

<b>Reporting Period</b>	April 2015 – March 2016 Annual Report
<b>Local Authority</b>	North Ayrshire Council
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## C o n t e n t s

Item	Title	Page No.
	Introduction	2
1.	Professional Learning Academy (a) Robert Owen Centre	3-11
2.	Nurture/Health and Wellbeing:  (a) Establishment of 15 Nurture Bases (b) Health and Wellbeing	12-18 19-22
3.	Community/Parental Engagement	23-24
4.	Assessment and Data Analysis to Inform future Practice	25-29
5.	Physical Activity: Dance, Drama and Sport	30
7.	Overall Reflection on Year 1: Reflections on Year 1	31-34
8.	Overall Reflection on Year 1: Sustainability	35
9.	<b>Appendices</b>	
	Appendix 1.1 - PLA Calendar of Events	
	Appendix 1.2 - PLA Plans	
	Appendix 1.2.1 - PLA Project Summary Document	
	Appendix 2.1 - Nurture Data Analysis of SIMD/FME	
	Appendix 3.1 - Community/Parental Engagement PID	
	Appendix 4.1 - NAC Progress Tracker	
	Appendix 4.2 - Primary Data Analysis of SIMD/FME	
	Appendix 4.3 - Vulnerable Groups Data Guidance Document	
	Appendix 4.3.1 - Distribution by Staged Intervention	
	Appendix 4.3.2 - Clothing Grants	
	Appendix 5.1 - Physical Activity: Dance, Drama and Sport PID	

## 1.

## Introduction

The following final quarter/end of year progress review details the development of the five workstreams agreed as part of the North Ayrshire Attainment Challenge.

Much of the detail at this stage is concentrated on three of the workstreams with proposals offered for work to begin in the other two in the second year. These changes have already been discussed with Education Scotland / Scottish Government and agreed in principle prior to final funding settlements for year two.

The reports outline the work undertaken against the rationale of universal support across all schools in the authority and specifically the targeted approach of specific initiatives where analysis has shown the greatest need. In determining specific schools, cohorts and groups of children and young people, we have not solely looked at schools with the greatest percentage of children living in SIMD 1 and 2. In addition, we have incorporated factors such as Free Meals Entitlement and Footwear and Clothing Grant. Furthermore, we have used our existing evidence base of CfE levels and initial standardised assessment data.

Each of the reports detail where slippage has occurred from the original plans submitted. Staffing, and in particular the difficulty in recruiting teachers, remains a major obstacle that has to be overcome. The authority is currently looking at ways of addressing this. For example, an internal recruitment process was launched with the aim of securing probationer and temporary teachers on permanent contracts for session 2016/17. This recruitment drive has allowed us to secure the services of circa 25 new teachers for next session. This will help to support both our attainment challenge requirements and general recruitment vacancies.

The reflections on impact to date are predominantly qualitative in nature given the timescales of the projects that have been running. In the longer term, we will demonstrate evidence of impact through a range of measures, including: the analysis being conducted by the Robert Owen Centre at the University of Glasgow; standardised assessments; CfE achievement levels; teacher professional judgement; surveys and questionnaires and continued analysis around the impact of the five workstreams.

Finally, each workstream has detailed the actual spend to year end.

## Agreed Improvement Plan

<b>1</b>	<b>Learning Academy – to include 36 teachers as Leaders of Learning and Teaching, and other staffing including Psychologist Assistant</b>		
2015/16 Allocation	£1,356,000	Planned Quarterly Spend	n/a
2015/16 Actual Spend	£196,268	Actual Quarterly Spend	£134,678
<b>Staff Resources:</b> Teachers Early Years Practitioners Speech & Language Therapist	<b>Agreed in Plan:</b> 36 Teachers as Leaders of Learning & Teaching, and other staff incl. Psychologist Assistant.	Secured this quarter:	1 Speech and Language Therapist
		Secured in total:	4 Principal Teachers, 2 Class Teachers 2 Early Years Practitioners 1 Speech and Language Therapist 1 Psychologist Assistant
<p><b>Year 1 Progress to date:</b> Please comment on areas of progress and slippage from plans.</p> <p><b>Strategic Approach</b></p> <p>National and International research acknowledges that a key intervention within all education systems to effectively drive improvement and increase attainment is the quality and skill of the teacher. Moreover, key messages from established school improvement programmes (that is, those sustained for at least 8 years) include working across schools to build capacity and raise attainment. Launching a Professional Learning Academy with a clear, strategic vision is a critical component of North Ayrshire's Attainment Challenge which will impact positively on the attainment of our children and young people.</p> <p><i>'To improve schools one must invest in people, support people and develop people.'</i> (Schlechy, 1990)</p> <p>Following a recruitment drive across the authority, The Professional Learning Academy Team, consisting of 6 teachers, 2 Senior Early Years Practitioners, a Speech and Language Therapist and Research Assistant are in place. Remits of all staff have been discussed individually and collegially, and agreed. Significantly, all of our work has a clearly agreed rationale and, as such, weekly evaluative and planning sessions occur in order that all of our planned frameworks, delivery, interventions and decisions are based on extensive justification of need. For example, in relation to the summit in Washington in 2014, incorporating 80 school leaders from many countries including the UK, where they highlighted that there is not a widespread understanding of what constitutes effective pedagogy (Strong et al, 2011; Hammer et al, 2009), we conducted sharing practice visits where the PLA team observed lessons in 25 establishments across all sectors (Early Years, Primary and Secondary.) In reporting back, we had a professional dialogue workshop on what worked? What didn't? Why? As a result, this influenced our decisions and enabled us to identify key pedagogic points to incorporate within our teaching workshops. To ensure that consultation and meeting the needs of our professional workforce and pupils is paramount; a Numeracy and Literacy survey was devised and distributed to all secondary Maths and English teachers, all Primary teachers and all Early Years</p>			

Practitioners across North Ayrshire. This will establish a baseline around specific issues in order to ensure that needs are met. Moreover, this will also ensure that the direction of travel is based on evidence of where schools require support to increase attainment.

### **Promotion of Raising Attainment through the PLA**

A North Ayrshire Numeracy and Mathematics Early Years Framework has been devised by the Professional Learning Academy with training sessions prepared and delivered. This has been an intensive piece of work which has involved consistent consultation, evaluation and refinement in order that the best framework for children and young people is developed.

Six schools (Early Years Classes) have been identified for pilot projects. The purpose is to measure the impact of our framework on curricular outcomes, including learning experiences, for children and young people. Four of the schools selected have more than 50% of children and young people living in the worst SIMD deprived 20% of datazones; one school with 79%. Children and young people tracked in one school with a low percentage of pupils living in the worst SIMD deprived 20% of datazones will be those who experience high levels of poverty. In this way, we acknowledge that poverty exists across all areas of our authority and aim to address this. It is our intention to track these children and young people within a longitudinal study.

A calendar of events was agreed with all Head Teachers who engaged in an initial planning meeting with the Principal Teacher, from the Professional Learning Academy, leading on the Early Level Numeracy Progression Framework. Permission letters; aims; planning and evaluation forms; baseline assessment guidelines; and pupil, practitioner and parent questionnaires have been devised by the team. An Educational Psychologist engaged with the team as a 'critical evaluator' of the work that has been devised.

Already, the whole staff approach has been provided to five primary schools (who have significantly high levels of SIMD population) with integrated Early Years classes. This training is for all staff in the Early Years Class (as opposed to individual members) and P1 teachers in order to ensure progression and develop collaborative practice across sectors. Professional Learning Academy staff have begun to support establishments through modelling assessments and practice and collaboratively planning and implementing the framework. Parent workshops have been modelled by the staff and delivery begun across the pilot schools. The level of support a school receives is dependent upon the needs of the school. The calendar of events for the 'pilot schools' Early Level Framework began on Jan 28<sup>th</sup> 2016 with the final date, at which an evaluative twilight session has been arranged, being June 17<sup>th</sup> 2016 (Appendix 1.1). Moreover, we have allocated 3 days for participation events for members of the pilot schools. These days will involve an evaluation of the framework – it is fundamental as part of our work that we consistently evaluate and improve all aspects in order that best outcomes can be achieved – as well as sharing what worked and why from individual establishments. Establishments will be paired and time allocated for peer observation in different schools focusing on the implementation of the framework. This will enhance the process of working across schools in our drive towards raising attainment. A final part of this professional learning for these participants will be a day's transition workshop with Early Years Practitioners and P1 teachers to focus on the effectiveness of current arrangements,

key gaps in sharing of standards and information, as well as pedagogical implications and learning partnerships.

Overarching themes will be gathered at this point and, whilst adaptations will be made to the Early Level Numeracy Progression framework, in accordance with feedback, we will establish key factors in improving learning transition across these sectors. This will enable us to confidently plan next steps and begin developing this area, first of all, to schools identified as having the greatest percentage of children in SIMD 1 and 2.

The PLA Team is responsive to the needs of the schools and centres. For example, an Early Years Centre in an area of significant deprivation has requested support. The centre conducted a 'test of change' in an area – numeracy - where it was concluded that staff development was required. They also requested a different model in terms of delivery to accommodate their context. As a result, we have altered our suggested interventions to meet their needs and 3 PLA staff are delivering training and supporting staff in the centre. Evidence, e.g. pre and post planning will be kept to ascertain differences in provision and how this is impacting on progress.

The first level Numeracy framework is now in the final stages of development and a plan for implementation next session has begun. A secondary Maths specialist has been identified as a link teacher to the PLA. Her role, in the initial stages, will be to act as an 'external evaluator' by asking pertinent questions, engaging in professional dialogue around purpose, pedagogy and impact and advising on best methods for ensuring that pace and depth is prioritised as pupils transition from P7-S1.

A Head Teacher presentation was prepared and delivered to all Primary Head Teachers. The presentation included a rationale for the Professional Learning Academy in relation to national and international research, our vision and practical implementation. 'Expression of Interest' forms were distributed, discussed and analysed in order to influence a strategic plan for 2015-17. Intensive support and next steps were prioritised to schools who meet our criteria in terms of levels of deprivation. A Presentation was also given to Early Years Heads of Centres and Head Teachers. At this point, a consultation questionnaire was distributed and analysed to inform next steps.

Early indications of consultations, which are almost complete in terms of analysis, reveal that sharing standards at key transition points is likely to be a focus area. This was already identified in a cluster in an area of high deprivation and, as such, we have held an initial meeting to identify key aspects of focus to enhance attainment of children and young people. The focus will be on sharing standards across the cluster (focusing on consistency in various aspects); methodology (this can involve practice including differentiation, sharing practice across sectors re. mental agility, etc.); and Numeracy across the Curriculum (application of concepts). This will now be taken forward by the Senior Manager and PLA team with the cluster, who have put this on their School Improvement Plan for 2016/7, with strategic planning beginning prior to next session.

Three PLA staff are currently being trained as SSLN assessors in Listening and Talking and will use the knowledge and skills gained to progress the 97% of primary schools who attended the first workshop to another level (will be 100% by May 2015). We have introduced a Listening and Talking Professional Learning Network,

featuring teachers from two clusters who have a significant percentage of children and young people living in the worst SIMD deprived 20% of datazones. They have implemented a cycle of change with a focus on pedagogical practice. This was reported on by the Project Manager, North Ayrshire Change Team, who is also completing her Scottish Improvement Leader course. Achievements and Key Learning Points are exceptionally valuable in setting the future direction of raising attainment work across other areas. Prominently, one secondary school has come on board and will work collaboratively with the primaries to explore effective teaching and learning in this area. Interestingly, 89% of Head Teachers from participating primary schools have expressed interest in the next round of training, which will be developed, 'Talk your way into writing.' All schools are continuing to participate in the network with 92% of teachers in the group wishing to advance their skills further and remaining on the network with 1 school sending a new teacher to extend her knowledge.

It is important to state that the PLA team have had training on several key areas and have evaluated thoroughly. In some cases, we have decided not to promote specific theories as they do not meet our expectations and we do not anticipate high enough return in terms of the impact on children and young people. In other cases, we have adapted training to suit our local context.

A successful training session, and one which the PLA has since adopted, is 'Teacher Talk' – an excellent, practical workshop for Early Years practitioners to enhance communication development for pupils through a focus on the skills of the practitioner. The first workshops have already been booked for the May in-service day. Again, the selection of these schools was determined through our criteria in terms of closing the attainment gap.

### **Consistency of Approach.**

We know that a focus on evaluation and re-evaluation is fundamental to raising attainment and therefore this is a significant feature of our approach. At the workshops mentioned previously, participants are asked what actions they will take as a result. We incorporate HGIOS 4 and focus upon the 'inwards, outwards, forwards' concept. Follow-up work is always provided and participants return a few weeks later where the session focuses on how they have implemented the framework and, subsequently, we build on their prior learning.

### **Ensuring Cohesion within, across and beyond the education authority**

Within the education authority, we have agreed that the Professional Learning Academy will include a focus on leadership. Currently, there is a breadth of leadership opportunities offered within North Ayrshire. The Senior Manager with responsibility for Leadership and the Senior Manager with responsibility for the PLA Team are now working to establish training in response to the needs of Head Teachers. A training needs analysis was conducted. Analysis revealed key areas and there will now be a plan to address these within the PLA. For example, Head Teachers requested training on data analysis and school improvement planning. Whilst some of this has already been undertaken as part of the Data Analysis strand of the Attainment Challenge, leads across the attainment challenge work streams will work together to devise a workshop for Head Teachers around effective analysis of school data in relation to evidence based practice. This corresponds to productive measures introduced this session in North Ayrshire's new Quality Improvement Framework.

The PLA Lead has met with the probationer lead and mentors and plans are now in place for a significant input into the probationer training for 2016-7. This will be revised by the PLA and an overview created prior to June 2016.

We have a strong link with the Early Years Co-ordinator and Senior Manager with responsibility for Early Years in order that we establish consistent, clear priorities for the PLA and cross authority work. We have organised monthly meetings with them, to include the PLA team, to ensure consistency and sustainability of practice over time.

A member of the PLA team is on the authority assessment group to ensure that there is coherence in terms of other aspects of the attainment challenge.

Links with universities are being fostered and face-to-face meetings, with the agenda of raising attainment in literacy and numeracy through evidence-based practice, have been planned. Universities include Glasgow, Strathclyde, West of Scotland and Stirling. As is good practice in meeting the needs of children and young people, we require to know the prior learning of teachers in order to progress their career long professional learning needs. As a result, we have met – as a team – to formulate key questions to elicit information required to enhance our approach. Currently, positive partnerships and plans are being established with Strathclyde and Glasgow Universities around Numeracy and Maths development.

PLA staff are devising core workshops and undertaking research on pedagogy. They are looking outwards and linking with external providers such as Maths Recovery England. Whilst they will train PLA staff, the plan is that key aspects of training will be incorporated into our own training thus ensuring sustainability within our model. For example, four members of the PLA are currently undergoing Maths Recovery accreditation in order to be able to establish our own model of training which will be offered, delivered and supported, initially, to those schools with pupils living in the worst SIMD deprived 20% of datazones.

The PLA staff are also making links with other authorities, e.g. East Ayrshire. In addition, we visited Midlothian in March with our Principal Educational Psychologist to contemplate their 'Visible Learning' interventions and analyse how this could impact attainment in our own context. Following an evaluative follow-up meeting, we have decided that the PLA will continue to devise their own frameworks although will analyse some of the extensive literature which underpins the practices which Midlothian utilise. However, we have agreed to work collaboratively with the Educational Psychology department to focus on Mind-set as this would complement the curricular and pedagogical practice planned and contribute effectively towards increased pupil outcomes. We anticipate that this will be a productive partnership which will lead the way in demonstrating genuine partnership working to increase outcomes for pupils across all sectors.

### **Evaluation**

An evaluation format has been devised and sent to the Robert Owen Centre for endorsement. Meetings to clarify proposals for external evaluation are currently in place. Our own North Ayrshire PLA Raising Attainment model was sent to the Robert Owen Centre and North Ayrshire Educational Psychology department in addition to the Listening and Talking Professional Learning Network trialling it. All staff approved and wished it to be utilised and therefore it will now be used across other

developments led by the PLA. In addition, we are currently working on a HT consultation document in order that measurement, impact and evaluation feature strongly in all of our work.

### **Communication**

We are currently working with [REDACTED] Education Scotland, to promote the PLA on the GLOW Attainment Challenge forum. Con will assist us to organise events digitally and share practice and developments within and across schools. In addition, we are in the process of applying for a Facebook and Twitter page for the PLA to promote and share our effective work in developing and modelling 'clear learning and teaching strategies.....to reduce the impact of poverty on progress and achievement' (Scottish Attainment Challenge, 2015).

### **Location**

It is known that the physical environment affects motivation and performance and, as such, we fervently support the following assertion made by the Organisation for Economic Co-operation and Development (OECD).

*"All individuals have a right to a quality educational facility, a physical space that supports multiple and diverse teaching and learning programmes and pedagogies, including current technologies....."*

(The Organisation for Economic Co-operation and Development, 2006)

Because we strongly believe that investment in people is fundamental to ensuring high impact for all, we are in the process of renovating an annex of Auchendarvie Academy in Saltcoats, to form the location for the Professional Learning Academy. We will ensure the quality of this learning facility reflects the high standard of educational provision which this centre will deliver. It will be an inspiring learning space where teachers and practitioners from all sectors will expand their current professional knowledge, understanding and skills. The final, planned programme is now complete. The planning for this establishment is fully in line with 'Inspiring Learning Spaces,' funded by Scottish Futures Trust. Appendix 1.2 demonstrates details of plans and Appendix 1.2.1 is the project summary document.

### **Slippage from Plans**

There has been slippage from plans in terms of quantity of staff recruited. There is also a national supply teacher challenge to overcome which has meant that the capacity of the Professional Learning Academy could not be extended to meet our original aims. As a result, we have in place a recruitment plan to try to alleviate these challenges in Year 2.

**Year 1 Reflections on Impact and Measurement of Progress:** Please comment on what looks and feels different for schools and children as a result of the Att. Scotland Fund. What impact is it having?

Through professional dialogue with Senior Management Teams during Quality Improvement visits and in Head Teacher Meetings, it is evident that there is a clear drive to improve standards and work collaboratively with the Professional Learning Academy Team. This is evidenced with overwhelming participation in the first training sessions offered. The level of interest in participating in future Professional Learning Academy training and support sessions is exceptional, illustrating the substantial need for this provision across schools and Early Years Classes.

The Senior Manager with strategic lead for the PLA has attended training sessions and spoken with teachers and practitioners. It is evident that the training is having a positive impact. Most notably, teachers and practitioners are reflecting and adapting plans to ensure pedagogic practice meets children and young people's needs and provides depth, challenge and application.

The pilot studies across 5 primary schools in terms of Early Level Numeracy will be evaluated in June 2016 when all findings are gathered and conclusions made. It is anticipated that teacher confidence in providing quality numeracy experiences will rise; pupils' knowledge, understanding and skills in terms of depth of learning will have increased; and parents will have enhanced capacity to support their children's learning.

Working across sectors on learning (as opposed to transition information) is likely to have a significant effect on learning experiences including the pace of learning for our children and young people.

The effectiveness of our evaluation and re-evaluation approach is evident through the professional dialogue with staff attending our workshops. As a result, schools who request personalised support will be asked to meet with a PLA Principal Teacher who will ask key questions in order to ensure that there is a strategic direction within the school and that measures of impact have been considered. This is part of the process of building capacity and sustaining the impact of our attainment challenge within schools.

Overall, despite the PLA team only being in place for a few months, the impact and positive influence on teaching and learning, and subsequently children's outcomes, is already exceptionally positive. Indicators to date would suggest that the impact of this work stream on increasing attainment will continue to be significant and, in combination with the other work streams, will effectively promote the criteria for 'outstanding schools' in the Scottish Attainment Challenge. (Scottish Attainment Challenge, 2015).

## **Year 1 Measurement of progress**

Please provide details of how you have measured progress or impact of this element of your plan. What did this show? Please provide any data or other evidence you have on the progress or impact of this element of your plan.

- 96% of primary schools, all Early Years Centres and all Additional Support Needs Schools have already sent a member of staff on the Early Years Numeracy Progression Framework training. This was part of our universal approach. However, 5 schools that have more than 50% of children and young people living in the worst SIMD deprived 20% of datazones were selected for intensive support and measures are currently in place to evidence progress. Evidence will include the outcome of a consultation group of practitioners, questionnaires and clear approaches to gathering data on pupil

progress.

- 99% of staff attending training agreed on the relevance of the training for them whilst 97% strongly agreed or agreed that the training was helpful for them.
- Qualitative data was collected to assess participants' perspectives on the workshops and evidence demonstrates that the input of the PLA team is having a positive impact on teaching methodologies which fulfil the principles of CfE. Children and young people have begun to benefit from a more informed, consistent, research based practice delivered by practitioners with enhanced skills.

Comment examples:

*'Fantastic presentation! Even though I have been teaching for a very long time, I was enthused and thoroughly enjoyed this course. The presenters were so enthusiastic, explained everything well and, most importantly, were classroom practitioners.'*

*'This has brought home how we as class teachers (P1-4) need to work more closely with Early Years Classes on planning.'*

*'Loved it ladies – very excited about maths tomorrow!*

*Going home to change my plans! 😊'*

The evaluation of the Listening and Talking Professional Learning Network was exceptionally positive, demonstrating that teachers were reflecting and adapting pedagogic practice to further meet children and young people's needs. (Any evidence, including the outcomes of our Change Manager's Scottish Improvement Leadership project, can be viewed on request).

Furthermore, schools were provided with options of the current participants remaining on the network or the current participant sharing their learning with their school and sending a new participant.

92% of participants have requested that they remain on the group with one school requesting an additional teacher and the opt-in from one cluster secondary school 97% of primary HTs have requested training for 1<sup>st</sup> and 2<sup>nd</sup> level numeracy frameworks for whole staff groups. This response far exceeded our expectations and confirms that our proposed direction of travel to increase attainment by devising and introducing generic and targeted interventions is accurate.

