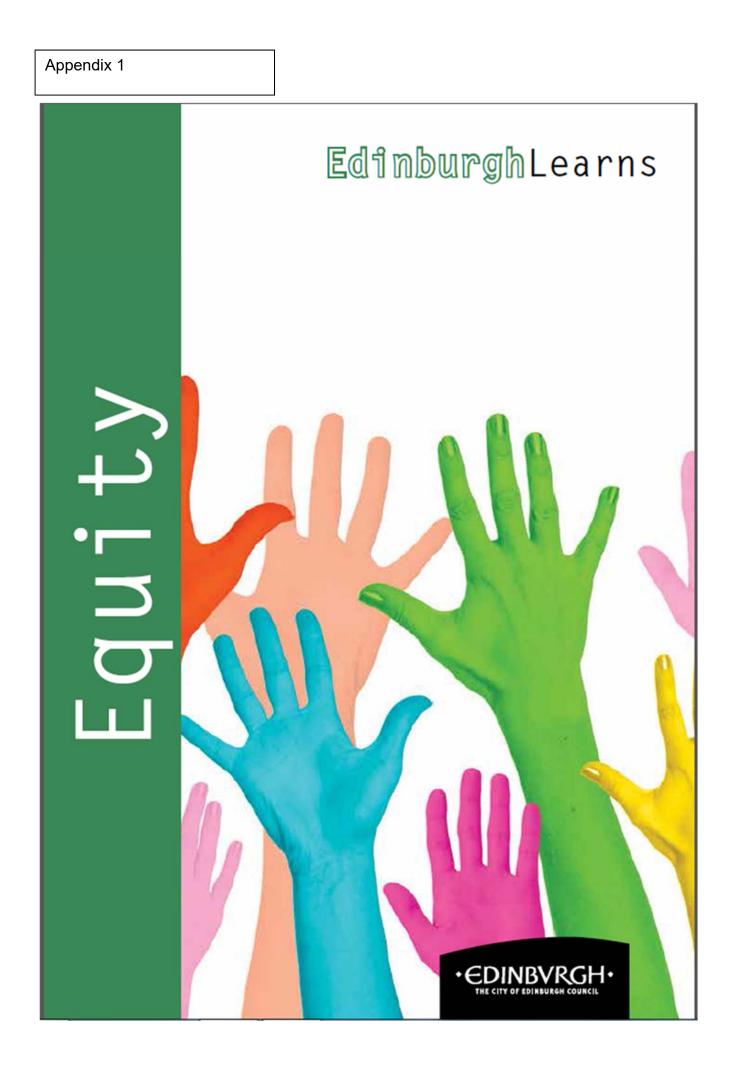## 7.   Stakeholder/Community Impact

7.1   There are no adverse impacts arising from this report. No regulatory implications require to be considered.

8.   Background reading/external references

8.1   Item 7.5 - Raising Attainment - Frameworks for Learning.pdf – Reports, Education, Children and Families Committee, March 2018 http://www.edinburgh.gov.uk/meetings/meeting/4345/education_children_and_families_committee

8.2   Item 7.8 - Educational Attainment in the Broad General Education for Primary and Secondary Schools –Education, Children and Families Committee, October 2018 http://www.edinburgh.gov.uk/meetings/meeting/4553/education_children_and_families_committee

9.   Appendices

9.1   Appendix 1 – Edinburgh Learns: Equity A5 Booklet

9.2   Appendix 2 – National Improvement Framework 2019 Priority 2

9.3   Appendix 3 – City of Edinburgh Raising Attainment in Writing Strategy visual

Appendix 1

EdinburghLearns

Equity

·EDINBVRGH·
THE CITY OF EDINBURGH COUNCIL

Teaching and Learning

Teaching and Learning remains the single most important feature for dynamic school improvement.

Key features of excellent classroom practice which support equity in learning include:

* A reflective, pedagogical culture in every classroom with explicit AifL, Skills and Differentiation

* A clear cycle of planning, teaching and assessment in every classroom

* Collaborative, professional enquiry approaches to classroom improvement

* Moderation which informs all classroom practice

* Assessment Arrangements are in place for learners with additional support needs who require support to demonstrate their learning

1

Families and communities

Promoting partnerships with families and parents in all aspects of their children's learning will support equity.