More specifically, 94% of schools who have more than 50% of children and young people living in the worst SIMD deprived 20% of datazones have requested support in terms of implementation of the 1<sup>st</sup> level numeracy frameworks we are currently developing. This is being prioritised accordingly.

<b>1(a)</b>	<b>Robert Owen Centre – project funding for evaluation of Professional Learning Academy.</b>		
2015/16 Allocation	£40,000	Planned Quarterly Spend	£0
2015/16 Actual Spend	£0	Actual Quarterly Spend	£0
<b>Staff Resources:</b>  n/a	Agreed in Plan:  n/a	Secured this quarter:	n/a
		Secured in total:	n/a
<p><b>Year 1 Progress to date:</b> Please comment on areas of progress and slippage from plans.</p> <p>An evaluation format has been devised and sent to the Robert Owen Centre for endorsement. Meetings to clarify proposals for external evaluation are currently in place.</p>			
<p><b>Year 1 Reflections on Impact:</b> Please comment on what looks and feels different for schools and children as a result of the Att. Scotland Fund. What impact is it having?</p>			
<p><b>Year 1 Measurement of progress</b></p> <p>Please provide details of how you have measured progress or impact of this element of your plan. What did this show? Please provide any data or other evidence you have on the progress or impact of this element of your plan.</p> <p>Evidence of evaluation process and output will be provided by the Robert Owen Centre. Further detail will be provided as output from future scheduled meetings. However, this will impact in Year 2 along with relevant costs.</p>			

<b>2 (a)</b>	<b>Nurturing Authority – staffing, training and building adaptations in 15 schools to implement nurturing programmes</b>		
2015/16 Allocation	£590,000	Planned Quarterly Spend	n/a
2015/16 Actual Spend	£264,292	Actual Quarterly Spend	£238,129
<b>Staff Resources:</b> Teachers Nurture Classroom Assistants Nurture	<b>Agreed in Plan:</b> 1 Principal Teacher Nurture 15 Teachers Nurture 15 Classroom Assistants Nurture	Secured this quarter:	n/a
		Secured in total:	1 Principal Teacher Nurture 7 Teachers Nurture 13 Classroom Assistants Nurture

**Year 1 Progress to date:** Please comment on areas of progress and slippage from plans.

### Strategic Approach

In order to achieve transformational change that will close the attainment gap, we aim to make North Ayrshire Council a nurturing authority.

This will be achieved through a 3 tiered approach:-

- 1) Universal Nurturing Approach in all establishments
- 2) Targeted Nurture Groups created within 15 identified schools
- 3) Development of Enhanced Nurture Bases.

Key National Drivers:

- Better Relationships, Better Learning ,Better Behaviour in Scottish Schools Guidelines 2013
- Children and Young People (Scotland) Act 2014
- National Performance Framework 2011
- National Improvement Framework 2015

### Progress:

#### 1)Targeted Nurture Groups Created within 15 Identified Schools

15 schools were identified using data analysis of SIMD/FME (Appendix 2.1), feedback from educational psychologists and knowledge of local need. Other practical considerations had to be taken into account including space available, locality and access to other support services.

A recruitment exercise was carried out to attract appropriate nurture teachers and assistants. A 4 day Nurture Training course was provided, where required, in order to develop their understanding and implementation of the nurture principles. There were two Educational Psychologists involved in the Nurture Training and they will take on the role for Local Authority trainers, delivering sustainable nurture training within the authority in years to come.

The Head Teachers of the identified schools have also received one and a half days training in nurture theory in order that nurturing approaches are extended and

adopted within the culture of the school.

A Principal Teacher of nurture has been appointed to support, monitor and evaluate all aspects of the provision including the physical environment and practice and impact of the nurture groups. She has attended the 4 day training and supported staff with individual requests, visited established Nurture Groups, provided guidance and delivered a training session on planning. She is also a member of the Nurture Strategy Group.

A successful application to Access to Education provided each identified school with £5000 to enable them to set up an appropriate nurturing environment within the dedicated Nurture space.

In partnership with Educational Psychologists, we are in the process of deciding on a quality assurance process to ensure consistency in approach across all groups. A programme of visits has been arranged and started in January.

There are 2 Primary Nurture Bases already operating within the authority and children are referred to the bases for outreach support. In order to develop North Ayrshire as a Nurturing Authority, additional training has been provided for staff working in these bases. This additional provision will be monitored to ensure it complements and sustains the work undertaken through the Attainment Challenge.

### **Development of Nurture Groups**

As a result of nurture training, all schools have been working on creating an appropriate Nurture Area within the school. This is an environment which is conducive to meeting the needs of identified children.

7 Nurture groups are up and running successfully with starting dates between August and March 2016 –

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## **2 )Universal Nurturing Approach in all establishments**

In addition to the work carried out through the Attainment Challenge and to achieve our aim of a universal nurturing approach, we have worked in partnership with Education Scotland. Extensive nurture training has been provided to Head Teachers and Senior Managers in all secondary schools and outreach services. This has resulted in each school creating an action plan for Nurture within their school improvement plan. Nurture training has also been offered to primary and early years staff. Sustainability will be achieved through Educational Psychologists delivering ongoing training in collaboration with identified school staff. It will complement and enhance the work undertaken through the Attainment Challenge and ensure continuity at transition.

This training will incorporate links to other national priorities including GIRFEC and an update on nurture. A focus on Restorative Practice and Rights Respecting Schools will enhance the achievement of North Ayrshire becoming a Nurturing Authority.

### **Governance**

An authority Nurture Steering group has been established and is chaired by the Head of Service where all progress is shared and discussed monthly.

A Nurture Co-ordinators group consisting of the 15 nurture Heads, Principal Educational Psychologist and Senior Education Managers has been established to ensure consistency across the workstream.

### **Assessment**

Nurture staff are confident in using the boxall profile to identify children who will benefit from being included in the Nurture Group.

Strengths and Difficulties Questionnaires have been completed by all parents who have children attending the Nurture Groups.

Boxall profiling has been undertaken to set initial baselines and identify specific needs to be targeted for focussed support. Therefore, reassessment will measure progress in terms of readiness and levels of engagement for successful inclusion within the mainstream classroom.

### **Slippage from Plans**

Nurture Teachers were recruited initially from within the involved schools, to ensure they had an interest and a knowledge of the children and families they would be working with. Where we were unable to achieve this, internal secondments were offered and then external adverts were placed. There has been a delay in the roll out of the 15 Nurture Bases due to the very low numbers of quality candidates applying to fill the teaching posts vacated by selected nurture teachers. Re-advertisement of posts will continue, where required, with NQTs being targeted as a source for backfill to release the nurture teachers. A full explanation of this is offered within the introduction.

PS Nurture Base has been delayed due to building modifications and the establishment of a new 2 year old provision.

Primary Schools will start their Nurture Groups on 25 of April.

Primary Schools have experienced challenges with staffing and building works and the start of the Nurture Group will be delayed until August 2016.

**Year 1 Reflections on Impact:** Please comment on what looks and feels different for schools and children as a result of the Att. Scotland Fund. What impact is it having?

- The formation of the Nurture Steering Group has been very positive and it continues to provide a clear direction of travel for the authority.
- The Principal Teacher of Nurture has had a positive impact on the provision in the Nurture Groups.
- 7 of the 15 identified Nurture Groups are currently running.
- 6 Nurture Groups are ready to start after the Easter Holiday, and the final 2 groups will start in August 2016.
- 41 children in P1-3 are receiving targeted Nurture support.
- Nurture has improved the emotional resilience of children and enabled them to better access the curriculum with their peers.
- The parents of all children are engaged and involved in working with the

Nurture Staff.

- As a result of training, staff have a better understanding of the learning and development of children.
- Staff have enhanced their skills and strategies to build confidence and self-esteem in children.
- Staff have a clearer understanding of the role of nurture in the development of children's self-esteem and in bringing about meaningful change in children's ability to learn effectively. This is leading to improved learning environments for all children.
- Staff are more engaged in working in partnership with the parents of the children in the Nurture group. They organise regular meetings to discuss children's progress with parents and agree and share strategies to be tried at home.
- Primary staff who completed Nurture training were very positive about the impact of the training and in an evaluation over 90% of staff rated the Nurture Training as very worthwhile.

Comments :

*"I now have a much deeper understanding of attachment and its' impact on behaviour. I appreciate how the Nurture Principles can be used to improve outcomes for young people."*

*"Feel it clearly set out expectations of Nurture within the authority."*

Staff also committed to follow up actions at a personal and establishment level and identified future training needs.

The following impact on children and parents has been recorded by schools:-

██████████ have had their Nurture Group in place since August 2015 and have made very good progress. Boxall baseline profiles have been completed for 4 boys and 1 girl and they are attending the Nurture Group. All children are becoming more settled and showing enjoyment. There is more positive engagement with 80% of the parents of children in the Nurture Group. Children in mainstream classes are benefitting from a more settled environment in the classroom.

Comment examples:

*"A's behaviour over the last few days has been FABULOUS!  
I am so very pleased with her progress within the Rainbow Room and hope it continues"*  
(Mum)

*"I was glad to see tonight that B has been retaining information – during a treat to Burger King where her brother was winding her up. She done Turtle! (In the middle of the isle but who cares – She done it rather than lash out or have a tantrum!)  
YAAY!"*  
(Mum)

*"Glad that C is managing to focus on lots of concentrated work! She has coped well with the break and getting back into a routine".*  
(Mum)

*"D is doing well with mornings" – long may this continue! We had a family gathering at the weekend, she was very well behaved in the hotel with 26 guests!"*

*Child E's last review –*

*"I can see such a difference in Child E at home since coming to the Rainbow Room, he listens more and tries to do more for himself".* (Mum)

*"I have seen huge progress in Child F, he is able to tell me about his feelings and uses Turtle if he is feeling angry".*

(Carer)

*".....speech and conversation have come on leaps and bounds".* (Carer)

*".....is opening up more about his past".* (Carer)

*"..... is loving learning their new song (Sign to sing) and is showing me the moves!"* (Carer)

*"Was really to nice meet you both on Friday, after our meeting I am confident that the Rainbow Room is the best place for ..... Also their good mood has carried on all throughout the weekend, his behaviour has been great and he seems a lot happier."*

(Mum)

*"..... has been good the past two mornings. He got dressed himself this morning and got himself to school.* (Mum)

*"The boys behaviour has improved a lot at home, they play with each other more often instead of fighting. After your advice I bought a chore chart and the boys are doing jobs around the house to earn stickers".* (Mum)

*"..... slept all night, I had to wake him up at 7:45am. He dressed himself without any issues (that's a first)"* (Mum)

Primary School

Boxall baseline profiles have been completed for 10 boys and 3 girls and they are currently attending the Nurture Group. 1 child who initially had no language skills is now able to speak to other children and adults. All children are developing social skills and able to communicate with each other. Children are showing increased levels of independence

Primary School

Boxall baseline profiles have been completed for 12 boys and 4 girls and they are attending the Nurture group. One child who is a selective mute has gained in confidence and is now starting to speak. This progress is being transferred into the classroom. Other children attending the Nurture Group are demonstrating progress in their speech and children are developing social skills and able to mix with friends in the playground.

## Primary School

Boxall profiles have been completed with 4 girls and 2 boys. They are attending the Nurture Group and are starting to make progress with social skills. 1 parent has contacted the school to comment on the progress made with her child. There are 4 girls and 8 boys are involved in a friendship group in the afternoon with the support of the Nurture staff. This has been working well and the children are showing progress in communication and able to mix and make friends.

## Primary School

The Nurture Group started in this school in February. 6 children have been identified and Boxall baseline profiles completed. Children are showing greater enthusiasm for learning and parents have commented positively on their children's behaviour and attitude. The second boxall profile is currently being completed.

### **Next steps:**

- Remaining schools will establish and operate their Nurture Groups.
- Nurture vision and Operational Plan to be finalised and shared with North Ayrshire Cabinet Group.
- North Ayrshire Nurture Guidelines to be finalised and shared with staff.
- Quality Assurance process is under development to ensure the impact on children's achievement is recorded.
- Develop Nurture area on Glow and create a Nurture newsletter to share good practice. Draft newsletter has been created.
- Annual training programme established for Nurture staff.
- Establish a Quality Assurance System for Nurture linking to EVA software to gather data to inform progress and next steps.
- Continue to recruit staff for Nurture and backfill.
- The Attainment Challenge Advisor will establish an inter-authority Nurture Development Group to share and build upon good practice.
- Monitoring and evaluation will be undertaken to gauge the quality of physical environment, practice and impact of Nurture using How Nurturing is our School?
- Programme of Nurture Coordinators Meetings will be established.
- Appointment of Educational Psychologist will take place in March 2016 to support the Nurture and Professional Learning Academy workstreams.
- A whole authority in-service day with a focus on Nurture will be arranged for all primary and early years staff.

### **Year 1 Measurement of progress**

Please provide details of how you have measured progress or impact of this element of your plan. What did this show? Please provide any data or other evidence you have on the progress or impact of this element of your plan.

- 41 P1-3 children are currently attending Nurture Groups.
- Pre Boxall Profiles have been completed for all children and targets identified. Mid Boxall Profiles have been completed for 27 children. Mid Boxall profiles

will be completed for the remaining children before the end of term.

- All children are displaying progress across the targeted areas within the developmental strands.
- Improvements have been recorded both in the Nurture Group and in the classroom. This improvement is evidenced by the Nurture Teacher's evaluations, discussions with parents and class teacher and nurture staff observations.
- Strengths and Difficulties questionnaires have also been completed and the evidence is currently being collated.
- All parents of children who are attending the Nurture Group have completed an initial strengths and difficulties questionnaire and they will be asked to complete a second one before the end of the school term.
- Identified children in P4-7 are also being supported by Nurture Staff.

<b>2(b)</b>	<b>Health and Wellbeing – two teachers to support the work of the Child and Adolescent Mental Health Service with a focus on primary</b>		
2015/16 Allocation	£92,000	Planned Quarterly Spend	n/a
2015/16 Actual Spend	£45,400	Actual Quarterly Spend	£45,400
<b>Staff Resources:</b> Teacher CAMHS	<b>Agreed in Plan:</b> Teachers CAMHS x 2	Secured this quarter:	1 x Teacher CAMHS
		Secured in total:	1 x Teacher CAMHS
<p><b>Year 1 Progress to date:</b> Please comment on areas of progress and slippage from plans.</p> <p><b>Strategic Approach</b></p> <p>The Health and Wellbeing element of the Attainment Challenge is directly linked with National priorities and key drivers in relation to Children’s readiness to learn and achieve well. These include Curriculum for Excellence, the Children and Young People (Scotland) Act 2014 (specifically the assessment of wellbeing), HGIOS 4, and “Equally Well”- a report from the ministerial task force on health inequalities.</p> <p>(a) Within the proposal, we committed to employing two teachers to work with the CAMHS team to support the attainment and achievement of children and young people with a range of mental health issues.</p> <p>(b) We also committed to implementing a schools counselling service. As part of this initiative, we will engage a third sector schools counselling provider (Place 2Be) to deliver a targeted counselling service providing children, parents and staff with in house counselling to support their wellbeing.</p> <p>A key aim of both programmes being offered is to build capacity in our practitioners to support the mental health and wellbeing of our children and young people. Career Long Professional Learning (CLPL) will be offered to all practitioners in addition to the extensive support which will be offered to our targeted schools.</p> <p>To date the following actions have been taken:</p> <p>(a) We have engaged the services of a professional with recent experience in counselling and working with disengaged children and young people.</p> <p>(b) A seconded practitioner, currently employed within North Ayrshire Education and Youth employment, has now also been appointed as our CAMHS development officer.</p> <p>(c) A training programme has been agreed with CAMHS. Both officers will spend an intensive 3 month period working alongside the CAMHS team to observe and develop a range of strategies to support children and young people with mental health challenges.</p>			

- (d) Place2Be - 6 schools have been identified to participate in this part of the project plan. They have been selected, using our analysis of young people living in the worst SIMD 20% of datazones but not already benefitting from the enhanced nurture provision as part of the attainment challenge.

Visits were undertaken to schools already working in partnership with Place 2Be. This enabled the Head Teachers to see the accommodation being used, discuss the Place2Be model with the school manager and listen to reports from the Head Teacher and other staff about the direct impact of the service. They outlined how the project worked in the school, the impacts on the learners and the positive messages and understanding that the children now have about positive mental health. Three areas of work were highlighted: Place to Be, Place to Think and Place to Talk. In addition, evidence was gathered through discussions with children which supported the implementation plan.

- Initial contacts indicate that staff are enthusiastic about the programme and the difference it could make to the children and young people with whom they work.
- Staff feel more supported by the provisions the Local Authority are making.

**CAMHS** - The CAMHS project officer has undertaken the following work:

- 17 schools visited/2 ESN bases.
- Excellent level of engagement.
- Concerns shared and also good practices identified.
- High level of concern for pupils' welfare is evident.

**Place2Be** - the 6 Place2Be schools are now very enthusiastic about having the service in their schools and the potential impact for the young people involved.

- Each school has now been visited by Place2Be and staff briefings have taken place.
- Accommodation in each school has been identified and is being prepared.
- School Managers for Place2Be have been interviewed and will take up post in the school at the end of April to prepare for full implementation of the service in August 2016.

**Year 1 Reflections on Impact:** Please comment on what looks and feels different for schools and children as a result of the Att. Scotland Fund. What impact is it having?

Schools across NAC have a growing awareness of the extent and nature of mental health problems in children and young people. The Attainment Challenge's focus on health and wellbeing and North Ayrshire's creative response to this, recognises the need to fill the gap before you can close it.

Schools have welcomed the drive towards creating sustainable models of support for both staff and young people e.g. with targeted training, rather than intervention add-ons. There is clear understanding that this new spotlight on well-being and mental health not only enables our schools to provide happy and healthy school environments but directly supports their more immediate mission – the promotion of effective learning.

*'promoting...mental health in schools creates a virtuous circle reinforcing children's attainment that in turn improves their well-being, enabling children to thrive and achieve their full potential'*

***'The link between pupil health and wellbeing and attainment', Public Health England 2014***

## **Year 1 Measurement of progress**

Please provide details of how you have measured progress or impact of this element of your plan. What did this show? Please provide any data or other evidence you have on the progress or impact of this element of your plan.

### **CAMHS**

To date , the project officer has undertaken a scoping exercise as outlined and has as a result:

- Become familiar with the services' supports for pupils with emotional/mental health issues.
- Started to identify effectiveness of current Health/Wellbeing programmes.
- Started to identify good practice locally and nationally.
- Started to identify existing training in place and gaps in provision with a view to establishing a package of training designed to enhance the knowledge and confidence of staff.

### **Place2 Be**

To date, the actions outlined have been undertaken by Place2Be. However, we have had some challenges with staffing the Place2Be schools and appointing appropriate school managers to undertake the work. This situation has now been addressed and the school managers will be in place by 02 May 2016.

Overall, there is a high level of excitement and enthusiasm for both initiatives from Head Teachers and staff, and recognition of the high level of support being given to children and young people through the attainment challenge.

There is a recognition that this project enhances North Ayrshire's nurturing approach within education and youth employment.

A clearer picture is emerging, through the work of the CAMHS project officer of the level of support and need across the authority in relation to mental health.

<b>3</b>	<b>Connected Communities – Neighbourhood Approach</b>		
2015/16 Allocation	£152,000	Planned Quarterly Spend	n/a
2015/16 Actual Spend	£0	Actual Quarterly Spend	n/a
<b>Staff Resources:</b>	<b>Agreed in Plan:</b>	Secured this quarter:	n/a
		Secured in total:	n/a
<p><b>Year 1 Progress to date:</b> Please comment on areas of progress and slippage from plans.</p> <p>We were unable to continue with this project as originally devised because it intended to utilise staff whose posts were subsequently considered as part of North Ayrshire's efficiency savings. We had planned to use these staff, from Community Learning and Development, as they had the appropriate skill set to deliver the activities within the PID.</p> <p>There were four original outcomes and three continue to be relevant to the project proposed for Year 2:</p> <ul style="list-style-type: none"> <li>• Volunteers recruited and trained</li> <li>• Parental workshops in each locality</li> <li>• Individual support to parents</li> </ul> <p>The fourth original outcome is now out of scope as it is part of the work being undertaken in response to DSYW.</p> <p>A new Project Initiation Document has been completed, outlining the new project in detail, (see Appendix 3.1). The information was communicated to Head of Raising Attainment Unit. The Governance group for the Scottish Attainment Challenge considered the request and noted that any spending on this proposal was likely to be in Year 2. They were supportive of our proposal but informed us that final clearance would come through the process for agreeing the total funding allocation for North Ayrshire for Year 2.</p>			
<p><b>Year 1 Reflections on Impact:</b> Please comment on what looks and feels different for schools and children as a result of the Att. Scotland Fund. What impact is it having?</p> <p style="text-align: center;">Not applicable</p>			

## **Year 1 Measurement of progress**

Please provide details of how you have measured progress or impact of this element of your plan. What did this show? Please provide any data or other evidence you have on the progress or impact of this element of your plan.

Not applicable

<b>4</b>	<b>Assessment and Data Analysis – one data analyst and one performance manager</b>		
2015/16 Allocation	£130,000	Planned Quarterly Spend	n/a
2015/16 Actual Spend	£129,570	Actual Quarterly Spend	£26,954
<b>Staff Resources:</b> Data Analyst Performance Manager	<b>Agreed in Plan:</b> Data Analyst Performance Manager GL Assessments	Secured this quarter:	n/a
		Secured in total:	Data Analyst Performance Manager Additional graduate intern funded by NAC.

**Year 1 Progress to date:** Please comment on areas of progress and slippage from plans.

### **Strategic Approach**

*“Teachers, schools and parents need a clear, coherent consistent set of evidence and data locally and nationally to help them to self-evaluate and plan further improvements to achieve excellence and equity for every child in their care.” National Improvement Framework for Scottish Education 2016*

Planned improvement is at the heart of this workstream - working with teachers and schools to develop confidence in the use of a range of evidence, including standardised assessments. A range of evidence will be brought together to inform teachers’ professional judgement on children’s progress and build an informed understanding of “what works”.