Key actions to support the promotion of equity through excellent partnership working with families include:

* Parents being involved and engaged in a range of ways to support learning and school improvement

* Staff understanding and respecting the social, economic and cultural context in which they work

* Staff having secure understanding of impact of their own and the learners' social context on children's learning

* Nurture being highly valued and consistently applied

* Staff taking action to reduce impact of poverty

2

Leadership

A culture of leadership where there are shared strong values, clear vision and high ambition for all will support equity in learning.

Strong leadership for equity will include the following key features:

* Leaders who value and respect the community
* High quality teaching and learning being constantly developed
* A culture of self-evaluation underpinning all improvement activity
* Collaboration embedded at all levels: cluster, authority and Regional Improvement Collaborative
* Intelligent use of data: data literacy and numeracy skills well-developed in all staff
* Effective management of resources to promote equity

4

Appendix 2

National Improvement Framework 2019
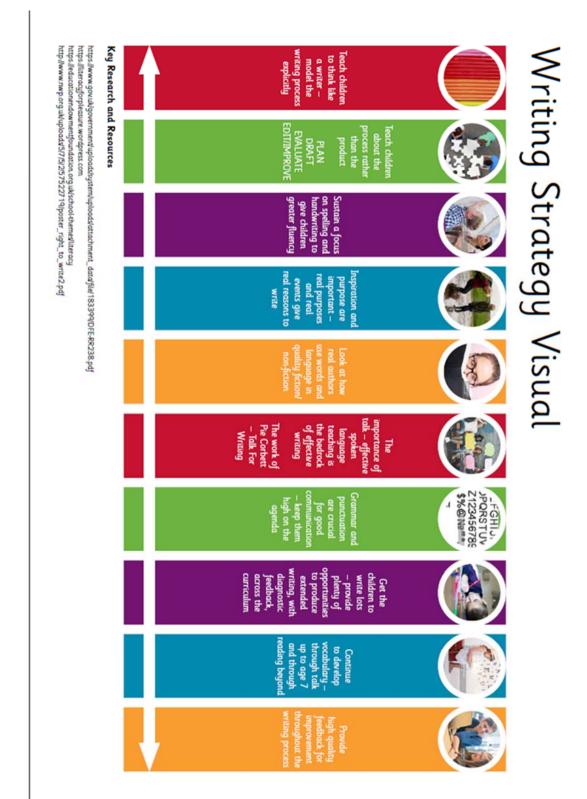
Our vision for education in Scotland

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and

- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

We need Scottish education to deliver both **excellence** in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, whilst also delivering **equity** so that every child and young person should thrive and have the best opportunity to succeed, regardless of their social circumstances or additional needs.

We want to develop with our partners an empowered and collaborative system, where everyone's contribution is heard and valued and improving children and young people's outcomes is at the heart of everything we do.

Key priorities of the National Improvement Framework

- **Improvement in attainment, particularly in literacy and numeracy**
- **Closing the attainment gap between the most and least disadvantaged children and young people**
- **Improvement in children and young people's health and wellbeing**
- **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

Appendix 3

Writing Strategy Visual

Teach children to think like a writer – model the writing process explicitly

Teach children about the process rather than the product
PLAN
DRAFT
EVALUATE
EDIT/IMPROVE

Sustain a focus on spelling and handwriting to give children greater fluency

Inspiration and purpose are important – real purposes and real events give real reasons to write

Look at how real authors use words and language in quality fiction/ non-fiction

The importance of talk – effective spoken language teaching is the bedrock of effective writing

The work of Pie Corbett – Talk For Writing

Grammar and punctuation are crucial for good communication – keep them high on the agenda

Get the children to write lots – provide plenty of opportunities to produce extended writing, with diagnostic feedback, across the curriculum

Continue to develop vocabulary – through talk up to age 7 and through reading beyond

Provide high quality feedback for improvement throughout the writing process

Key Research and Resources

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/183399/DFE-RR238.pdf

https://literacyforpleasure.wordpress.com

https://educationendowmentfoundation.org.uk/school-themes/literacy

http://www.nwp.org.uk/uploads/5/7/5/2/57527719/poster_right_to_write2.pdf