Pace and challenge will be injected into the current system to encourage Head Teachers to work across schools rather than focussing solely on their own establishment. Shared learning, support and challenge have the potential to significantly improve outcomes across schools, with a particularly targeted focus on specific vulnerable groups e.g. most deprived, SIMD1 and 2, FSM, LAAC etc.

Building consistency across the authority in monitoring and tracking, and in the quality of data being gathered, will be a priority. This will allow schools to measure the impact of planned initiatives across the workstreams of the Attainment Challenge, on our most vulnerable school communities and individual families. In the first instance, the workstream will focus on building Senior Leadership Teams and teachers’ knowledge, skills and confidence in the gathering and interpretation of data and evidence.

Consultation and communication with key stakeholders – principally pupils and parents - will be built into the approach. Keeping all stakeholders on board with accurate and timely information will be important. It should be expected that the Scottish Government focus on performance reporting through the National Improvement Framework will drive national and local media attention.

Teachers will become more confident in their assessment and collection of data and its use to inform their practice. There will be greater consistency across the authority

in the content and quality of information that is being tracked and monitored, leading to improved understanding and knowledge of what works. Teachers will undertake a learning programme that is designed to support them in improving their professional judgement and give them confidence in gathering and evaluating appropriate evidence. This professional judgement will be informed by a range of rich sources of data, which will support teachers to identify, plan and evaluate programmes designed to maximise outcomes for learners. The professional judgement of teachers will be refined, improved and supported by evidence through a programme of assessment including standardised assessments in literacy and numeracy.

Strategy Focus Groups have been established with cluster representation from primary and secondary –1) Monitoring and Tracking in the BGE 2) Monitoring and Tracking in the Senior Phase. Both groups have established their key objectives for the year ahead, roles and responsibilities are explicit and outcomes measurable. The North Ayrshire Progress Tracker has been approved and is now being trialled in one cluster before being rolled out across the authority from August 2016. The trial version of the tracker is attached as Appendix 4.1. We have linked with Perth and Kinross Council to share and feed into the National Seemis Working Group. This will provide a strategic overview which will be used across all schools to provide greater consistency. The content of this Progress Tracker will inform professional dialogue between different groups of staff and pupils to inform targeted interventions in terms of learning and teaching.

Presentations have been delivered to Head Teachers around the requirements of the National Improvement Framework and the drivers associated in terms of this workstream i.e. 'Assessment of Children's Progress' and 'Use of Performance Information'. CfE data has been gathered of achievement at Early, 1<sup>st</sup> and 2<sup>nd</sup> levels in listening, talking, reading, writing and numeracy - this has been submitted to Education Scotland. Further interrogation of this data in terms of SIMD and vulnerable groups has been undertaken by Senior Managers through the rigorous Quality Improvement visits.

An extensive digital package of standardised assessment has been introduced to all schools – all schools must complete P1 Baseline – Sept/May, Progress Test English (PTE), and Progress Test Maths (PTM) in P3, P6 and S2 in May 2016. To date all schools have completed the P1 baseline and high level analysis has been carried out. Initial feedback has been provided to all schools both in terms of the performance of the whole cohort and individual learners. Teachers used this rich data source alongside their professional judgement to plan for next steps in learning. Further support will be provided to class teachers in how to use data to maximum effect in the planning process. In addition to this digital package of standardised assessment, each school has been set up with a separate account to meet the requirements of the National Improvement Framework in terms of completion of the NGRT in P4 and P7. All schools have a designated 'Assessment Co-ordinator' who has undertaken training from GL assessment and is leading on these developments within school.

'The Tapestry Partnership' are engaged with North Ayrshire Council to co-construct and deliver their programme 'Improving Teacher Professional Judgement' (ITPJ) led by Professor Dylan William. This programme was launched in March with a Prof Dylan William Masterclass aimed at all schools in North Ayrshire with a particular

focus on those schools involved in the programme. There are opportunities within this for leadership in terms of GTCS Professional Recognition. A baseline of current practice in moderation/standardisation within schools and across clusters has been established but further work needs to be done on the verification processes within these existing moderation systems.

Families of schools have been created across North Ayrshire for all primary schools. These families were grouped together on the basis of a range of socio-economic factors including SIMD profile, footwear and clothing grants and free school meals. The families of schools are attached at Appendix 4.2. The initial support provided by the Professional Learning Academy is focused on the family group with the highest levels of deprivation. In addition to this, families of schools have also been created for all secondary schools using similar criteria, but across all three Ayrshire areas. Schools have begun to scrutinise their data in family groups in order to identify common areas for focused attention and plan for improvement.

To support the nurture approaches, a range of data has been collected which will be used as a baseline. This will enable robust analysis of the impact of the nurture programme when follow-up data is collected later in the session.

In order to maximise impact on learning, it is vital that there is early identification of vulnerable groups of learners to enable steps to be taken to address any issues. A full range of data has been produced for all schools and presented through Excel pivot tables for schools. An example of this is enclosed as Appendices 4.3/4.3.1/4.3.2. This allows schools to drill down to identify groups of learners to focus on, compare progress data and plan for improvement. Training sessions have taken place for Head Teachers in the effective use of this data. This will be extended to all leadership teams in the near future.

A staff confidence questionnaire has been produced, for Head Teachers and management teams, regarding the analysis of data in order to generate baseline data for staff. This will inform the subsequent programme of professional learning.

To support this workstream, the post of data analyst has been created. The post-holder has been appointed and has begun to work on gathering a wide range of data which will be used to analyse the current position, plan for improvements and subsequently evaluate impact. The data analyst has produced a user-friendly pivot table tool for all schools to use in the identification of groups of children and young people for targeted intervention. In addition, the data analyst has started visiting schools to introduce members of the leadership teams to the effective use of management information systems and benchmarking tools. She will now be supported by a graduate intern who has recently taken up post.

**Year 1 Reflections on Impact:** Please comment on what looks and feels different for schools and children as a result of the Att. Scotland Fund. What impact is it having?

Through conversations with SMT during Quality Improvement Senior Manager Visits, staff are already reporting:

- Increased rigour to the professional dialogue regarding progress of individuals

with their class teachers and an increased awareness in staff of the range of factors which might be impacting on an individual child or young person's progress.

- Standardised assessments are giving staff an additional confidence in their professional judgements.
- Schools have welcomed the North Ayrshire Progress Tracker and value the consistency of this approach.
- Communication in terms of levels of expectation regarding the gathering of assessment information, and tracking and monitoring pupil progress is much clearer in schools due to the working of the 2 strategy groups.
- The pivot tables produced for all schools allow individual cohorts of children to be more easily identified and tracked, which enables schools to focus in on what they are doing to support improvement for these cohorts.
- Schools have begun to work together collaboratively in their "families" to design targeted approaches to raising attainment based on a range of data showing common areas for improvement.
- The Data Analyst is already targeting support to head teachers which is increasing their understanding of data and how it can support improvement.

#### **Next steps:**

- Further work to be completed in terms of the requirements of the National Improvement Framework driver 'Assessment of Children's Progress' e.g. health and wellbeing surveys, leavers qualifications, positive and sustained destinations
- The North Ayrshire Progress Tracker will be implemented across all schools and used to generate professional dialogue within and across schools and as the basis of teacher-pupil learning conversations when planning next steps.
- Professional learning sessions will be organised for class teachers on incorporating data and feedback from standardised assessments more effectively into the planning for learning process.
- A full suite of data will be agreed and brought together, based on both universal and targeted approaches to raising attainment for all and for identified groups, to support schools more coherently with the robust evaluation of the various measures that are put in place.
- Data analyst and graduate intern will work with schools to support staff groups with their approaches to effective use of data.
- Further professional learning sessions (for an increasing number of staff) on maximising the use of data, what it tells us about what works, and how it contributes to planning for improvement.
- Early identification of vulnerable groups / SIMD 1,2 etc. at Early Years stage. Combining data from early numeracy and literacy assessments and developmental milestones data to plan a range of early interventions focused on closing the gap.
- Professional learning sessions will take place focusing on a shared

understanding of standards in relation to CfE levels. This will be complemented by an enhanced approach to moderation across establishments.

### **Year 1 Measurement of progress**

Please provide details of how you have measured progress or impact of this element of your plan. What did this show? Please provide any data or other evidence you have on the progress or impact of this element of your plan.

- Interim evidence measuring progress of all learners and specific groups (e.g. the most deprived learners) will be seen by the end of this academic session, through the trial of the North Ayrshire progress tracker and the comparative standardised assessment data from the follow-up assessment (specifically in P1). This approach will be built on in years 2-4 as the use of standardised assessment data is increased alongside improved teacher professional judgements.
- The results of the staff confidence questionnaire in March will be used as a baseline from which to measure progress in the use of data to support improvements in learning and teaching when the questionnaire is reissued next session.
- The impact of families of schools on the improvement process will be measured through qualitative feedback from HTs and other school and central staff.
- Examples of how schools are using the pivot tools to identify specific groups of learners and track their progress will be collated and shared across the authority.
- Approaches to assessment will be improved through the Tapestry programme on Improving Teacher Professional Judgement, which will be evidenced through an interim evaluation after one year of implementation and compared with the current position. Alongside full cohort data, the progress of the most deprived learners will be an area of specific focus.

<b>5</b>	<b>Physical Activity: Dance, Drama and Sport</b>		
2015/16 Allocation	£0	Planned Quarterly Spend	n/a
2015/16 Actual Spend	£0	Actual Quarterly Spend	n/a
<b>Staff Resources:</b>	<b>Agreed in Plan:</b>	Secured this quarter:	n/a
		Secured in total:	n/a
<p><b>Year 1 Progress to date:</b> Please comment on areas of progress and slippage from plans.</p> <p>A change to the detail of this project was required. A Project Initiation Document has now been completed, outlining the new project in detail. See Appendix 5.1.</p>			
<p><b>Year 1 Reflections on Impact:</b> Please comment on what looks and feels different for schools and children as a result of the Att. Scotland Fund. What impact is it having?</p> <p>Nothing to report at present.</p>			
<p><b>Year 1 Measurement of progress</b></p> <p>Please provide details of how you have measured progress or impact of this element of your plan. What did this show? Please provide any data or other evidence you have on the progress or impact of this element of your plan.</p> <p>Nothing to report at present.</p>			

## Overall Reflections on Year One (2015/16)

7	<b>Reflections on Year 1</b>
<p>What progress towards impact has your <b>overall strategy</b> had across your schools in Year 1? What is working well?</p> <p>The clear aim of our attainment challenge is to ensure the young people of North Ayrshire have the right skills for learning, life and work. Our strategy has been to ensure all of our educational establishments and, in particular, certain targeted schools, are ambitious, promote high expectations and provide opportunities for the children to develop and achieve.</p> <p>Progress has been positive and measurable. The focus has been firmly on raising attainment and the work of all in schools, and in the centre.</p> <p>The role of leaders and the functions of leadership have been shared and their development supported. There has been coordination from the centre enabling close partnership working and links across work streams. A team approach has been evident.</p> <p>The use of national and international research and research based interventions and approaches sits comfortably within our approach and has been well received by practitioners. This has been most evident in the work of the Professional Learning Academy. It is also clear from the work done to develop nurture through the creation of bases in specific primary schools and a nurturing approach across the authority schools.</p> <p>We can show that the staff in our schools understand the importance of ensuring pupils are supported to attain, especially those in most need of support and that they know are able to identify and work with these young people in particular. Leaders and teachers are better equipped to analyse and use the data they gather to set targets for young people and for teachers which will have a positive impact on achievement. In addition, our data is allowing us to identify those children and schools in most need of immediate additional supports.</p> <p>The attainment challenge has given the directorate an additional driver for change.</p>	
<p>What overall improvements do you feel have been made as a result of your involvement in the Scottish Attainment Challenge in the following areas:</p> <p><b>1) Leadership</b></p> <p>There is a clear vision for change and improvement which has been shared with all who work in and with Education and Youth Employment. This vision is interpreted in the work undertaken by the senior managers leading the work across the challenge and in the work undertaken by school leaders.</p>	

The use of ongoing evaluation has been at the heart of all of the work done throughout the first year of the challenge. School leaders, middle managers and practitioners are being upskilled in the use of data to support improvement and they have seen how it can impact positively on learning and teaching, and attainment.

Head Teachers have been encouraged to work across schools rather than focussing solely on their own establishment. Shared learning, support and challenge have the potential to significantly improve outcomes across schools, with a particularly targeted focus on specific vulnerable groups e.g. most deprived, SIMD1 and 2, FSM, and LAAC.

Other practitioners have been given opportunities to develop their leadership skills and roles. For example, the Principal Teacher, from the Professional Learning Academy, is leading on the Early Level Framework. A PT Nurture has been appointed and the teachers within the Professional Learning Academy and those appointed to work in the nurture bases have also been afforded positive leadership opportunities.

There has been a positive response to training and collaborative working evidenced in the numbers requesting training and wishing to participate further. The Senior Manager with responsibility for Leadership and the Senior Manager with responsibility for the PLA Team are now working to establish training in response to the needs of Head Teachers.

## **2) Learning and Teaching**

Launching a Professional Learning Academy with a clear, strategic vision has been a critical component of North Ayrshire's Attainment Challenge. All of the work undertaken by the Academy has a clearly agreed rationale and all planned frameworks, delivery, interventions and decisions are based on extensive justification of need. Most significantly, a North Ayrshire Numeracy and Mathematics Early Years' Framework has been devised by the Professional Learning Academy with training sessions prepared and delivered.

The work of the Academy has focussed on the schools containing children and young people living in the worst SIMD deprived 20% of datazones but it is acknowledged that poverty exists across all areas of our authority and the academy has also considered how to best address this fact.

Our work in data handling and analysis has enabled schools, in order to maximise impact on learning, to identify early vulnerable groups of learners to enable steps to be taken to address any issues. The work on data analysis has supported schools to drill down to identify groups of learners to focus on, compare progress data and plan for improvement. Teachers have been enabled to use this rich data source alongside their professional judgement to plan for next steps in learning.

'The Tapestry Partnership' are engaged with North Ayrshire Council to co-construct and deliver their programme 'Improving Teacher Professional Judgement' (ITPJ) led by Professor Dylan William. This programme was launched in March with a Prof Dylan William Masterclass aimed at all schools in North Ayrshire with a particular

focus on those schools identified through our analysis of SIMD1 and 2. There are opportunities within this for leadership in terms of GTCS Professional Recognition.

The emotional wellbeing of young people and the need for supportive and nurturing environments to enable learning to take place has also been a strand of this challenge. Staff training in nurture has given them a clearer understanding of the role of nurture in the development of children's wellbeing and in bringing about the meaningful change in children's ability to learn effectively.

In addition to this, Place2Be has been engaged and 6 schools have been identified to participate in a project. The schools have been selected as they are ranked in the lowest 20 schools within SIMD 1 and 2 and are not part of the schools benefitting from the enhanced nurture provision as part of the Attainment Challenge. It is our aim that this project will enable children to feel more ready to learn.

### **3) Families and Communities**

The main strand of work in this area was halted and an explanation for that sits elsewhere in the document.

However, the work on nurture has ensured the parents of those children accessing this support have been engaged in partnership throughout, beginning with an initial strengths and difficulties questionnaire. They are regularly involved in discussions of their child's progress and strategies are shared with them.

*What do you think has gone less well in the implementation of your plans in both your local authority and schools within your authority in Year 1 and what learning have you taken from this?*

- The recruitment of staff, specifically to backfill posts created within the Professional Learning Academy and Nurture have proved exceptionally challenging. Unfortunately, the timing of confirmation of funding came too late to recruit teachers before the summer break in 2015. As a consequence, the quality of available staff, who applied for posts, in the new term did not allow us to recruit the required numbers. As we made the decision to recruit on a permanent basis, it was vital only to appoint high quality candidates. To support our plans for Year 2, we have gone through an internal recruitment drive of existing probationers and temporary staff. As of today (1<sup>st</sup> April), we have recruited circa 25 new teachers. This will be complemented by recruitment of teachers currently external to the authority.
- Building modification delays have had an impact for one primary school in relation to the setting up of their Nurture Base. However, this enabled an additional primary school to be included in the Nurture Group development. Also, adaptations to the proposed Learning Academy building have taken longer than initially anticipated. However, the learning facility requires to be an inspiring learning space for teachers which will ensure the quality reflects the high standard of training the centre will deliver.

- Our ambition and aims in terms of delivery and overall impact remain unchanged. However, given the constraints and challenges in recruiting teachers in particular, our method of delivery has been realigned in parts. In addition, through work completed in Year 1, we have been able to develop plans and recognise where alternative posts may actually provide greater value and resultant impact. This is being reflected in Year 2 plans and bids for resource.
- Initial plans were developed to reflect the aims of the Attainment Challenge. However, through the course of the year refinements were made in line with emerging practice and knowledge. Year 2 Plans at a local level are being designed to take even more account of specific need both at school and class level as a result of improved self-evaluation and data analysis.
- Whilst our Head Teachers understand the importance of their role in closing the attainment gap, there still remains the challenge of ensuring that all have the same expectations and aspirations for all children and young people. They need to be enabled to ensure these aspirations are realised. Therefore, through an additional bid, we would plan further supports.

To what extent do you think the improvements you have made are sustainable and why?

In all of the discussions we have had relating to planning and development, the importance of sustainability has been stressed. Much of what is below is about changing and improving practice. It is also about leaders and their understanding of their responsibilities.

We believe the following to be sustainable:

- Working across sectors on learning (as opposed to transition information) is likely to have significant effect on the learning experiences including the pace of learning for our children and young people.
- The effectiveness of our evaluation and re-evaluation approach.
- Teachers' confidence in their assessment and collection of data and its use to inform their practice. There will be greater consistency in the content and quality of information being tracked and monitored, leading to improved understanding and knowledge of what works.
- Increased rigour in professional dialogue between managers and teachers about the progress of individual young people.
- An increased awareness in staff of the range of factors which might be impacting on an individual child or young person's progress.
- The collaborative working model, evidenced through the "families of schools" approach to designing targeted approaches to raising attainment based on a range of data showing common areas for improvement.
- The approach of 'system leadership' which encourages our Head Teachers to work across schools and understand their role as having responsibility for the progress of all children and young people in the authority.
- North Ayrshire has a strong focus on Nurture and all staff have had access to Nurture training at a variety of levels. All schools are aware that this is a priority within the authority and Psychological Services are supporting the training, delivery of Nurture and quality assurance procedures.
- This approach has built capacity throughout the authority and will allow us to continue to develop provision for children who require targeted provision.

### Calendar for Early Level Numeracy Pilot Schools/EYC

Activity	Dates
<b>Meeting with HT to introduce the Pilot Project and discuss dates</b> (20 mins)	Jan 28 <sup>th</sup> – Feb 1 <sup>st</sup>
<b>Permission slips for pupils handed out</b> (returns will be collected at initial twilight training)	Jan 28 <sup>th</sup> - Feb 5 <sup>th</sup>
<b>Introduction to Pilot Project for staff</b> (twilight, 30 mins)	Feb 1 <sup>st</sup> – Feb 11 <sup>th</sup>
<b>Baseline assessment of children with support from Professional Learning Academy staff</b> (returns will be collected at initial twilight training)	Feb 17 <sup>th</sup> – Feb 19 <sup>th</sup>
<b>Children/Staff questionnaires</b> (returns will be collected at initial twilight training)	Feb 5 <sup>th</sup> - Feb 11 <sup>th</sup>
<b>2 x training sessions for staff</b> (twilights, 45mins each): <b>use of Early Level Numeracy Progression Framework</b>	Feb 22 <sup>nd</sup> – March 4 <sup>th</sup>
<b>Parent workshops</b> (led by Educational Psychologists in partnership with PLA) <b>morning or afternoon sessions</b>	Feb 22 <sup>nd</sup> – March 24 <sup>th</sup>
<b>Time to implement the use of Numeracy Framework into practice</b>	Feb 22 <sup>nd</sup> – March 24 <sup>th</sup>
<b>Support period from PLA staff</b>	Feb 22 <sup>nd</sup> – March 24 <sup>th</sup>
<b>Further time to develop use of Numeracy Framework in practice</b>	April 18 <sup>th</sup> – June 3 <sup>rd</sup>
<b>Support period from PLA staff</b>	May 16 <sup>th</sup> – June 3 <sup>rd</sup>
<b>Final child assessment with support from PLA staff</b> (returns will be collected at feedback session)	May 16 <sup>th</sup> – June 3 <sup>rd</sup>
<b>Final children/staff/parent questionnaire</b> (returns will be collected at feedback session)	May 16 <sup>th</sup> – June 3 <sup>rd</sup>
<b>Feedback Session (twilight 45 mins)</b> (Evaluation of effectiveness of framework)	June 7 <sup>th</sup> – June 17 <sup>th</sup>

NOTES:  
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STRUCTURAL INFORMATION INDICATIVE ONLY. TO BE CONFIRMED BY STRUCTURAL ENGINEER.

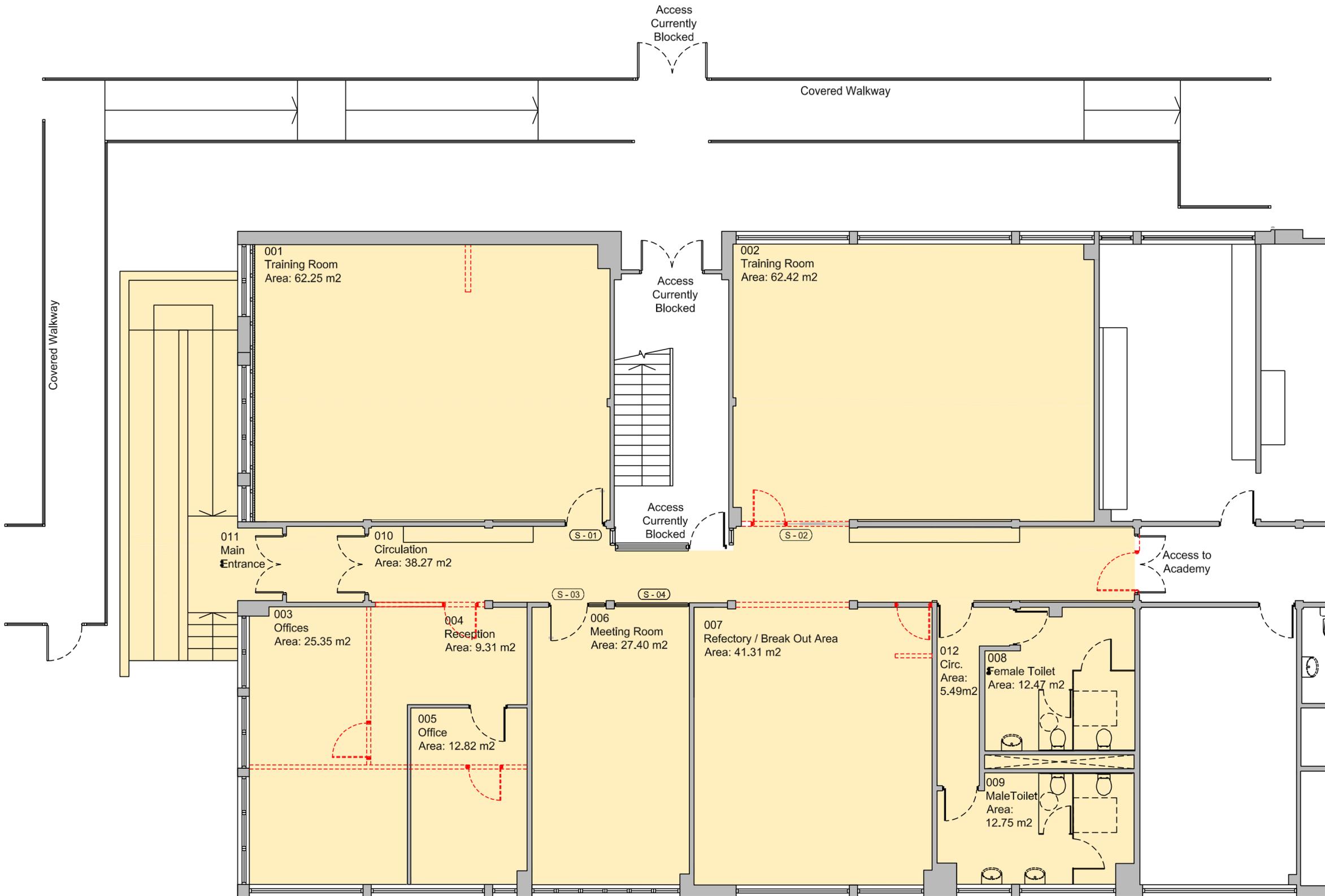
REFER TO STRUCTURAL ENGINEER'S DRAWINGS FOR LOCATIONS OF BRACING & WINDPOSTS.

GENERAL NOTES:

EXTENSION OF A: 343.7 m2

EXTENT OF WORKS

DOWNTAKES



REV. DESCRIPTION DATE DRAWN BY CHECK BY



PROJECT: ADULT LEARNING CENTRE - AUCHINCRUINE ACADEMY  
TITLE: PROPOSED PLAN  
CLIENT: NORTH Ayrshire Council  
JOB NO: 5970  
SCALE: 1:50 @ A1  
STATUS: FOR INFORMATION

REVISION: L(0) 003  
DRAWN BY: NO  
CHECKED BY: HM  
DATE: NOV. 2015



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<b>Overall Status of Project</b>		<input type="checkbox"/> Red	<input type="checkbox"/> Amber	<input checked="" type="checkbox"/> Green
<b>PROJECT BOARD DATE: 22 March 2016</b>				
<b>PROJECT NAME:</b>	Professional Learning Academy, Auchendarvie Academy, Stevenston	<b>PROJECT DESCRIPTION:</b>	Refurbishment and alteration of existing rooms within Auchendarvie Academy to form new Professional Learning Academy	
<b>CLIENT SERVICE:</b>	Education & Youth Employment	<b>LEAD OFFICER (S):</b>	[REDACTED]	
<b>PROJECT BUDGET:</b>	£400,00	<b>MAIN CONTRACTOR:</b>	Kier Scotland (As variation to construction of new Garnock Academy)	
<b>TIMESCALES / MILESTONES</b>				
Stage 1 – Preparation & Brief		August 2015		
Stage 2 – Concept Design		September 2015		
Stage 3 – Developed Design		October 2015		
Stage 4 – Technical Design		November - March 2016 NAC sign off of design and acceptance of Hubb proposals to be confirmed Tender acceptance: w/c 21 March 2016		
Stage 5 – Construction Start		28 March 2016 – Asbestos strip (1 week)		
Stage 6 – Handover & Close Out		4 April 2016 – Main Contract works		
Stage 7 – In Use		27 May 2016 – Completion (8 weeks construction) June 2016		
<b>PROJECT UPDATE</b>				
<p><b><u>Progress Update:</u></b></p> <ul style="list-style-type: none"> <li>Updated drawings from the Architect and M&amp;E consultants have been issued to E&amp;YE who have advised that the drawings have been revised to capture the project brief requirements as discussed at earlier design team meetings.</li> <li>Building Warrant submitted by design team, BW points issued by NAC Building Standards and response has been provided by design team. Warrant approval imminent.</li> <li>PMI have received commercial documents, including covering letter from Keir Construction via Armour Construction Consultants, 17 March 2016.</li> <li>The documentation comprised a note of design team fees, a proposed form of contract &amp; completed contract sum analysis.</li> <li>The 'Offer' received from Kier was issued on the basis of the latest drawings prepared by the design team and scope described within the contract sum analysis as issued by A.C.C.</li> <li>A number of tender qualifications were included within their covering letter.</li> <li>A meeting was hastily arranged for Friday afternoon to review the commercial documents issued. AM / JMcl from PMI along with Colin Watt from A.C.C were in attendance to review.</li> <li>At the meeting it was established that Kier had proposed a form of contract for this distinct piece of work in order to insulate undertaking this from the main Garnock project. A 12 month DLP will commence on satisfactory completion of works at Auchendarvie Academy.</li> <li>As a result of discussions PMI requested that A.C.C arrange a standard form Collateral Warranty for Clancy Consulting (M&amp;E Design Consultant) as they are not employed on the Garnock Project and are also not on the NAC Framework for M&amp;E Services.</li> <li>Kier have agreed to employ the retained designers from the start and therefore will pay their Pre Contract fees as well as their retained post contract support.</li> <li>It has been accepted that NAC retain the PM, QS and PD services Client side. A.C.C have confirmed Hub PM fee is deemed incorporated within overall budget, although not separately identified.</li> </ul>				

- The Form of Contract and tender qualifications were reviewed at the meeting and comments made for referral back to Kier. Comments were issued via A.C.C. 21 March 2015, a further response has been received from Kier, 22 March 2016 and is being reviewed.
- Key risks relating to remaining qualifications are:-
  - Additional costs resulting from obtaining Building Warrant / Completion Certificate (Ownership)
  - Circa £1800 difference relating to lighting specification and electrical installations
  - Sliding door design / specification to training room not resolved (final design review)
  - PMI have advised that level of £250/week L&A damages proposed by Kier is not sufficient to give assurances that the project completion will not overrun. PMI have assessed and advised Kier that L&A damages of £1,300 per week or part thereof are required. Kier not prepared to lift damages on a project of this scale/nature and have advised if NAC insist then Kier need to increase the tender sum by £3,150
- It has been agreed that payment for works would be made under separate valuation / certificates from the Garnock Academy contract.
- Kier Scotland have confirmed that a dedicated site agent will be provided for the duration of the works.
- PMI have requested the A.C.C provide best value statement in support of 'Offer' submitted by Kier.
- Authority Works Variation has been drafted for NAC approval.
- School to be notified of proposed programme and rooms cleared of any remaining furniture and equipment.
- Janitorial cover for Easter Monday and main school Easter break has been requested.
- FFE & E is deemed to form part of Kier Scotland tender.
- Late receipt of information from Hub and design changes has provided limited time for NAC to review and react to proposals.
- Telephone line order has been placed by NAC IT Services.

#### **Cost Update:**

- The current contract sum (Kier Tender) is £355,991.31
- The Hubco fees are £18,204.58
- £5k contingency has been retained Client side
- An allowance has been made for PMI CoW supervision, payment processing etc.
- Allowances have been made for BT / IT installations, staff moves management etc.
- £3000 has been budgeted for statutory fees and other surveys
- The standard NAC cost plan has been updated to reflect the returned tender and estimates that the total project cost aligns with the available of £400,000 budget

#### **Programme:**

- Anticipated start date for asbestos strip is 28<sup>th</sup> March 2016 which will take 1 week to undertake
- Anticipated start date for main fit out works is 4<sup>th</sup> April 2016. Kier advise this will take 8 weeks to complete
- Kier advise contract duration has increase as a result of increase in project scope
- Anticipated completion date therefore is 27<sup>th</sup> May 2016
- Kier advise that the noted dates are conditional upon a written instruction to proceed 1 week in advance for the asbestos works and 2 weeks in advance for the main fit out works.
- Anticipated client occupation within June 16 but will be firmed up once scope of move from Cunninghame House has been agreed.

#### **Next steps:**

- Final decision on tender qualifications.
- Signing of Authority Works Variation.

- Final sign off of colour choices of FF&E and internal finishes. (Design team to issue information to allow sign off to happen)
- Development and sign off of signage proposals.
- Obtain Building Warrant in advance of main contract works commencing.
- Clearance of school spaces in advance of works.
- Project update to be communicated to Head teacher, Auchendarvie Academy
- Requirements for Keelio to be scoped and agreed

## Risks

No.	Risk	Mitigating Action	Owner	Target date for completion
1	Changes in client requirements	Design sign off at key milestones, change log to be prepared and implications on costs and programme to be reported / No client changes after financial close	PM	As programme
2	Appointment of staff / accommodation not ready	Staff will be located temporarily within Cunninghame House	Client	Until works complete

## ACTIONS REQUIRED TO PROGRESS (for Project Board)

No.	
1	Agreement to sign Authority Works Variation.
2	Project Board to note form of contract, budget position and programme and risks around making any changes post financial close.
3	Funding drawn down from Scottish Government.

## AGREED ACTIONS (following Project Board)

No.		Lead Officer	Target date for completion

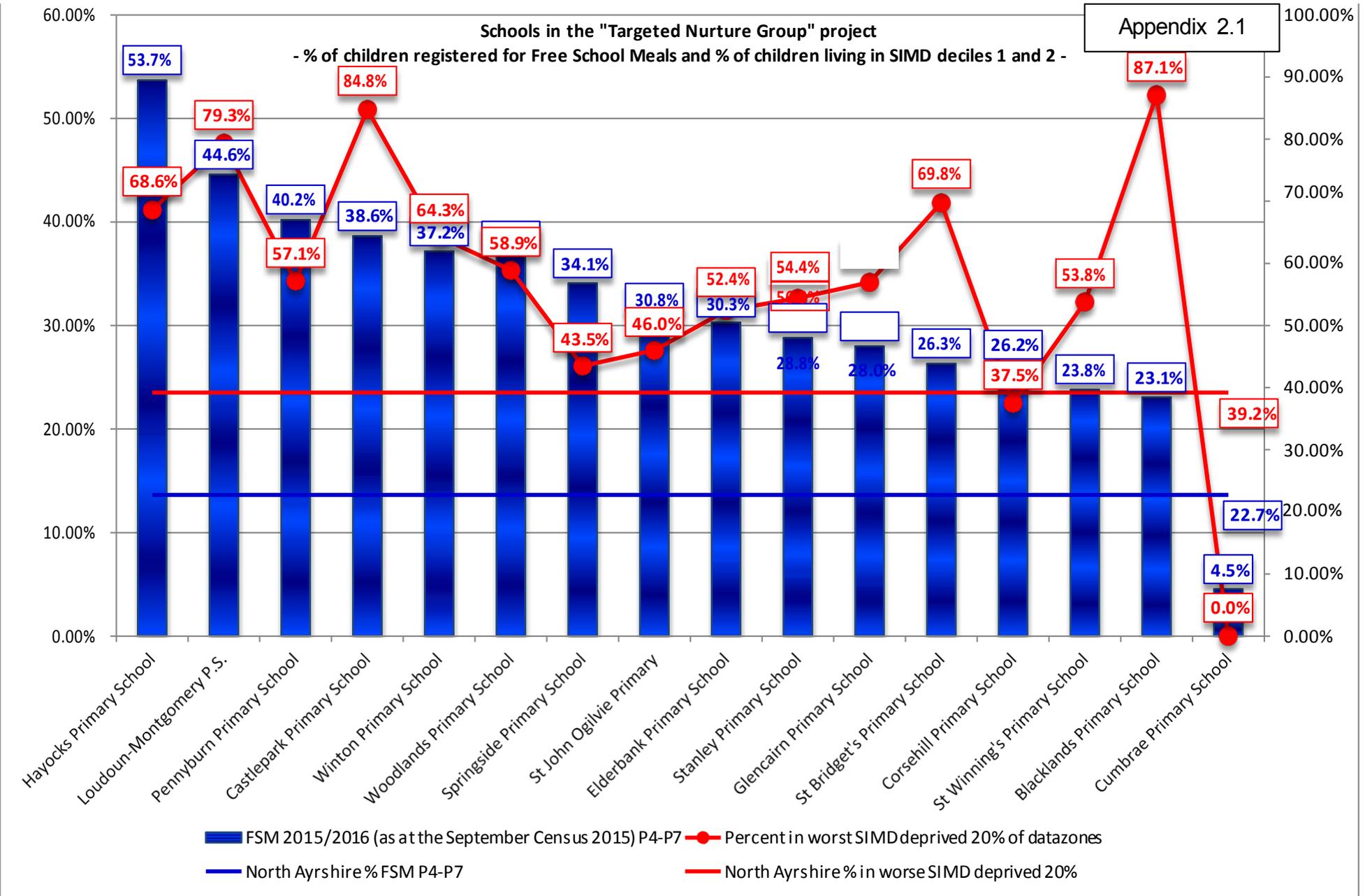
## FINANCIAL SUMMARY

Original Budget (£)	Revisions (£)	Current Budget (£)	Projected Expenditure (£)	Variance (£)
£250,000	+ £150,000	£400,000	£400,00	£0

### Schools in the "Targeted Nurture Group" project

- % of children registered for Free School Meals and % of children living in SIMD deciles 1 and 2 -

Appendix 2.1





**NORTH AYRSHIRE**  
COUNCIL

**PROJECT INITIATION DOCUMENT**

**PROJECT TITLE: SUPPORTING CHILDREN'S LEARNING  
THROUGH PARENTAL AND COMMUNITY ENGAGEMENT**

**DIRECTORATE: EDUCATION AND YOUTH EMPLOYMENT**

**PROJECT SPONSOR:** [REDACTED]

**VERSION: 4.1** [REDACTED]

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Author: *D Walkinshaw*  
Title: *Project Manager*  
Department: *Change Team*  
Date: *09 December 2015*  
Last updated: *26 February 2016*

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## Document control

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### Document History:

Version	Issued	Section	Page	Comments
1.0				Prepared as a first draft by [REDACTED] for comment by [REDACTED]
1.1	2/12/15			Amendments made
1.2	9/12/15			Amendments made
2.0	20/1/16			Issued
3.0	21/1/16			Amendments made.
4.0	28/1/16			Amendments made
4.1	07/2/16			Amendment made
4.2	26/2/16			Project Plan inserted

### Document Approval:

Name	Designation	Project Role	Signature	Date
[REDACTED]	Exec Director	Sponsor		

### Distribution:

Name	Designation	Service Group/Service	Project Role
[REDACTED]	Head of Service	Education & Youth Employment	Joint Lead
[REDACTED]	Senior Manager	Education & Youth Employment	Joint Lead

# Table of Contents

<b>1</b>	<b>INTRODUCTION.....</b>	<b>5</b>
1.1	Purpose of PID .....	5
1.2	Background and Overview of Project .....	5
1.3	Project Objectives .....	6
1.4	Project Aims .....	7
1.5	Project Benefits .....	7
1.6	Project Evaluation.....	7
<b>2</b>	<b>PROJECT DEFINITION.....</b>	<b>9</b>
2.1	Project Scope.....	9
2.2	Approach .....	9
2.3	Project Plan.....	11
2.4	Stakeholder List.....	11
2.5	Project Dependencies .....	11
2.6	Key Constraints.....	11
<b>3</b>	<b>PROJECT ORGANISATION STRUCTURE.....</b>	<b>12</b>
3.1	Project Structure .....	12
<b>4</b>	<b>PROGRAMME/PROJECT CONTROLS.....</b>	<b>13</b>
4.1	Programme Tolerances .....	13
4.2	Change control .....	13
4.3	Meetings and Reporting .....	13

## INTRODUCTION

### 1.1 Purpose of PID

- This document contains the key information necessary to define the project
- It explains why the project is being undertaken, who is doing it, what the project is aiming to achieve, and when and how it will happen.
- Once approved the Project Initiation Document (PID) will form the baseline against which the project will be monitored.

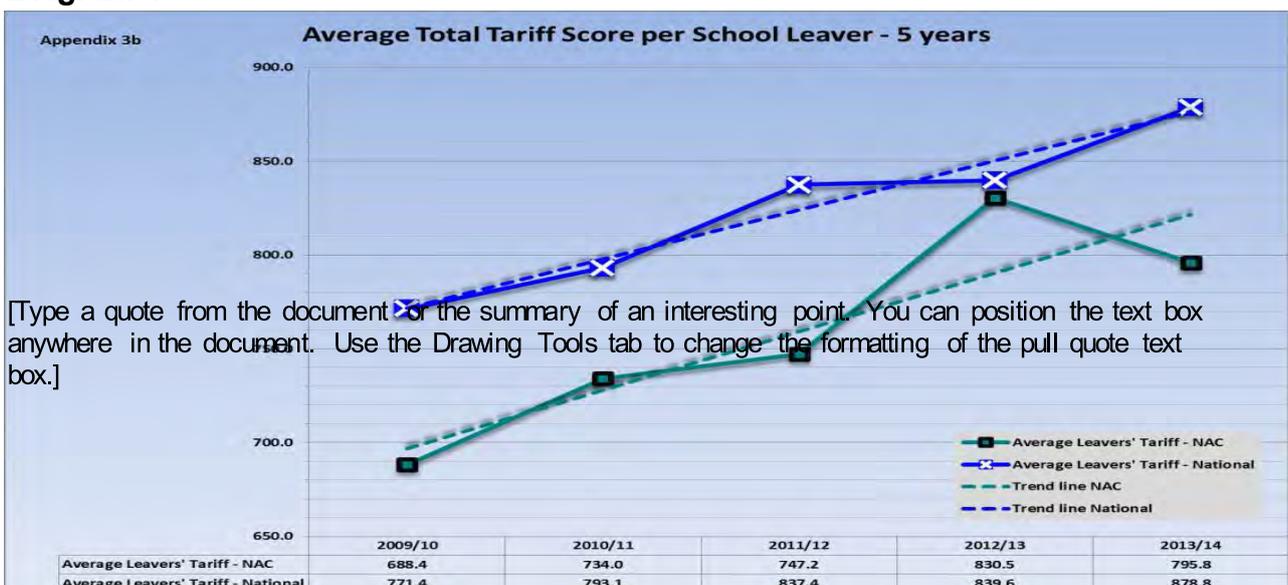
### 1.2 Background and Overview of Project

To meet the Council Plan Strategic Objective Priority 3: Ensuring people have the right skills for learning, life and work, the Directorate of Education and Youth Employment has embarked on a programme of transformational change. This aims to ensure that North Ayrshire Council's educational establishments will be places where high quality learning and teaching takes place, delivered by excellent staff. This transformational change will be supported by the wider Council family, the Health and Social Care Partnership, the Community Planning Partnership and Third Sector providers. Transformational change will bring:

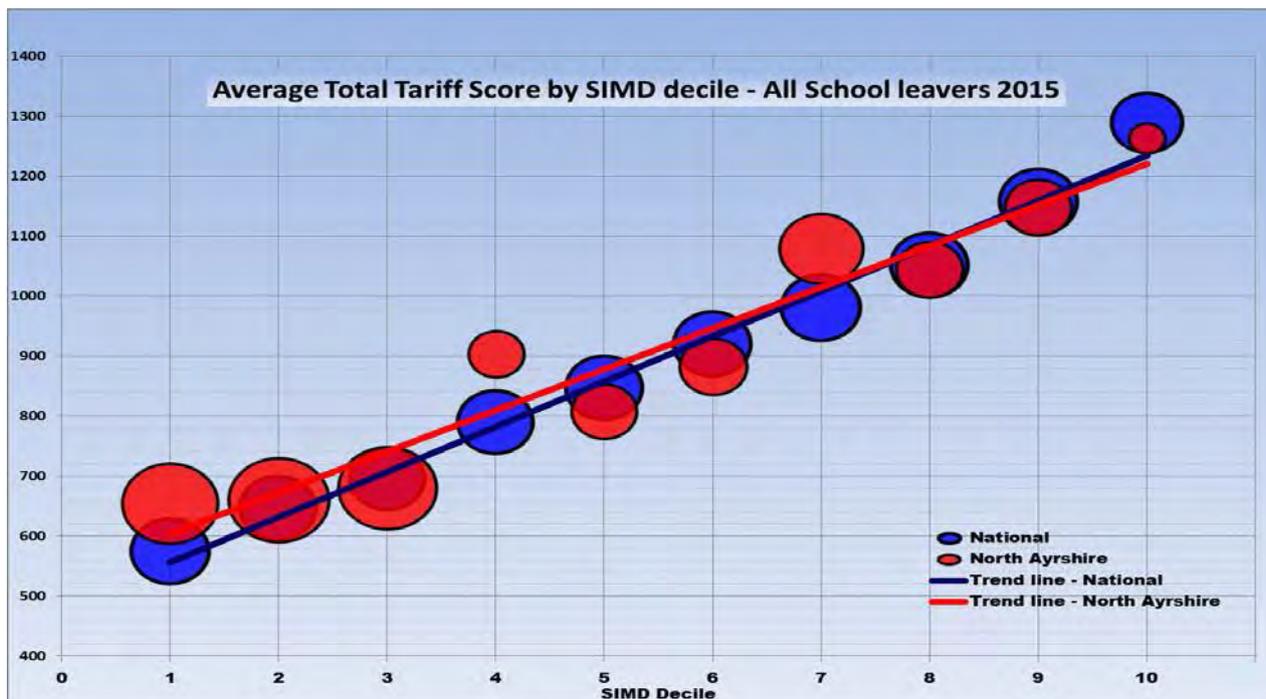
- Improved attainment and achievement
- Enhanced opportunities for all to develop skills for learning, life and work
- Improved learning environments for all children and young people including those with additional support needs
- Improved wellbeing of children and young people.

The average North Ayrshire school leaver attains at a lower level than the average national school leaver (see diagram 1). However, data analysis shows the average attainment of a North Ayrshire school leaver from each SIMD decile is comparable or better than the average Scottish school leaver from the same decile (diagram 2).

Diagram 1



**Diagram 2**



This analysis tells us that the overall lower performance is due to a much higher proportion of school leavers living in the 30% most SIMD deprived areas. Therefore, reducing the impact of socio-economic deprivation on educational attainment, together with raising aspirations and expectations of children and young people, are the correct priorities for North Ayrshire.

The pattern of attainment in the different deciles has been replicated over a number of years highlighting the challenge of the requirement to tackle the relationship between lower educational attainment and socio-economic disadvantage. Only by dealing directly with this challenge, will the children and young people of North Ayrshire significantly improve their levels of attainment.

### **The Attainment Challenge**

North Ayrshire Council has secured funding from the Scottish Government's National Attainment Challenge which is targeted at local authorities who have the highest concentrations of primary aged children living in deprived areas. The Council will use this funding to drive transformational change and have identified 4 key areas of work. This project document describes one of these key areas – to support North Ayrshire's children's learning through parental and community engagement.

### **1.3 Project Objectives**

This project fits within the Directorate Key Priority:

**“We are reducing inequalities and delivering improved outcomes for children and young people”**

This project will contribute to this priority through the engagement of parents and families in supporting their children's learning in the home, which will lead to a positive impact on the attainment and achievement of our children and young people.

#### **1.4 Project Aims**

- To recruit a small team to direct and support the delivery of 'Family Learning'. This team will comprise of a Principal Teacher and six Family Learning Workers and provide training to identified volunteers within the local area. This team will support families to become more engaged in their child's learning and in the life of the extended school community.
- To build parental confidence and capacity to support their child's learning, and increase their engagement and participation in school life.
- To help parents and families to have a positive impact on their child's attainment and achievement, providing them with appropriate strategies to support their child's learning at home through the use of highly structured programmes and materials leading to the sustainability of this initiative.

#### **1.5 Project Benefits/Outcomes:**

- Parents and families will be more engaged in their child's learning.
- They will have a greater understanding of how they can make a positive impact on the level of their child's achievement and attainment
- The 'Family Learning' team, together with trained volunteers will form a sustainable group supporting ongoing parental engagement in schools and local communities.
- Schools will have developed more creative approaches to engaging with harder to reach groups of parents.
- The life chances of those families experiencing particular challenges will be improved as a result of their engagement in family learning.
- Family learning will be supporting families to minimise the impact of poverty on learning and achievement.
- Home-school links will be stronger leading to improving outcomes for learners.
- The information that we gather will inform our knowledge of where parental engagement is strong and where it requires further attention.
- As a result of the evidence we will gather we will be able to evaluate and improve the engagement of parents and families to help their progress in literacy, numeracy and health and wellbeing.
- We will have contributed to the parental engagement activity and support ongoing in North Ayrshire Education and Youth Employment, Health and Social Care Partnership and Economies and Communities.

## 1.6 Project Evaluation

The evaluation framework will focus on:

- A baseline understanding of parents' engagement, involvement and levels of satisfaction.
- As part of the reporting requirements of the National Improvement Framework, we will measure the impact of our work around parental engagement and the effectiveness of the 'Family Learning' team and the related programmes.
- Qualitative and quantitative data will be gathered to measure e.g. numbers of families involved in programmes, the effectiveness in terms of parental confidence and capacity
- The attainment and achievements of our most vulnerable children and young people will be tracked and monitored. Progress in literacy and numeracy will be measured.

## Project Costs

<b>Initial Assessment of Funding Required (High Level)</b>	<b>Year 2</b>	<b>Total – 2/34 yrs</b>
<b>Community and Parental Engagement</b>		
Principal Teacher Family Learning	£50,301	£150,903
Family Learning Workers x6	£186,000	£558,000
Production and publication of materials	£2,000	£6,000
Accommodation and Hospitality (training sessions)	£1,700	£5,100
<b>Total</b>	<b>£240,001</b>	<b>£720,003</b>

## 2. PROJECT DEFINITION

### 2.1 Project Scope

#### 2.1.1 In Scope

- Recruitment and support of volunteers to lead community/parental workshops.
- Recruitment training and support of Family Learning Workers x6 – at Grade 5.
- Recruitment of Principal Teacher Family Learning to support the Family Learning workers, as well as providing support to the schools to deliver family learning. This manager will also help the Local Authority to report on Parental Engagement, a requirement of the National Improvement Framework.
- Delivery of numeracy, literacy and other relevant workshops to parents and community volunteers.
- Project evaluation and performance monitoring and reporting on project outcomes.

#### 2.1.2 Out of Scope – *n/a*

### 2.2 Approach

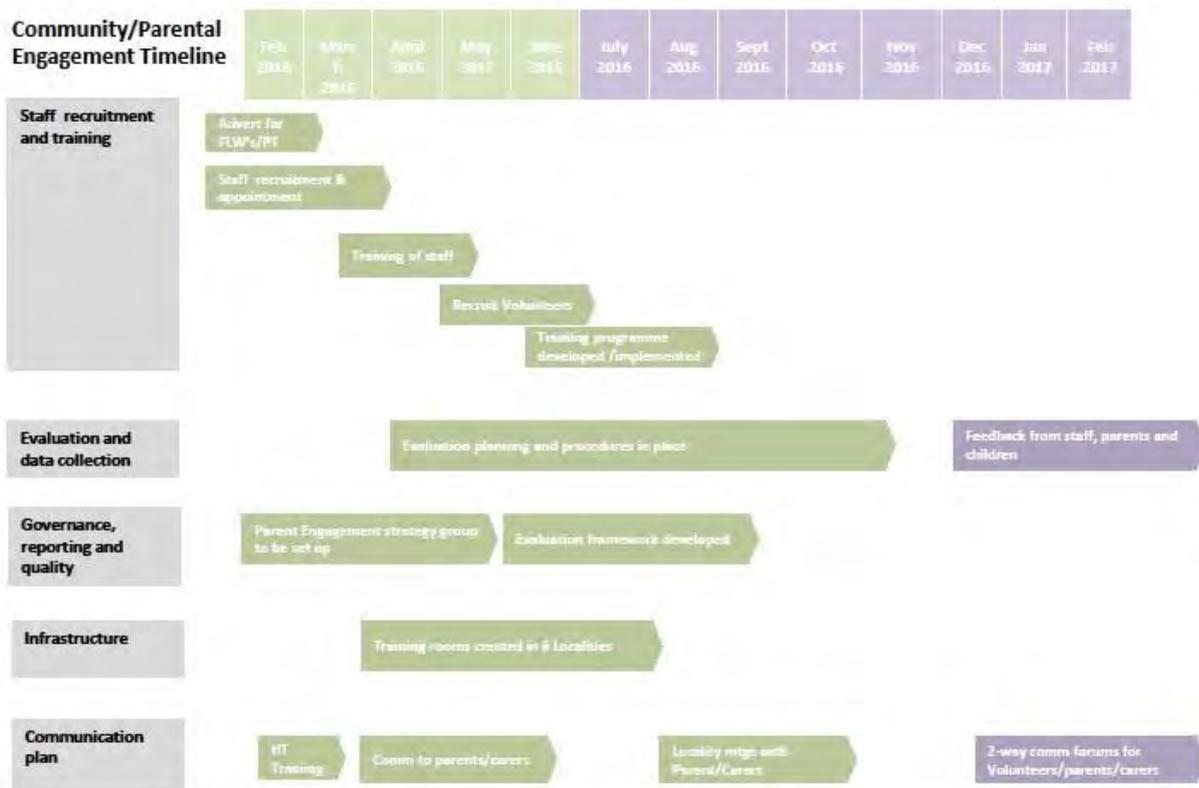
Parental consultation and engagement will be key to the success of this project. This project will find new and innovative ways of meeting parents/carers in their current circumstances and taking them on a learning journey that empowers them to become active participants in their child's learning.

Quality assurance, consistency of approach, evaluation and improvement will also be important, as will the recording and reporting of the impacts that are achieved over the four year duration of the Attainment Challenge programme.

There are 3 other interventions that make up the North Ayrshire Attainment Challenge programme. They are:

1. To lead and inspire innovative approaches to learning and teaching through evidence based practice through the creating of a North Ayrshire Professional Learning Academy.
2. To commit two teachers to the Child and Adolescent Mental Health Service (CAHMS) to support the attainment and achievement of young people with complex mental health issues. In addition, a schools counselling service will be introduced to support the general wellbeing of children, parents and staff.
3. To make North Ayrshire a “Nurturing Authority” by building emotional resilience in children and providing training on the use of effective behaviour strategies for teachers. The project will establish 15 nurture classes in mainstream primary schools settings within identified areas of deprivation in order to have children fully prepared to meet the cognitive and social demands of school.

## 2.3 Project Plan



## 2.4 Stakeholder List, Analysis and Communication plan

Stakeholder Interest	Level of Interest	Influence /Power	Stakeholder Role	Communication /Engagement
Children	High	High	Beneficiary	Targeted comms, evaluation info.
Parents and Carers	High	High	Contributor	NAC Comms, training courses/events, Letter, targeted comms.
Wider family carers	Medium	High	Contributor	Newsletter
Family Learning Workers	High	High	Contributor	Training information, evaluation info
Schools	High	High	Supporter	Letter
Community	Medium	Low	Supporter	Newsletter, targeted comms
Other council services	Medium	High	Supporter	Targeted comms
Other partners	Medium	High	Supporter	Targeted comms, evaluation info.

## 2.5 Project Dependencies

As described previously, this project is one of five key projects being delivered within the Attainment Challenge programme. A number of dependencies exist across all five workstreams. These are being managed at project level, overseen by the Programme Board and will be recorded within the project risk register.

## 2.6 Key Constraints

Projects must operate within the agreed budgets and be delivered according to agreed timescales.

## 3.0 PROJECT ORGANISATION STRUCTURE

### Project Structure

#### Programme Board

Person	Designation	Role
[REDACTED]	Head of Service (Schools)	Chair
[REDACTED]	Executive Director (Education and Youth Employment)	Member
[REDACTED]	Head of Service (Children and Young People)	Member
[REDACTED]	Head of Service (Connected Communities)	Member
[REDACTED]	Head of Service (Finance)	Member
[REDACTED]	Lead Educational Psychologist	Member
[REDACTED]	Attainment Advisor	Member
[REDACTED]	Early years (Dalry EY Centre)	Member

#### Workstream Group

Person	Designation	Role	High Level Areas of Responsibility
[REDACTED]	Head of Service	Joint Lead	
[REDACTED]	Senior Mgr	Joint Lead	
TBC	Education	Member	

	Psychologist		
TBC	Teacher - Primary	Member	
TBC	Principal Teacher Family Learning	Member	

## 4.0 PROGRAMME/PROJECT CONTROLS

### 4.1. Project tolerances:

- **Duration:** + / - 5% of baseline project plan
- **Cost:** + / - 0% of budget
- **Scope:** No significant deviation that defined at section 2.1
- **Quality:** to be defined through monitoring and evaluation framework.

### 4.2 Change control process

Where projects are likely to exceed tolerances a change request must be sent to the Programme Board.

### 4.3 Meetings and Reporting

#### 4.3.1 Meetings

<b>Meeting Name</b>	<b>Purpose</b>	<b>Chair/ Organiser (Responsible for set up and agenda)</b>	<b>Frequency</b>
<b>Programme Board</b>	<b>Review progress of Attainment Challenge and the key workstreams within it.</b>		<b>Bi monthly</b>
<b>Project Team</b>	<b>Review progress of Workstream actions</b>		<b>Monthly</b>
<b>Stakeholder Ref Groups</b>	<b>Provide knowledge into design and delivery plan</b>	<b>Principal Teacher Family Learning</b>	<b>Bi – annually</b>

#### 4.3.2 Reporting

These will be displayed within the Project Management function of the project plan.





## Investigative tool for identifying vulnerable/other target groups of pupils in school

*This spreadsheet is meant to give you easy access to your Pupil Census data using either filtering and sorting tools in the master sheet ("All pupils on the roll") or specially designed Pivot Tables that summarise the dataset by certain characteristics. Although you may construct your own Pivot Tables (using Excel Help files) I have constructed a few tables for you, using the most common pupil characteristics that will determine your target groups of vulnerable categories (e.g. Looked after children, pupils entitled to Free School Meals or Clothing Grants, pupils in certain SIMD deprived areas, geographical areas, previous school attended, etc.). Please check the notes below for other specific information and get in touch with Luoana Santarossa for any further assistance.*

<b>Notes:</b>	<p>If you double-click in any of the cells inside the pivot table, a new sheet will pop up with the details of the pupils counted in that cell. You can delete the new sheet that popped up when you finish checking which pupils belong to that group, or you can copy and paste the list of names in another file if you will need it later. You are advised to keep the original file saved under the initial name and maybe make copies under different names if you wish to add additional sheets and/or tables that you find more useful.</p>
	<p>The Pivot Tables are not very printer-friendly. You cannot edit the cells inside and it is very difficult to format it in any desired manner. If you wish to print out a certain table I advise to select and copy the desired table and "<b>paste values</b>" in a new sheet, where you can edit it as convenient, maybe adding a other information in separate columns or rows. Please note that you can also manipulate the rows and columns <i>displayed in</i> the pivot table as well (filter to certain categories only, hide certain rows/columns, change the order of the rows/columns or express the cells as numbers or percentage out of row/column/overall totals). You need, however, to develop a bit of familiarity with this facility in Excel to do that confidently. Excel Help files/tutorials will again be useful for that!</p>
	<p>The "All pupils on the roll" sheet is edit-protected so that the initial database from the 2015 Census remains unchanged. Please note it does not include "Pupils on the roll of another school" and "Adults". It also provides only a pupil's <u>main</u> language spoken at home and the type (CSP, IEP, Other ASN) of ASN that a pupil may have, in order to prevent record duplication. For details on other languages spoken at home and on specific ASN needs, please use Custom Reports in Click+Go or ask Luoana Santarossa for further assistance.</p>
	<p>The SIMD ranking (decile, vigintile, etc.) for each pupil is found by matching up the pupil's postcode to the 6505 datazones in Scotland. SIMD deciles (vigintiles) are the 10% (5%) bands in which a certain datazone is ranked among the 6505 datazones in Scotland. E.g. SIMD decile 1 represents the 10% most SIMD deprived of datazones in Scotland. SIMD vigintile 1 represents the 5% most deprived of all datazones in Scotland. Please regard the SIMD decile for each pupil as complimentary information to the Free School Meals / Clothing Grant entitlement. While the SIMD ranking (or band) represents the level of deprivation in the <u>area</u> where the pupil lives, it does not necessarily imply that the pupil comes from a socially/economically deprived family. The <u>personal</u> level of deprivation is better described by the Free School Meals and Clothing Grant entitlement.</p>

### Distribution by Staged Intervention and Most deprived 30% - numbers

Looked after	(All)
Free Meals	(All)
Year/Stage	(All)

Staged Intervention Level	MOST DEPRIVED 30%		Grand Total
	No	Yes	
1	1	52	53
2	2	48	50
3	3	23	26
4	6	18	24
0	15	305	320
<b>Grand Total</b>	<b>27</b>	<b>446</b>	<b>473</b>

### Distribution by Staged Intervention and Most deprived 30% - percentage

Looked after	(All)
Free Meals	(All)
Year/Stage	(All)

Staged Intervention Level	MOST DEPRIVED 30%		Grand Total
	No	Yes	
1	1.89%	98.11%	100.00%
2	4.00%	96.00%	100.00%
3	11.54%	88.46%	100.00%
4	25.00%	75.00%	100.00%
0	4.69%	95.31%	100.00%

## Clothing Grants - numbers

SchoolName	(All)
Intermediate Geography	(All)
Staged Intervention Level	(All)
6-Fold Urban Rural Classification (2010 Na	(All)
Sector	(All)
Student status	(Multiple Items)

SIMD DECILE	In Receipt Of Clothing Grants		GrandTotal
	N	Y	
1	1521	1606	3127
2	2114	1679	3793
3	1889	1149	3038
4	750	246	996
5	952	232	1184
6	1092	196	1288
7	1691	253	1944
8	1281	129	1410
9	981	73	1054
10	321	15	336
<b>GrandTotal</b>	<b>12592</b>	<b>5578</b>	<b>18170</b>

## Clothing Grants - Percentage

SchoolName	(All)
Intermediate Geography	(All)
Staged Intervention Level	(All)
6-Fold Urban Rural Classification (2010 Na	(All)
Sector	(All)
Student status	(Multiple Items)

SIMD DECILE	In Receipt Of Clothing Grants		GrandTotal
	N	Y	
1	48.64%	51.36%	100.00%
2	55.73%	44.27%	100.00%
3	62.18%	37.82%	100.00%
4	75.30%	24.70%	100.00%
5	80.41%	19.59%	100.00%
6	84.78%	15.22%	100.00%
7	86.99%	13.01%	100.00%
8	90.85%	9.15%	100.00%
9	93.07%	6.93%	100.00%
10	95.54%	4.46%	100.00%
<b>GrandTotal</b>	<b>69.30%</b>	<b>30.70%</b>	<b>100.00%</b>

## Free Meals - numbers

SchoolName	(All)
Intermediate Geography	(All)
StagedInterventionLevel	(All)
6-Fold Urban Rural Classification (2010 Na	(All)
Sector	(All)
Student status	(Multiple Items)

SIMD DECILE	Free Meals		GrandTotal
	No	Yes	
1	1978	1149	3127
2	2600	1193	3793
3	2211	827	3038
4	841	155	996
5	1051	133	1184
6	1161	127	1288
7	1793	151	1944
8	1321	89	1410
9	1018	36	1054
10	322	14	336
<b>GrandTotal</b>	<b>14296</b>	<b>3874</b>	<b>18170</b>

## Free Meals - Percentage

SchoolName	(All)
Intermediate Geography	(All)
StagedInterventionLevel	(All)
6-Fold Urban Rural Classification (2010 Na	(All)
Sector	(All)
Year/Stage	(Multiple Items)
Student status	(Multiple Items)

SIMD DECILE	Free Meals		GrandTotal
	No	Yes	
1	62.65%	37.35%	100.00%
2	68.54%	31.46%	100.00%
3	72.97%	27.03%	100.00%
4	84.92%	15.08%	100.00%
5	88.79%	11.21%	100.00%
6	89.79%	10.21%	100.00%
7	92.58%	7.42%	100.00%
8	93.13%	6.87%	100.00%
9	96.45%	3.55%	100.00%
10	95.68%	4.32%	100.00%
<b>GrandTotal</b>	<b>78.85%</b>	<b>21.15%</b>	<b>100.00%</b>



**NORTH AYRSHIRE**  
COUNCIL

**PROJECT INITIATION DOCUMENT**

**PROJECT TITLE: PHYSICAL ACTIVITY: DANCE, DRAMA AND SPORT**

**DIRECTORATE: EDUCATION AND YOUTH EMPLOYMENT**

**PROJECT SPONSOR:** [REDACTED]

**VERSION: 2.2**

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*Title: Project Manager*  
*Department: Change Team*  
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**Document Approval:**

Name	Designation	Project Role	Signature	Date
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**Distribution:**

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# Table of Contents

<b>1 INTRODUCTION .....</b>	
1.1 Purpose of PID .....	4
1.2 Background and Overview of Project .....	4
1.3 Project Aim .....	8
1.4 Project Objectives .....	9
1.5 Project Purpose .....	9
1.6 Project Costs .....	11
<b>2 PROJECT DEFINITION .....</b>	
2.1 Project Scope .....	12
2.2 Approach .....	13
2.2.1 <i>Project Approach</i> .....	13
2.2.2 <i>Project Plan</i> .....	15
2.2.3 <i>Monitoring and Evaluation</i> .....	15
2.2.4 <i>Project Dependencies</i> .....	16
2.2.5 <i>Key Constraints</i> .....	16
<b>3 PROJECT ORGANISATION STRUCTURE8</b>	
3.1 Project Structure .....	17
3.1.1 <i>Project Board</i> .....	17
3.1.2 <i>Project Team</i> .....	18
<b>4 PROGRAMME/PROJECT CONTROLS.....</b>	
4.1 Programme Tolerances .....	19
4.2 Change control.....	19
4.3 Meetings and Reporting .....	19

## INTRODUCTION

### 1.1 Purpose of PID

- This document contains the key information necessary to define the project.
- It explains why the project is being undertaken, who is doing it, what the project is aiming to achieve, and when and how it will happen.
- Once approved the Project Initiation Document (PID) will form the baseline against which the project will be monitored.

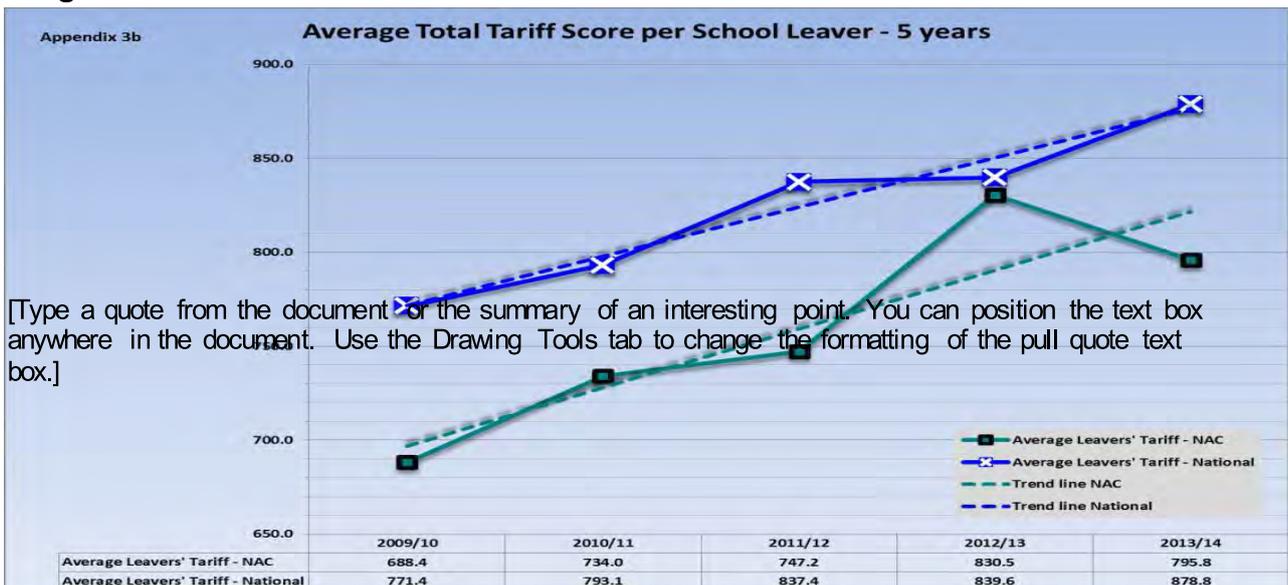
### 1.2 Background and Overview of Project

To meet the Council Plan Strategic Objective Priority 3: Ensuring people have the right skills for learning, life and work, the Directorate of Education and Youth Employment has embarked on a programme of transformational change. This aims to ensure that North Ayrshire Council's educational establishments will be places where high quality learning and teaching takes place, delivered by excellent staff. This transformational change will be supported by the wider Council family, the Health and Social Care Partnership, the Community Planning Partnership and Third Sector providers. Transformational change will bring:

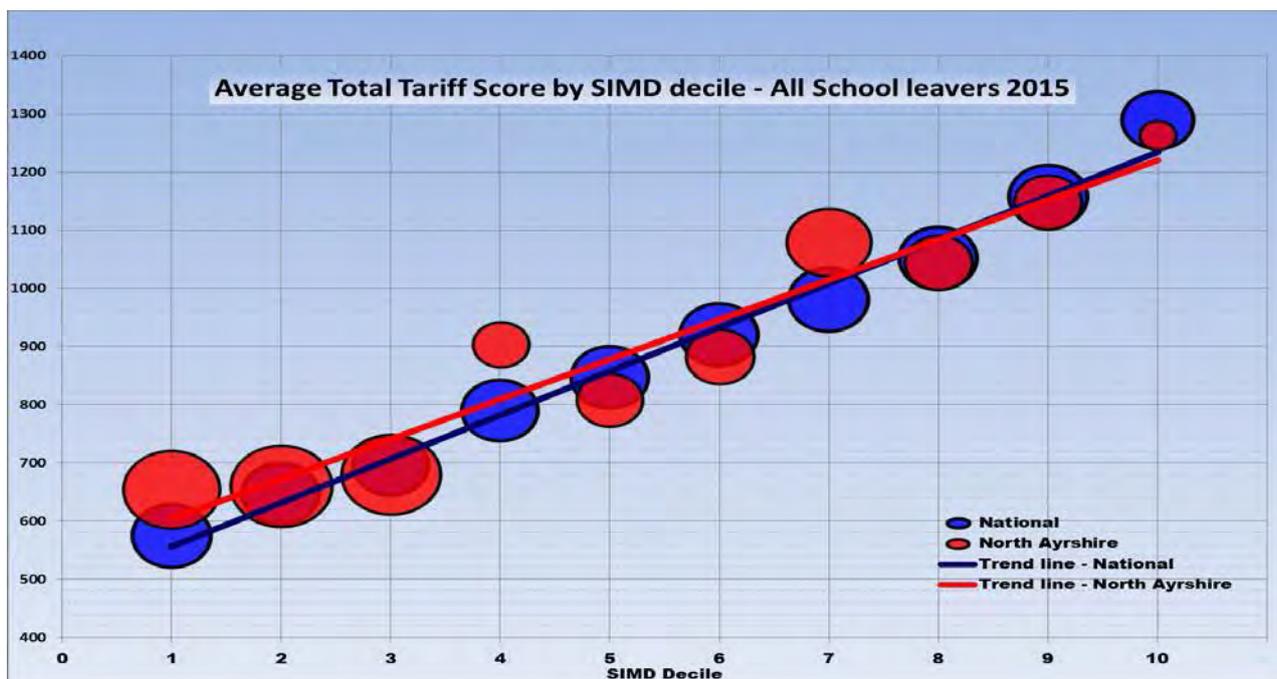
- Improved attainment and achievement
- Almost all school leavers entering positive destinations
- Improved learning environments for all children and young people including those with additional support needs
- Improved wellbeing of children and young people

The average North Ayrshire school leaver attains at a lower level than the average national school leaver (see diagram 1). However, data analysis shows the average attainment of a North Ayrshire school leaver from each SIMD decile is comparable or better than the average Scottish school leaver from the same decile (diagram 2).

**Diagram 1**



**Diagram 2**



This analysis tells us that the overall lower performance is due to a much higher proportion of school leavers living in the 30% most SIMD deprived areas. Therefore, reducing the impact of socio-economic deprivation on educational attainment, together with raising aspirations and expectations of children and young people, are the correct priorities for North Ayrshire.

The pattern of attainment in the different deciles has been replicated over a number of years highlighting the challenge of the requirement to tackle the relationship between lower educational attainment and socio-economic disadvantage. Only by dealing directly with this challenge, will the children and young people of North Ayrshire significantly improve their levels of attainment.

### **Impact of Sport on Learning**

Research into the impact of sport and physical education on raising attainment is captured in a range of research articles from across the globe.

(Stead & Neville 2010), report that ,  
*“Physical education, physical activity and sport have been shown to impact positively on the extent to which young people feel connected to their school: the aspirations of young people: the extent to which positive social behaviors exist within school; and the development of leadership and citizenship skills”.*

(Chaddock 2012) reports that,  
*“More physically fit children have improved brain function, higher academic achievement scores and superior cognitive performance than less fit children”.*

(Youth Sport Trust 2014) ,

Records a number of key findings relating to primary age school children and secondary age children at all stages of development, particularly that, *“Primary age children who, from participating in as little as 10 minutes of additional organized activity a day gain the most benefit in terms of enhanced cognitive function, improved classroom behaviour and consequently enhanced academic performance”*.

The CASE( Culture and Sport Evidence) programme 2010, which is a joint strategic research initiative led by the Department for Culture, Media and Sport(DCMS) and its sector-leading bodies including Sport England has identified the following key impacts:

- *“Young people’s participation in organized sports activities, when compared to non-participation, improves their numeracy skills”*.
- *“Young people’s participation in extra-curricular activities linked to organized sport, when compared to non- participation in extra -curricular activities linked to organized sport improves a range of learning outcomes for underachieving pupils”*.

In addition, Sport England records the positive impact of sport in relation to health, social and cultural indicators i.e. *“Published studies show the positive effects of sport on education, including improved attainment, lower absenteeism and drop out and increased progression to higher education. For instance participation in sport improves numeracy scores by 8 per cent on average above non participants”*.

Locally, the North Ayrshire School of Sport programmes which are based on participation models, in football, basketball and rugby have all consistently recorded higher than national or North Ayrshire average attendance figures for participants. In addition, qualitative data provided by schools have recorded or acknowledged the improvements in class based work or overall school performance. Source, School of Sport Annual Reports 2013/14/15.

### **Impact of Creativity across learning**

The link between creativity and attainment is well recorded and involvement by young people in projects of this nature, while often hard to measure with hard data in terms of their impact, is undoubtedly of huge benefit to learners. While creativity across learning is a lynchpin of the curriculum for excellence, direct opportunities for creativity and participation in the arts can empower young people in a range of different ways:

- Increasing confidence levels
- Increasing self-belief and self esteem
- Enabling collaboration with others

It also provides opportunities for invaluable social interactions as well as the development of invaluable creativity thinking skills including:

- Being constructively inquisitive
- Being open minded
- Being able to harness imagination

Education Scotland report on creativity across learning 3-18 provides further evidence of the importance of the development of creativity thinking skills.

[http://www.educationscotland.gov.uk/Images/Creativity3to18\\_tcm4-814361.pdf](http://www.educationscotland.gov.uk/Images/Creativity3to18_tcm4-814361.pdf)

An increased focus on Creativity in Learning engages young people more fully in a curriculum which is more dynamic, engaging and motivational for young people. The example quotes below further emphasise this importance.

*"In my own philanthropy and business endeavors, I have seen the critical role that the arts play in stimulating creativity and in developing vital communities....the arts have a crucial impact on our economy and are an important catalyst for learning, discovery, and achievement in our country."*

*–Paul G. Allen, Co-Founder, Microsoft*

*"A broad education in the arts helps give children a better understanding of their world...We need students who are culturally literate as well as math and science literate".*

*–Paul Ostergard, Vice President, Citicorp*

Comprehensive longitudinal studies in the US assert that an arts education is not only beneficial, but essential for raising attainment and achievement, especially in schools where attainment is lower, challenged, or falling behind. In James Catterall's 2012 report, *"The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies"*, the connections between arts experiences and ongoing positive attainment were significant, particularly for pupils of low socio-economic status (SES):

*–Creative Scotland report to parliament-March 2015*

*Cultural and creativity can help young people to:*

- *increase their confidence and levels of aspiration*
- *learn key life skills and literacies,*
- *improve or create social networks,*
- *access routes into further education and work*
- *develop awareness and understanding of other people's issues.*

*Expressive Arts and Curriculum for Excellence are important vehicles for demonstrating the value of culture to future generations, and in nurturing lifelong interest and participation in the arts.*

*–The Art of Learning - Scottish arts Council*

## **The Attainment Challenge**

North Ayrshire Council has secured funding from the Scottish Government's National Attainment Challenge which is targeted at local authorities who have the highest concentrations of primary aged children living in deprived areas. This project document describes these three key areas:

- (a) Providing opportunities for young people to increase their participation in the arts through drama and dance.
- (b) Enriching the programmes of learning by growing the existing club and "school of sport" participation programmes.
- (c) Increase practitioner skill levels in delivering quality expressive arts and sports experiences.

### **1.3 Project Aim**

This project fits within the Directorate key priority:

**"We are reducing inequalities and delivering improved outcomes for children and young people".**

The Project Aims will make an important contribution towards delivering the new North Ayrshire Children's Services Plan 2016-20, which will highlight the role of sport and physical activity in ensuring every child has the best start in life and in being safe, happy and health. Additionally, the project will also help to deliver aspects of both the Education and Youth employment Directorate Plan and Economy and Communities Directorate Plan 2016-2017. The project will contribute to and enhance the delivery of a new North Ayrshire Active Communities Strategy for 2016 – 2021. Our aim will be to deliver the Active Scotland National Outcomes framework locally. <http://www.gov.scot/Topics/ArtsCultureSport/Sport/Outcomes-Framework>. The component parts of the strategy for physical activity – sport, dance, active living, and play, will each have individual frameworks and action plans. This funding will ensure that more children and young people are taking part, volunteering and coaching across all of the programmes, resulting in improvements in health and wellbeing and attainment levels.

The Sportscotland Corporate Plan, 2015-2019, 'Raising the Bar' <http://www.sportscotland.org.uk/resources/resources/raising-the-bar-corporate-plan-2015-2019> is outlined locally in the North Ayrshire /sportscotland Partnership agreement for 2015-19 which seeks to jointly deliver agreed outcomes supporting children, young people and communities in supporting sport at every level and stage in life.

The project will also resonate with these key aims as involvement in community Drama and theatre based activities will promote confidence, self-belief, increased self-esteem and creativity in the young people.

The project will seek to increase levels of physical activity and levels of participation in

physical activity and sport and quality cultural opportunities leading to improvements in:

- A range of health and wellbeing among children and young people.
- Engagement of children and young people with their school and community.
- The attainment and achievement of children and young people.

## 1.4 Project Objectives

The project will:

- Focus initially on children and young people living in the most deprived 20% of datazones and attending Primary Schools in SIMD 1 and 2.
- Work in partnership with: schools, national governing bodies, existing schools of sport, community sports clubs, sportscotland, KA Leisure, partners of the North Ayrshire Dance Cultural Partnership and HSCP Children's Plan partners.
- We will, additionally, seek support from the National Theatre of Scotland, Education Scotland, local theatre groups and drama practitioners, YDance, local dance groups and Scottish Ballet.
- Offer opportunities to children and young people to build levels of physical activity and engage in sports, drama and dance activities.
- Focus on both curricular and extra-curricular activities that complement current programmes in all stages of the primary school and the transition from primary into S1 secondary education, with special emphasis on improving physical literacies in the early years stages and developing expressive arts and creativity thinking skills.
- Build capacity of community based sports clubs to deliver a programme of accredited sports coach training for young volunteers, principally in the S5/6 stages of secondary education so that we develop their leadership skills in supporting younger children in sport.
- Build the capacity of teachers and other practitioners working with young people in schools, to deliver quality experiences in Expressive Arts.
- Provide opportunities for performances within the school community and beyond.
- Build the membership and reach of community based sports clubs, dance groups, drama groups and governing bodies by directing children and young people on to existing pathways to community and club provision.
- Develop a range of enhanced school holiday led programmes which deliver a range of sport, drama and dance related activities throughout Easter, Summer and October holiday periods.

## 1.5 Project Purpose

The project aims to achieve the following:

- School engagement will increase among pupils within our **targeted** primary schools and additionally across **all** primary schools in North Ayrshire who will offer additional after school activities.

- The frequency and quality of drama and dance within curricular time will improve.
- Increased levels of physical activity will lead to improved feelings of health and wellbeing amongst the children and young people who participate in the programme.
- Increased levels of confidence and self-esteem for participants which will impact positively on learning.
- Schools will be more engaged with their communities as result of increased involvement of stakeholders and partner providers.
- Pupil attainment and achievement will improve as a consequence of their feelings of greater confidence, self-esteem and physical wellbeing.

## 1.6 Project Costs

<b>Initial Assessment of Funding Required (High Level)</b>	<b>Year 2</b>	<b>Total – 2/3/4 yrs.</b>
3 Project Officers @ Grade 10	£130,902	£392,706
National Governing Bodies/Clubs Partnerships Challenge Fund, approx. up to 9 Partnership delivery programmes for sport.	£118,000	£354,000
Challenge Fund (Drama, Dance and Sport)	£20,000	£60,000
Access to performance fund (available to targeted schools)	£20,000	£60,000
CLPL Training costs (15 events per year across Drama, Dance and Sport)	£5,000	£15,000
Resources and Materials	£45,000	£45,000
Provisions during Holidays Fund/Celebration Events	£10,000	£30,000
<b>Sub Total</b>	<b>£358,902</b>	<b>£956,706</b>

## **2. PROJECT DEFINITION**

### **2.1 Project Scope**

#### **2.1.1 In Scope**

- Recruitment of 3 Project Officers to co-ordinate programmes and provide support in schools.
- Delivery of partnership programmes for children and young people in sport, drama and dance.
- Delivery of training to practitioners to enable sustainability of curricular provision, including transitional provision to S1.
- Project evaluation and performance monitoring and reporting on project outcomes.

#### **2.1.2 Out of Scope**

- All existing and current provision including existing club delivery.

## 2.2 Approach

### 2.2.1 Project Approach for Drama, Dance and Sport (Draft)

<b>Phase One</b> <b>April 2016 – August 2016</b>	<b>Phase Two</b> <b>August 2016 – June 2018</b>	<b>Phase Three</b> <b>August 2018 – June 2019</b>
<p>Undertake Rapid Appraisal of provision and trends across all NAC primary schools since 2012.</p> <p>Review provision and develop programmes for delivery from April 2016 through summer 2016 and with a focus on widening choice and a variety of options.</p> <p>Develop Service Level Agreements to include delivery and upskilling elements with delivery partners, Sportscotland, National Governing Bodies, in conjunction with community sports clubs, KA Leisure, Education and Youth Employment and primary school pupils.</p> <p>Use existing resources (e.g. Active Schools Co-ordinators) to actively engage with promoting pilot programmes ensuring that the focus is on increasing levels of physical activity (Drama, Dance and Sport) among early years.</p> <p>Develop Accredited leadership and coaching packages for teachers, volunteers and S5/6 pupils.</p> <p>Establish formats for data collection, monitoring and evaluation.</p> <p>To engage 3 officers to deliver training and support for schools, increasing practitioner confidence in delivering Drama, Dance and Sport in schools. Targeted schools in SIMD 1 and 2 initially.</p> <p>To provide funding to targeted schools for up to £300 to ensure that children are offered a participatory theatre, dance, drama or sporting experience to extend their knowledge and experience.</p> <p>.</p>	<p>The training programme commences, with delivery being coordinated across all target schools. Programmes of curricular and extra-curricular physical activity and sports are developed systematically which are delivered across school and cluster groups.</p> <p>Pre-school physical activity sessions introduced for schools currently delivering Healthy Start Clubs.</p> <p>Upskilling of teachers, volunteers and coaches delivered through, National Bodies, community sports clubs and trained volunteers leading to increased levels of confidence and capacity in delivery.</p> <p>Sporting pathways are developed to grow club membership and participation.</p> <p>Evaluation framework in place, a Mid stage review is undertaken to monitor progress.</p> <p>Transitional delivery and funding models are developed.</p> <p>Deliver an ongoing programme of workshops and drama/dance experiences in schools with a focus on process as well as performance.</p> <p>To deliver up to 15 training events (5xDrama, 5xDance, 5xSport) for practitioners to build their confidence in delivery of programmes within the curriculum and build capacity in our schools.</p> <p>Continue to support targeted schools with a grant for up to £300 to ensure that children are offered a participatory theatre, dance, drama or sporting experience to extend their knowledge and experience.</p>	<p>Partnership delivery of after school programme is fully established and in place across North Ayrshire.</p> <p>Consideration of transitional model for secondary school provision.</p> <p>Clear pathways from school to club participation and membership are in place.</p> <p>Coaching programme is ongoing.</p> <p>End of programme evaluation and report</p> <p>Extend drama and dance provision to all other primary establishments in North Ayrshire on a cluster basis.</p> <p>Continue to deliver an ongoing programme of workshops and drama/dance experiences in schools with a focus on process as well as performance.</p> <p>To deliver up to ten training events (5xDrama and 5xDance) for practitioners to build their confidence in delivery of Expressive arts within the curriculum and build capacity in our schools.</p> <p>Continue to support targeted schools with a grant for up to £300 to ensure that children are offered a participatory theatre, dance or drama experience to extend their cultural knowledge and experience.</p> <p>Continue to support targeted schools to establish extra-curricular provision in dance and drama.</p> <p>Continue to establish dance and drama provision within the holiday periods for primary pupils across North Ayrshire</p>

Phase One  
April 2016 – August 2016

Cont'd/....

Track individual children to assess the impact of dance and drama workshops on attainment.

Phase two  
August 2016 - June 2018

Cont'd/.....

Support targeted schools to establish extra -curricular provision in dance, drama and sport.

Establish dance, drama and sport provision within the holiday periods for primary pupils across North Ayrshire.

Track individual children to assess the impact of dance, drama and sport workshops on attainment.

Phase three  
Aug 2018 - June 2019

Cont'd/.....

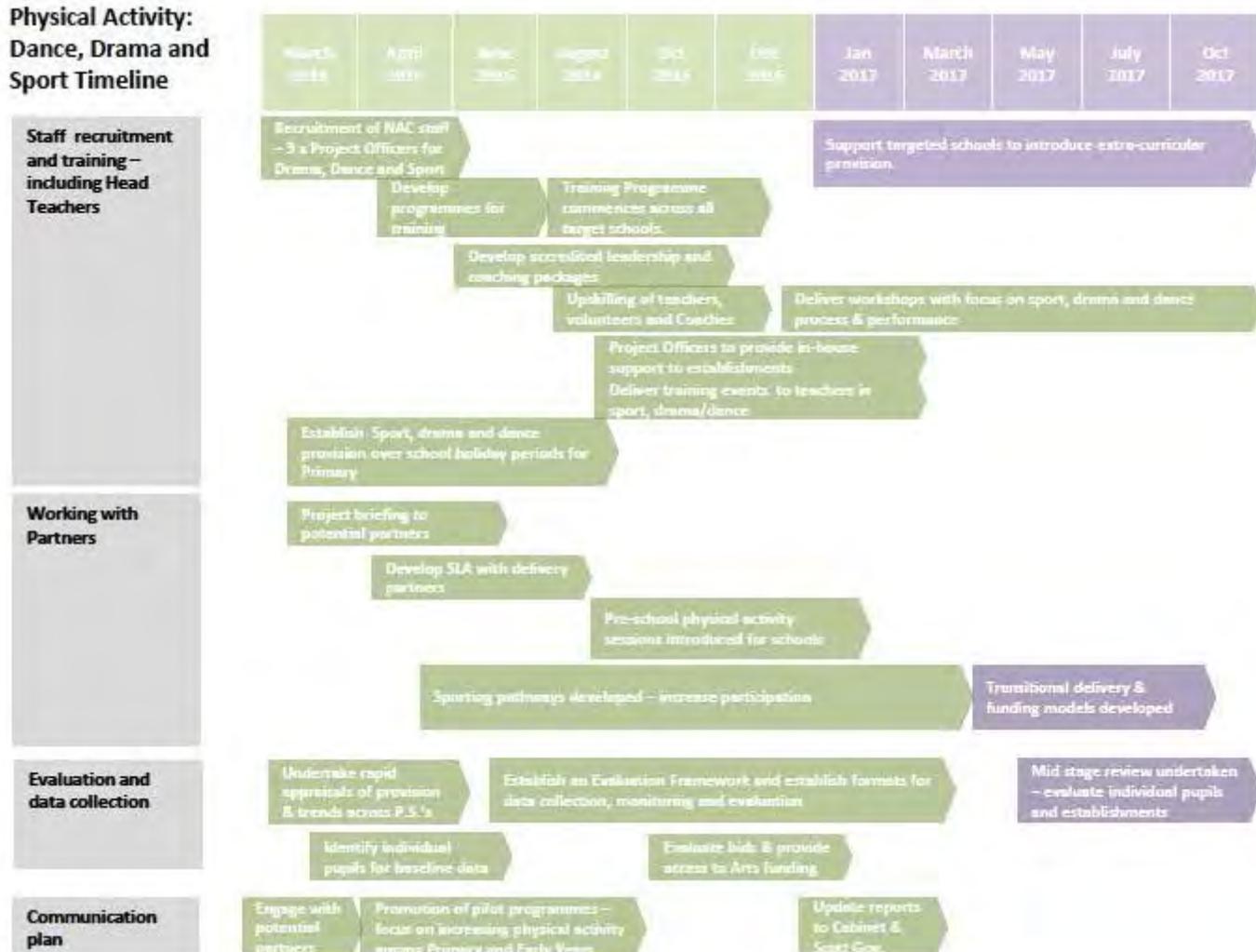
Continue to track individual children to assess the impact of dance, drama and workshops on attainment.

\*Community Sports Clubs, North Ayrshire Dance Cultural Partnership, National

Governing Bodies, Local Attainment Adviser, KA Leisure, Sportscotland, HSCP children plan partners

## 2.2.2 Project Plan (Draft)

### Physical Activity: Dance, Drama and Sport Timeline



## 2.2.3 Monitoring and Evaluation

Our 'National Attainment Challenge' evaluation framework is currently being developed by the Directorate's Performance and Planning Team and our National Attainment Adviser. The framework will ensure that the Directorate is able to effectively measure progress against the key outcomes we have established for each of our five 'Attainment Challenge' work streams.

The framework will consist of a range of qualitative, quantitative and comparative measures targeted at measuring the impact of the various 'attainment challenge' interventions on teaching staff, children and young people. It is also envisaged that over the four-year lifetime of the challenge, the framework will be subject to regular review and additional measures will be developed to ensure we also capture the impact of our 'Attainment Challenge' interventions on parents, schools and early year's centres.

The key components of the 'Be Fit and Attain' evaluative framework will consist of the following elements:

- Having gathered initial baseline data, quantitative data re participant numbers, number

of delivery sessions, number of delivery partners and volunteers, engagement levels will be gathered on an ongoing basis.

- Qualitative measures on partnership satisfaction and benefit measures.
- Baseline measure on the physical literacies of a sample group of children.
- Measures of improvements on set criteria amongst a sample group of children.
- Qualitative and quantitative data collection of measures of the impact on Community Sports Clubs.
- Measures of the impact and outputs of a 50 week delivery model.
- Input to the Curriculum for Excellence health and wellbeing indicators on physical activity, physical education and sport.
- Input into CFE Expressive arts indicators, particularly in relation to Dance and Drama.
- Qualitative data based on learner's experiences.
- Qualitative data drawn from assessments of wellbeing using SHANARRI indicators.
- Feedback from participants, staff and learners.

### 2.2.3 Stakeholder List, Analysis and Communication plan

Stakeholder Interest	Level of Interest	Influence /Power
Schools	High	High
sportscotland	High	Medium
NAC	High	High
Community sport clubs	High	Medium
KA Leisure	High	High
North Ayrshire Dance Cultural Partnership	High	Medium

### 2.2.4 Project Dependencies

As described previously, this project is one of five key projects being delivered within the Attainment Challenge programme. A number of dependencies exist across all five work streams. These are being managed at project level by the work stream group, overseen by the Programme Board and will be recorded within the project risk register.

### 2.2.5 Key Constraints

Projects must operate within the agreed budgets and be delivered according to agreed timescales.

### 3. PROJECT ORGANISATION STRUCTURE

#### 3.1 Project Structure

##### 3.1.1 Programme Board

Person	Designation	Role
[REDACTED]	Head of Service (Schools)	Chair
[REDACTED]	Executive Director (Education and Youth Employment).	Member
[REDACTED]	Head of Service (Children and Young People)	Member
[REDACTED]	Finance Team Manager	Member
[REDACTED]	Lead Educational Psychologist	Member
[REDACTED]	Attainment Advisor	Member
[REDACTED]	Early years (Dalry EY Centre)	Member
[REDACTED]	Primary Head (Glencairn PS)	Member
[REDACTED]	Depute Head ( Kilwinning)	Member
[REDACTED]	Performance Manager	Member
[REDACTED]	Professional Learning Academy Workstream lead	Member
[REDACTED]	Nurture /Health and Wellbeing Workstream lead	Member
[REDACTED]	Assessment and Data Analysis to Inform Future Practice Workstream lead	Member
[REDACTED]	Community/Parental Engagement Joint Workstream lead	Member
[REDACTED]	Physical Activity, Dance, Drama and Sport Joint Workstream lead	Member

### 3.1.2 Project Team

Person	Designation	Role
[REDACTED]	Economy and Communities	Project Lead
[REDACTED]	Economy and Communities	Member
[REDACTED]	KA Leisure	Member
[REDACTED]	Sportscotland	Member
[REDACTED]	Active Schools	Member
[REDACTED]	Education and Youth Employment	Member
[REDACTED]	Arts Services	Member

### Stakeholder Groups

Person	Designation	High Level Areas of Responsibility
TBC	Project Officers x 3	Co-ordinators of Project
TBC	Scottish Athletics	Contributor
TBC	Basketball Scotland	Contributor
TBC	Scottish Rugby	Contributor
TBC	Scottish Table Tennis	Contributor
TBC	Scottish Hockey	Contributor
TBC	KA Leisure	Contributor
TBC	Scottish Football Association	Contributor
TBC	Scottish Golf	Contributor
TBC	Sportscotland	Contributor
TBC	Y Dance and other dance, drama partners.	Contributor
TBC	National Theatre of Scotland	Contributor
TBC	Education Scotland	Contributor
TBC	Local Theatre Groups	Contributor
TBC	Drama Practitioners	Contributor
TBC	Scottish Ballet	Contributor

TBC	Local Dance Groups	Contributor
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#### 4. PROGRAMME/PROJECT CONTROLS

##### 4.1. Project tolerances:

- **Duration:** + / - 5% of baseline project plan
- **Cost:** + / - 0% of budget
- **Scope:** No significant deviation that defined at section 2.1
- **Quality:** to be defined through monitoring and evaluation framework.

##### 4.2 Change control process

Where projects are likely to exceed tolerances a change request must be sent to the Programme Board.

##### 4.3 Meetings and Reporting

<b>Meeting Name</b>	<b>Purpose</b>	<b>Chair/ Organiser (Responsible for set up and agenda)</b>	<b>Frequency</b>
Programme Board	Review progress of Attainment Challenge and the key work streams within it.	[REDACTED]	Bi-Monthly
Project Team	Review progress and actions	[REDACTED]	Monthly
Stakeholder Ref Groups	Provide knowledge into design and delivery plan	[REDACTED]	Quarterly

<b>Reporting Period</b>	April – December 2015
<b>Local Authority</b>	Glasgow City Council
<b>Key Contact at Authority</b>	
<b>Assessment Advisor</b>	

### Agreed Improvement Plan

<b>1</b>	Raising attainment in literacy and numeracy through targeted support and interventions in primary schools		
2015/16 Allocation		Planned Quarterly Spend	
		Actual Quarterly Spend	
<b>Staff Resources:</b>	<b>Agreed in Plan:</b>	<b>Secured:</b>	
<p>Progress to date (please comment on progress and any areas of slippage from plans):</p> <p>Timescale:</p> <p>April to June 2015: A Headteacher and depute Headteacher were seconded from April to start to scope out the support needed for the Challenge. Engagement started with primary school headteachers. Exploratory work was carried out with two clusters and this work helped inform our initial proposal. This work was shared with all headteachers and working meetings were set up with heads in their clusters. This enabled them to have the summer holidays as ‘thinking time’. This was invaluable. It enabled School Improvement Plans and Working Time Agreements (already written and agreed) to be built into plans going forward.</p> <p>July to September 2015:</p> <p>119 primary schools have been selected on the basis of the percentage of children in each school living in the most deprived postcodes and local knowledge. The 119 primary schools have been put into clusters of between three and five primary schools. The clusters are within the same Local Improvement Group but not necessarily within the same Learning Community. There are over 31,000 children in the selected primary schools of which nearly 21,000 live in the 20% most deprived postcodes.</p> <p>The main approach has been to give each cluster additional teaching time. The additional teaching time is proportionate to the numbers of children each school has living in the most deprived postcodes. In time we will consider resources, supply budget to enable greater sharing, etc.</p>			

For example, in XXX, all four primary schools are in the same cluster.

	No. of pupils	FTE allocated	
XXX Primary School	377	1.5	
XX Primary School	227	1	
XX Primary School	196	0.8	Total
XXX Primary School	279	1	4.3

We advertised but have not been able to secure the additional staff we had hoped. Our priority must be core staffing and due to the push on recruitment nationally many recruited staff left for permanent posts elsewhere. So progress has been much slower than anticipated.

The clusters have been split into two groups: Phase 1 and Phase 2. Phase 1 clusters are to be prioritised with staffing, as they become available.

From August to October, we have been working with two clusters (different from first pair) intensely to develop their plan and model. Establishments have submitted individual improvement plans directly focussed on literacy or numeracy in relation to the Challenge and raising attainment. Cluster plans have been collated to highlight over-arching themes, enquiry approach and innovative practice.

Clusters in Phase 1 has identified their Challenge Leaders of Learning (CLOLs). A training base has been established in Thornwood Primary School. A training programme has been developed matched to needs. Literacy and Numeracy Strategy Groups have been established to offer bespoke support to establishments and clusters.

Each cluster in Phase 1 has had a Challenge Link person identified from QIOs and Directorate. See Roles and Responsibilities paper.

XXX has been working closely with seconded Headteacher and Depute. She has been focusing on assessment approaches and measuring impact. She has worked with research team on how we can use SEEMIS to gather CfE levels which would allow additional analysis. See her list of activities.

A governance structure has been put in place with a strategic and operational group.

To January 2016

Further training for CLOLs has taken place at the base in Thornwood Primary School.

*Challenge Leader of Learning Induction – 18 September*

*Setting the Climate for Improvement – 23 October*

*High Quality Teaching and Learning – 20 November*

*Numeracy Focus Day – 4 December*

*Literacy Focus Day – 11 December*

The training has been offered out to all schools not just those selected. The uptake has been so strong that we have had to split attendees into 2 training groups, with

approximately 60 participants overall for each session.

The Challenge DHT has been visiting schools to discuss progress and to observe CLOLs in action. This is enabling us to monitor progress, and highlight examples of good practice to share with other establishments – for example, a school in the North East was using a very innovative means of incorporating Suzanne Zeedyk's Adverse Childhood Experiences to give a holistic and rounded view of children in SIMD 1 and 2 – this has now been shared with establishments with high numbers of children in SIMD 1 and 2 to allow them to really focus their supports. Visits are also allowing us to offer further support or guidance to establishments and colleagues timeously – discussions from which have prompted us to offer training for Head Teachers around action enquiry.

All Phase 1 clusters have submitted their Cluster Improvement Plans and have received written feedback.

Progress with Phase 2 has been hampered by difficulties to recruit. *Challenge HT and DHT have met regularly with HR to track progress in relation to staffing and have developed a plan to incorporate the role of the Challenge Leader of Learning to establishment staffing entitlement for 2016-17.* We have looked creatively at existing staffing and encouraged schools to be solution-focused. For example, some schools have identified part-time staff in their school and have got their agreement to increase their time to either be the CLOL or cover for the CLOL.

Schools in Phase 1 have been progressing with their improvement plans, refining and evolving them. For example, one cluster of four schools –

- Headteachers have met every four weeks with CLOLs to share practice and ideas
- The CLOLs have also met regularly and have observed each other in their own schools. They report that this has been very helpful.
- All four schools agreed to use GL-assessment to provide baseline assessment in literacy. This has had mixed results. One school feel now they have over-assessed as they assessed all the pupils and now have too much information which is proving time-consuming. Another school have used the assessment in a much more targeted way and have identified a group of children across stages using teachers' judgement, literacy assessment and taking into consideration the range of other factors which impact on children's learning, such as bereavement, poverty, parental engagement, family alcohol misuse, family drug misuse. They have linked with a local third sector organisation to provide targeted after school homework support.
- All are focusing initially on literacy and all are working hard to engage all staff in the school in the improvement challenge.
- There are three CLOLs, one shared between two smaller schools and one in each of the other two schools. They are forming a strong team. Each works with small groups of pupils providing targeted support. They have been observing learning and feel that they have a role next to work alongside colleagues to improve their skills.
- The headteachers are planning the next in-service days jointly and intend to have a joint day where teachers will share practice across the four schools.
- They feel that they are better placed this year to influence their WTA more

effectively.

On 22 January, training will be provided for the Challenge Links and we will be expecting them to start engaging with their clusters.

All remain enthusiastic and motivated.

Our Challenge DHT has secured a headteacher's post in Edinburgh. We will need to recruit in January and are looking more creatively through external recruitment to secure a fixed term position.

Reflections on Impact : (Please comment on what looks and feels different for schools and children as a result of the Att. Scotland Fund. What impact is it having?)

At this stage too early to assess.

To January 2016

Increasingly, targeted groups of children are receiving individual support. There is more baseline information and it is starting to be used effectively to improve children's learning. However, there is a need to monitor this closely to ensure that children are not being over-assessed and that teachers' workload is not adversely affected.

Progress is starting to be made at individual establishment level. For example, XXX Primary are already able to evidence improvement in their targeted Primary 2 children's literacy abilities.

Next steps:

- *Secure staffing for all clusters*
- *Use the learning from phase 1 with phase 2 clusters*
- *Focus on quality assurance of interventions*
- *Evidence of impact*

*From January 2016*

- *Role of Challenge Link to be implemented*
- *Basket of indicators being developed with ALO and AA using HGIOS4 – the early version of this looks very good and we will be starting to test it out with schools as part of our quality assurance approach*

2	Improving children's health and wellbeing through nurturing approaches and increased participation in physical activity and sport		
		Planned Quarterly Spend	£0

		Actual Quarterly Spend	£0
<b>Staff Resources:</b>	<b>Agreed in Plan:</b>	<b>Secured:</b>	
<p>Progress to date (please comment on progress and any areas of slippage from plans):</p> <p>We have continued to invest in nurture as part of our ambition to be The Nurturing City. Nurturing approaches are increasingly underpinning our work across sectors.</p> <p>We advertised for three psychologists but got a poor response. We are now re-thinking how we approach this.</p> <p>Discussions have taken place with Inspiring Scotland to consider the value of partnerships with third sector to develop play and to consider how this would support our priorities in health and wellbeing.</p> <p>This work is still developing.</p> <p>To January 2016 The Executive Director has undertaken a number of meetings with Glasgow Life and early years' colleagues. The city's play strategy is being refreshed and it is essential that any approach builds on this.</p> <p>In addition, the city has been continuing to improve our PEPASS approach with increasing effectiveness. We are increasingly linking with international events to stimulate children's interest and activity levels. More schools have achieved Sport Scotland Gold Awards. Plans are now starting for the European Championships 2018 and Education will lead the Inclusive Theme as we did for the Commonwealth Games 2014. The aim will be to build on the success of 2014 and continue to improve children's health and wellbeing along with their learning of international education through sport.</p> <p>Challenge DHT has attended PEPASS training day to provide information and update on Glasgow's Improvement Challenge. Information will be shared to allow PEPASS staff to complement Challenge aims through their work – for example, in numeracy clusters PEPASS staff delivering physical activity could include more mathematical language and questioning into their delivery.</p>			
<p>Reflections on Impact : (Please comment on what looks and feels different for schools and children as a result of the Att. Scotland Fund. What impact is it having?)</p> <p>Too early</p>			

Next steps:

*To develop a plan which will allow us to achieve this priority through linking with third sector and through partnerships with Glasgow Life and Sport Scotland building on our PEPASS success and the city's Play Strategy.*

*From January 2016*

*Our aim is to build a coherent plan in partnership with Glasgow Life and other partners for year 2.*

<b>3</b>	Supporting families to be better able to support their child's learning and development		
2015/16 Allocation		Planned Quarterly Spend	
		Actual Quarterly Spend	
<b>Staff Resources:</b> Teachers Others (please state type of resource):	<b>Agreed in Plan:</b>	<b>Secured:</b>	
<p>Progress to date (please comment on progress and any areas of slippage from plans):</p> <p>Schools involved in the Challenge have been encouraged to develop family learning programmes and to bid for funds to support this work. As schools are developing their cluster plans they are increasingly realising the critical importance of family learning. The focus this term has remained on interventions to support literacy and numeracy with a number including plans for Families In Partnership projects.</p> <p>This strand will include Family Literacy programmes with Glasgow Life, who are on the strategic and Literacy group. Housing Associations also contribute to this and we are exploring how we extend this. Third sector projects, such as FAST also assist.</p> <p>Nurseries also support this strand (not funded by Attainment Fund) and we have strengthened the leadership of the early years team to include an additional senior role for One Glasgow and play. This work will not just be early years but will reach into early stages of primary too.</p> <p>From January to June, a Headteacher and a depute Headteacher who have a proven track record of family learning and support in their own school (Sandaig Primary School) will spend a day a week visiting schools clusters to explore what models are in place and to assess their impact. They will link closely with the senior manager in the early years team.</p>			

Reflections on Impact : (Please comment on what looks and feels different for schools and children as a result of the Att. Scotland Fund. What impact is it having?)

**Next steps**

As noted above from January to June, we will have a Headteacher and a depute Headteacher one day a week. We will develop a strategy building on existing best practice. The Headteacher and depute Headteacher will take a stronger leadership role from August 2016. Recruitment of support for learning workers to lead this work would not commence potentially until the start of the next financial year.

<b>4</b>	Enhancing the leadership of senior staff		
2015/16 Allocation		Planned Quarterly Spend	
		Actual Quarterly Spend	
<b>Staff Resources:</b> Teachers Others (please state type of resource):	<b>Agreed in Plan:</b>	<b>Secured:</b>	
<p>Progress to date (please comment on progress and any areas of slippage from plans):</p> <p>We are leading on a number of strands to this work. We have just started leadership coaching for a group of identified headteachers with Growth Coaching UK. We are continuing with our very successful leadership programme for new and experienced headteachers as well as our Aspiring Heads programme. In addition, we are supporting a cohort on the new headship qualification with SCEL and one of our experienced secondary headteachers is working towards being a SCEL Fellow on a project leading learning in schools across the city.</p> <p>We have identified one cluster in phase 1 that needs additional support, we are using Three Horizons supported by Frank Crawford for them.</p> <p>We have appointed a new Area Education Officer from South Lanarkshire who will provide the strategic/operational leadership for this critical area. We are refreshing our leadership strategy through a strategic group led by a secondary Headteacher.</p>			

Reflections on Impact : (Please comment on what looks and feels different for schools and children as a result of the Att. Scotland Fund. What impact is it having?)

Not all of the above work is funded from the Attainment Fund.

Next steps:

Leadership is a critical area and we are finding that we are not always getting high quality applicants for Headteacher positions, particularly at primary stages. We currently have a few vacancies that we are having difficulty filling and a few where headteachers are struggling to cope with the pressures of being a head. We need to continue to monitor the effectiveness of leadership support and work towards getting the balance between challenge and support right.

<b>5</b>	Raising attainment in secondary schools through providing additional supported study and mentoring, and taking a closer look at learning and teaching		
2015/16 Allocation		Planned Quarterly Spend	
		Actual Quarterly Spend	
<b>Staff Resources:</b> Teachers Others (please state type of resource):	<b>Agreed in Plan:</b>	<b>Secured:</b>	
<p>Progress to date (please comment on progress and any areas of slippage from plans):</p> <p>Many of our young people do not come from homes where there is access to the internet or where there is a quiet place to study. Supported study and Saturday school are needed in order to enable them to achieve their potential. We have been liaising with housing associations to encourage them to provide quiet places and internet access. We have some very good examples of housing associations and third sector organisations supporting homework clubs and/or family learning for both primary and secondary schools.</p> <p>In order for us to continue to raise attainment in national qualifications, supported study is essential.</p> <p>We are working with MCR Pathways and are progressing with a PSP with Robertson Trust, Life Changes and STV Appeal.</p>			

Additional funding is sought to enable us to progress this work.

Reflections on Impact : (Please comment on what looks and feels different for schools and children as a result of the Att. Scotland Fund. What impact is it having?)

The mentoring programme is progressing very well. The PSP with Robertson Trust, Life Changes, STV Appeal, MCR and the Council is being signed off. A governance board has been established chaired by the Chief Executive. There is a clear plan in place over the next three years to move to fifteen secondary schools over the next three years.

Supported study has been delivered within schools' existing budgets but we have been unable to extend in line with ambitions due to lack of funding. We have also used targeted funding to provide additional support for those young people with a care experience.

A request is again being submitted for a small amount of funding from Scottish Government to support homework clubs and additional supported study. Families who live in more affluent areas are supported, in many cases, through parents paying for tutors. High proportions of our families are not able to access this level of support. We know this additional support makes a difference.

Next steps:

<b>Reporting Period</b>	April – September 2016
<b>Local Authority</b>	Glasgow City Council
<b>Key Contact at Authority</b>	
<b>Assessment Advisor</b>	

### Agreed Improvement Plan

<b>1</b>	Raising attainment in literacy and numeracy through targeted support and interventions in primary schools		
2016 Allocation		Planned Quarterly Spend	
		Actual Quarterly Spend	
<b>Staff Resources:</b>	<b>Agreed in Plan:</b>	<b>Secured:</b>	
<p><b>Progress to date (please comment on progress and any areas of slippage from plans):</b></p> <p><b>Timescale: April to September 2016</b></p> <p><b>Note that not all of the activity reported is funded directly by the Attainment Fund.</b></p> <p>An extensive training programme has been offered to Headteachers, Challenge Leaders of Learning and Support for Learning Workers. This offer of training has been extended to include the 19 schools not originally involved in the Challenge.</p> <p>The training has been delivered by the Leaders of Learning, Psychological Services, Dyslexia Support Service, members of the PEPASS team, CREATE and Early Years Leaders of Learning and has addressed the training needs identified by schools involved in the Challenge.</p> <p>This training has built capacity in staff to deliver positive outcomes for the children of Glasgow in Literacy and Numeracy. It has and is currently challenging practitioners on the leadership of learning in the classroom and growth mind-sets.</p> <p>The attendance at training is tracked by school so that an overview can be maintained to ensure that all schools are represented.</p> <p>Through the Challenge visits, evaluations, the recent “Equity for All” conference and professional dialogue there is evidence of increased motivation amongst headteachers, teachers and support for learning workers in their bid to raise attainment and achievement across their schools.</p>			

The “Literacy for All” approach to Literacy is now being embedded across schools and is developing a consistency of approach, confidence and supporting learners.

A resource, supporting the approach, has been placed on GLOW providing a wide range of resources, links, good practice and the work of partners. The training provided to date, which will continue throughout the year, has included a wide range of reading strategies, digital and film literacy, physical literacy and early years development all based on sound research and evidence.

A “How Good is our Project” evaluation tool is being developed by the Leaders of Learning and the Family Learning teams to evaluate the impact of the strategies on attainment and achievement. This is part of their professional update for GTCs and can result in accreditation.

“Glasgow Counts”, our strategy for raising attainment in mathematics, has been introduced and training offered universally and targeted where the school priority is numeracy. Schools have been encouraged to increase the pace of including numeracy in their improvement plans.

The three main strands to Glasgow Counts:

- Raise confidence and develop specific pedagogy for practitioners
- Develop subject knowledge
- Build capacity through collaboration and partnership working.

The aim of the strategy is to develop confidence in delivering the mathematics across the curriculum, with the intention this will impact positively on learners’ attitudes, dispositions, progress and attainment.

Training has been delivered to 106 Early Level practitioners and 110 primary teachers. The demand for this training has been unprecedented. A recent oversubscription of 100 places has now been accommodated. Training has also been delivered over 5 days to Glasgow’s NQTs. 300 attendees from nurseries and primary schools engaged with training at the core sessions.

Leaders of Learning in Glasgow Counts worked collaboratively with Psychological Services to ensure an Action Enquiry approach was implemented during the planning stage. The teams meet regularly to review impact and a report will be prepared which demonstrates impact of this innovative approach.

Questionnaires have been completed using the 3 Horizons Transformation Change tool at the start of the Glasgow Counts training programme and will be completed again at the end to measure impact of change in teachers’ confidence and impact on learners’ outcomes.

Sumdog, an educational adaptive numeracy programme that allows students to practise their mathematics as well as reading and writing skills through online games is being embedded in all primary schools across the city. A recent effectiveness study by Glasgow University of the “pilot schools” found that the length of time students spent on Sumdog had a highly significant, positive impact on their improvement in mathematics proficiency. Sumdog publishes a monthly report which allows us to monitor the success of the programme and the proficiency levels of our

young people.

The targeted cohorts are primary three and seven with bespoke training being provided for the teachers.

The Attainment Advisor is working with 4 schools to use a lesson study approach to testing change in numeracy. A collaborative action research is being undertaken and shared across the inter-authority partnership group (Glasgow, Renfrewshire, East Renfrewshire and Inverclyde).

All Cluster Challenge Links have completed their visits to schools. The purpose of these visits was to monitor the implementation of Challenge plans and included visits to classes, meetings with staff and children and a professional discussion with the headteachers and senior managers. The reports from these visits are being quality assured and form an evidence base on the work done in schools to date and the impact. The evidence gathered to date shows that there is emerging evidence of impact, although this is variable across schools and within clusters. However, it has to be acknowledged that Glasgow's Improvement Challenge is a five year approach, with the schools at an early stage of implementation, particularly given the challenges many have faced accessing additional teacher time to enable their plans to be fully realised..

We have been re-focusing our approach to expressive arts in primary and secondary schools. This is being led by the former Headteacher of XXX Primary School which is a *School of Music*. Our strategy is entitled CREATE – *Creativity and Expressive Arts Transforming Education*.

In CREATE Music all schools have been offered support in planning, challenging, inspirational and enjoyable learning and teaching activities in music, making clear links to the skills progression in the wider curriculum in particular Literacy, Numeracy and Health and Wellbeing.

Music staff from the Youth Music Initiative have completed CPD on phonological awareness to ensure progression frameworks support raising attainment. They are supporting all Glasgow primary 1 and 2 classes on a fortnightly basis through the school programme.

A CPD programme for all practitioners on early level music has been completed. 450 primary 1 and 2 teachers and all GDSS/EAL staff attended. The primary 5 – 7, Music 4 All Programme is in 52 schools across the city working in partnership with the "Literacy for All" initiative.

20 primary teachers have completed Philosophy with Children through Glasgow Creative Learning Network with Strathclyde University. 17 teachers took this to the next stage and are completing their Masters Level training. We are awaiting an evaluation from Strathclyde University on the impact of this work on attainment in Literacy and Numeracy.

Curriculum for Excellence levels have been collated for all schools in Reading, Writing, Listening and Talking and Mathematics. The outcomes have been shared with all schools along with the GL standardised assessment data. Further analysis is being carried out.

At the start of the new term training was offered to headteachers to develop tools to track attainment across the levels. There was an overwhelming response to this universal offer and a model developed by a primary school in Drumchapel is being adopted by most schools across the city with support from Edict.

Over 500 support for learning workers attended training opportunities on the February and May Inset days. The training sessions were delivered by PEPASS, GDSS and Leaders of Learning and involved work on Physical Literacy, a range of other Literacy strategies and Growth Mindset responding to the identified priorities of schools.

In September a very successful “Equity For All” conference at Celtic Park with inspiring speakers and excellent sharing of practice within Literacy, Numeracy, Family Learning and Health and Wellbeing zones was enthusiastically evaluated by 450 delegates.

A wide range of partners worked with teachers and the Leaders of Learning to share their practice to improve attainment and achievement for the young people across the city. Contributors included Glasgow Life, NHS, third sector organisations, Edict, Parent Partnership, CLOLs, LOLs and Psychological Services.

The Attainment Advisor has supported 7 schools in transforming primary 1 pedagogy. An extended programme of headteacher interaction to develop plans has been supported by the establishment of a primary 1 teacher network. School visits are underway to provide individual support and challenge. Links have also been made with the Early Leaders of Learning team.

Staffing for the Challenge has been included in each school’s staffing entitlement this year to avoid the challenges we faced last year in recruiting staff. The additionality for almost all schools is in place, although pressure remains for some schools in relation to their ability to release the CLOL consistently, this is being prioritised by headteachers.

The attainment advisor has been working with schools in developing a tool using Suzanne Zeedyk’s Adverse Childhood Experiences to give a rounded and holistic view of children in SIMD 1 and 2.

### **Collation of evidence to measure impact.**

Challenge Links’ visits to schools are allowing us to collate evidence related to Challenge action plans and the early impact on learners. In addition to this the intelligence will identify support and challenge for schools and the opportunity to share good practice.

These visits included professional dialogue with headteachers, staff and children. Visits to classes and observing the work of the Challenge Leaders of Learning were also part of the programme.

Feedback from all the training events and the conference has been outstanding. Over 100 delegates responded extremely positively to an online questionnaire within

the first 24 hours of the “Equity for All” conference. All tweets in relation to the conference can be accessed through Storify and these give a valuable record of the event.

The Leaders of Learning are developing an evaluation tool for the Literacy for All project; “How Good is our Project?” which will allow us to evaluate the impact on teachers’ confidence and the impact on outcomes for children.

Delegates attending all the Glasgow Counts training have been asked to complete a questionnaire regarding their aspirations, attitudes and experiences of the CPD. This questionnaire will form part of a wider survey including the Three Horizons Transformational Change tool and the evaluation for the challenge linked to HGIOS4 indicators. This same questionnaire will be completed at the end of the input and the results measured.

Glasgow Counts is working collaboratively with Glasgow’s Psychological Services in evaluating the impact of Glasgow Counts as a whole. They are using a control group of establishments not yet signed up for Glasgow Counts training to show the direct impact on the schools who have been involved from the start of the Challenge.

A collaborative action research project, supported by Chris Chapman, based on the work of cluster 17 (four schools) Lesson Study approach to Numeracy has been undertaken.

Very favourable evaluations from the Support for Learning workers. UNISON has requested that the Project Lead speaks to members at its annual conference; a reflection on the positive impact the professional learning opportunities had on its members.

Evaluations of the Transforming Primary 1 Pedagogy group are supported by Education Scotland and the Robert Owen Centre.

An evaluative research is being planned and scoped by Psychological Services to evaluate the impact YMI on phonological awareness.

**Reflections on progress to date. Can you share any learning on what has worked well in implementing this initiative?**

- Glasgow’s Improvement Challenge is core business in our city.
- The buy in of staff and their commitment to the work of the Challenge
- The Challenge Leaders of Learning knowing their school context and culture.
- Glasgow Counts and Literacy for All are based on research.
- The consistency of messages from Glasgow Counts and Literacy for All but allowing for flexibility in own school context.
- Holistic approach which includes active play and creativity.
- All training programmes have been evaluated positively by staff involved.
- Commitment from partners to the Improvement Challenge.

**What has worked less well**

- The ability to release teachers to become CLOLs due to lack of supply staff.
- The lack of confidence of staff in assessing the Curriculum for Excellence

levels and the robustness of judgements when it came to achieving a level.

**Next steps**

To continue to develop the CPD programmes for staff across Literacy and Numeracy, linking with CREATE and PEPASS. Continue to measure impact.

Interrogation of Curriculum for Excellence levels and standardised assessment data.

A robust tracking tool embedded in all schools.

Through the city wide Literacy and Numeracy strategy groups the frameworks of Literacy for All and Glasgow Counts will be developed to support the work being done across learning and teaching in secondary schools.

Project Lead to speak at UNISON conference about the training programme for support for leaning workers.

Further Challenge Link visits to schools to monitor and evaluate practice and impact.

<b>2</b>	Improving children’s health and wellbeing through nurturing approaches and increased participation in physical activity and sport		
		Planned Quarterly Spend	£0
		Actual Quarterly Spend	£0
<b>Staff Resources:</b>	<b>Agreed in Plan:</b>	<b>Secured:</b>	
<b>Progress to date (please comment on progress and any areas of slippage from plans):</b>			
<p>Members of the PEPASS( Physical Education, Physical Activity and School Sport) Have been working with Inspiring Scotland, University of Strathclyde and third sector partners to link into the Challenge with work on active play and physical literacy.</p> <p>Three PE leaders of learning, with city wide remits, are delivering programmes to children and staff which will develop motivation, confidence and self-esteem, determination and resilience, responsibility and leadership, respect and tolerance and communication through a wide range of physical activities.</p> <p>The physical literacy programme aims to develop in children the core skills and confidence to be active in lots of different sports and activities.</p> <p>The Go2Play activities, in partnership with Inspiring Scotland, delivers active play</p>			

sessions by local active play workers. Play resources and playground games have been introduced in the 30 targeted schools.

The Active Play work is in conjunction with the third sector groups PEEK (Possibility for Each and Every Kid) and Jeely Piece club .

Play Champion training has taken place. This involves older children leading activities with younger children and this has been offered to all schools.

A research project with Strathclyde University will support the evaluation of the Active Play project.

The PEPASS team is working with schools to develop further Out of School Hours Activities (OOSH) to support work around activity learning.

Staff from PEPASS have attended training days to provide information and update on Glasgow's Improvement Challenge. The team has delivered physical literacy training to a wide range of staff including support for learning workers.

A plan for the development of PATHS in Glasgow has been formulated and a strategic pathway and coaching agreement is in place. The Leaders of Early Learning have had training and work has been done around quality assurance and impact on children. A PATHS ambassador network has also been developed.

Nurture continues to be embedded across the city. Nurture training continues and all nurture practitioners working in nurture classes, corners or enhanced nurture are currently receiving further training.

Quality assurance processes have been put in place in evaluating the effectiveness of nurture corners in nurseries. Termly and yearly update reports will be submitted in relation to these establishments.

Work has started on the use of ACES (adverse childhood experiences) as part of our approaches to holistic assessment. This piece of work was very well evaluated at the recent conference and a number of schools have requested further training around this; linking it to their work on nurture and attachment.

### **Collation of evidence to measure impact.**

Strathclyde University will evaluate the Play2Go and Physical Literacy Programmes. This will link the evidence directly to current educational research and involve Strathclyde students in the work and life of the schools.

“How Good is Our Nurture?” and HGIOS4 are being used in the evaluation of the work done in nurture and emotional literacy.

The core group leading on PATHS is linking with Barnados, Northern Ireland to share work on self-evaluation of the project.

Psychological Services have evaluated the work across the city and have delivered

training on active research to headteachers. They produced a helpful guide Developing Action Inquiry which has been shared with schools and nurseries.

Challenge Links on their visits will collate evidence in relation to the above.

**Reflections on progress to date. Can you share any learning on what has worked well in implementing this initiative?**

- PEPASS has a very clear plan in place and is already working in schools.
- PATHS embedded in Early Years and good practice can be found across primary establishments.
- Reports on the city's work on nurture are widely available and recognised.

<b>3</b>	Supporting families to be better able to support their child's learning and development		
2016 Allocation		Planned Quarterly Spend	
		Actual Quarterly Spend	
<b>Staff Resources:</b> Teachers Others (please state type of resource):	<b>Agreed in Plan:</b>	<b>Secured:</b>	
<p><b>Progress to date (please comment on progress and any areas of slippage from plans):</b></p> <p>A Senior Officer from Glasgow Life has been seconded to Education Services to develop family learning programmes.</p> <p>Six Family Learning Officers (FLOs) have been appointed and have started working with six clusters across the city. They have met headteachers, parents, Parent Councils and third sector partners to scope out the priorities within the clusters and put together action plans. As part of this exercise six Family Engagement Events were organised. The early feedback from these was positive, although the challenge will remain on how to engage "harder to reach families". These families have been identified by schools and the work is still at the very early stages.</p> <p>The work being developed by the FLOs focuses on ESOL, Read Write Count, the National Reading Challenge, Play and Healthy Eating.</p> <p>The focus for Families in Partnership bids has remained on interventions that support literacy and numeracy.</p> <p>A database has been compiled recording all Glasgow Life's Family Learning activity across Museums, Libraries, Sport, Arts and Communities. The database also references Family Learning Centres and prospective local Family</p>			

Learning providers in each of the 3 areas of the city.

15 partnership meetings have been hosted with North Glasgow Healthy Living Centre, New Rhythms for Glasgow, Home-start Glasgow, Adult Learning Partnership, Clyde College, Glasgow Kelvin College, NHS get cooking, and Govan Housing Food Hub, Urban Roots and Story Telling Centre to explore and support the Family Learning Programme.

Glasgow Life has submitted two bids to the Early Years Children and Families through National Literacy Trust and FARE to support Literacy volunteers and the extension of the Family Learning working model to a seventh cluster.

A CPD programme is being developed by FLOs to include training for Leaders of Learning, NHS, Scottish Partnership Schools and Glasgow Kelvin College.

Nurseries also support this strand (not funded by Attainment Fund) and the leadership team for early years has been increased to include an additional senior role for One Glasgow. This work will not just be early years but will reach into early stages of primary. The Early Years team are developing the Literacy for All and Glasgow Counts programmes into nurseries. They have worked closely with the Leaders of Learning on this work.

Work on “five to thrive” is being developed across a group of nurseries, as part of the city’s engagement with family learning within the Improvement Challenge. This programme develops parents’ skills in being confident and reflective parents. It also raises parents’ awareness on how positive parenting contributes to brain development in children and young people.

An extensive group of partners is working as part of a Parental Engagement group to support family learning across the city as part of the Improvement Challenge.

### **Are you collecting evidence to measure these outcomes?**

Glasgow Life partners will put the following in place to measure outcomes:

*Use the Glasgow Life CLD toolkit and GLOES to measure impact outcomes and can be linked to attainment measures by working with schools, Leaders of Learning and Education Scotland.*

### **Reflections on progress to date. Can you share any learning on what has worked well in implementing progress?**

- An experienced team is now in place to support Family Learning
- A number of schools are working very effectively with their parents supporting their engagement with their children and promoting better learning.

4	Enhancing the leadership of senior staff		
2016 Allocation		Planned Quarterly Spend	
		Actual Quarterly Spend	
<b>Staff Resources:</b> Teachers Others (please state type of resource):	<b>Agreed in Plan:</b>	<b>Secured:</b>	
<p><b>Progress to date (please comment on progress and any areas of slippage from plans):</b></p> <p>The leadership coaching for a group of identified headteachers with Growth Coaching UK was completed and a second cohort has been selected to begin the programme shortly.</p> <p>One to one leadership coaching for identified headteachers following the Challenge visits.</p> <p>The Challenge Leaders of Learning are participating in pedagogical leadership within the classroom.</p> <p>The leadership programmes across the city continue for new and experienced headteachers.</p> <p>Improving our Leaders continues to engage with headteachers from Challenge schools</p> <p>The headteacher and NQT induction programmes have a clear focus on the leadership of the Improvement Challenge in the classroom and across schools.</p> <p>The city's leadership strategy is currently being reviewed through a strategic group led by a secondary Headteacher, who is a SCEL Fellow, has a PhD in educational</p>			

leadership and lectures at Glasgow University.

Two secondary heads are leading a Learning and Teaching strategy across secondary schools where depute headteachers will take part in a programme of activities, including an action enquiry project based in their school.

**Collation of evidence to measure impact.**

- Leadership coaching has been positively evaluated.
- Headteachers are more confidently engaging with HGIOS4 to gather a sound evidence base on the quality of school leadership.
- 

**Reflections on progress to date. Can you share any learning on what has worked well in implementing this initiative?**

- Year one cohort evaluated the Growth Coaching positively with strategies being adopted across their practice and improving outcomes for young people.
- CLOLs have a better understanding of learning and teaching demonstrated through their professional enquiry.
- Following Improving our Leaders programme impacted positively on practice within schools as was evidenced in recent HMle reports.

<b>5</b>	Raising attainment in secondary schools through providing additional supported study and mentoring, and taking a closer look at learning and teaching		
Allocation		Planned Quarterly Spend	
		Actual Quarterly Spend	
<b>Staff Resources:</b> Teachers Others (please state type of resource):	<b>Agreed in Plan:</b>	<b>Secured:</b>	

Progress to date (please comment on progress and any areas of slippage from plans):

We have embarked on a three to five year partnership with MCR Foundation, which was founded by the entrepreneur, Iain MacRitchie. MCR Pathways promotes all young people to be guided into three pathways – into further and higher education, into employment or re-engaged with education. One of the main ways for this to be achieved is through mentoring. This project is focused in the first instance on those young people with a care experience. Progress is being tracked closely with a governance board chaired by the Chief Executive.

We worked with Includem last year in XXX XXX where we focused on providing high levels of support to families at risk of disengagement. This work was based on successful interventions developed in Dundee. We are extending the work this year into two secondary schools (XXX and XXX) and in the next two years we will be looking to align our enhanced nurture for secondary with this work.

Many of our young people do not come from homes where there is access to the internet or where there is a quiet place to study. Supported study and Saturday school are needed in order to enable them to achieve their potential. We have been liaising with housing associations to encourage them to provide quiet places and internet access. We have some very good examples of housing associations and third sector organisations supporting homework clubs and/or family learning for both primary and secondary schools. In order for us to continue to raise attainment in national qualifications, supported study is essential.

Our 30 mainstream secondary schools have a strong track record raising attainment. Annual performance reviews show major strengths in their approaches to raising attainment. As three quarters of our young people live in SIMD40 with two thirds living in SIMD20 – we deploy universal approaches in most of our schools with a targeted approach in the small number which do not have significantly high percentages in SIMD1 – all our schools have more than 15% of their pupils living in SIMD1.

Therefore, we have chosen to ask each school to create a bespoke plan for their school building on their strengths and areas for improvement identified through their analysis of performance. The amount per school has been decided using SIMD, EAL and FCG as proxies for barriers to learning, including poverty. Each plan must contain a strong element of supported study.

The plans were discussed in groups of three and four with Education Services' senior managers, HR and finance colleague's. This provided a strong level of challenge and resulted in plans being redrafted.

A summary report will be created for Scottish Government.

Reflections on Impact : (Please comment on what looks and feels different for schools and children as a result of the Att. Scotland Fund. What impact is it having?)

The mentoring programme is progressing very well. The PSP with Robertson Trust, Life Changes, STV Appeal, MCR and the Council has been signed off. Pathway coordinators are working in 15 secondary schools with plans to move to 30 over the

next two years.

XXX evaluated the involvement of Includem very positively and although difficult to quantify the impact of their work on attendance/attainment given the very bespoke approach with small numbers. Includem are gathering data to allow us to monitor progress.

Next steps:

Bespoke plans for secondary schools are being signed off and progress will be monitored against the outcomes in plans.