

North Lanarkshire Council Report

Education and Families Committee

approval noting

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Scottish Attainment Challenge

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Executive Summary

The Scottish Attainment Challenge (SAC) has been running for 4 financial years. The funding for the initiative was initially provided for the Primary sector with the Secondary element coming on board for Year 2.

This report updates members on progress made in the Scottish Attainment Challenge during session 2018/19, so far, including progress made to support Care Experienced Children & Young People, and presents elected members with our proposed Plan for session 2019/20.

Members are asked to note that a full report on outcomes from the Scottish Attainment Challenge will be available later in the year, with a more holistic overview of achievements available at that point.

Recommendations

It is recommended that the Education and Families Committee:

- (1) Note the contents of this report and accompanying appendices.

Supporting Documents

Plan for North Lanarkshire	To ensure that all young people achieve to their full potential
Appendix 1	NLC Attainment Challenge Mid-Year Progress Report, 2018/19.
Appendix 2	NLC Attainment Challenge Proposed Plan 2019/20.

1. Background

- 1.1 The Scottish Attainment Challenge is a major Scottish Government initiative designed to achieve equity in educational outcomes by closing the poverty related attainment gap for children.
 - 1.2 The Scottish Attainment Challenge focuses on accelerated targeted improvement activity in literacy, numeracy and health and wellbeing in specific areas of Scotland. It supports and complements the broader range of initiatives and programmes to ensure that all of Scotland's children and young people reach their full potential.
 - 1.3 As part of the Scottish Attainment Challenge funding, a separate tranche of funding, new from mid-2018, now provides additional support to care experienced children and young people, to help improve their educational outcomes. This has led to the establishment of the Virtual School for Care Experienced Young People.
 - 1.4 Education and Families officers submit a costed plan to Scottish Government each year which describes our approach to closing the poverty related attainment gap across a number of work streams, including literacy, numeracy and health and well-being. The plan is regularly updated and amended, in agreement with Scottish Government colleagues, to take account of lessons learned from planned interventions in previous plans.
 - 1.5 It is important to note that this year's plan has a dual function:
 - To build on successful SAC programmes and enhance them
 - To support delivery of the Education and Families Programme of Work as outlined in the Plan for North Lanarkshire
 - 1.6 In addition to the above, officers also submit a mid-year report (March) and a final end of year report (September) to Scottish Government indicating progress within each of the interventions outlined in the Plan for that year. At this stage of the year, data is still maturing, so there are limits as to what can be reported.
 - 1.7 The offer of Scottish Attainment Challenge grant, based on our plan, is accepted at the outset of each financial year with funds only being downloaded once spend has been incurred.
 - 1.8 Whilst the historic approach in North Lanarkshire has been to work with thirty five Keys to Success schools (those with the greatest numbers in poverty), it is recognised that it is important that lessons learned in this work are now applied across all schools. Therefore, this iteration of the SAC plan prepares the ground for this in a more systematic way.
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2. Report

2.1 Scottish Attainment Challenge 2018/19 - Planning

- 2.1.1 Throughout session 2018/19 the Scottish Attainment Challenge team in North Lanarkshire has continued to implement its evidence informed approach to

raising attainment and closing the poverty related attainment gap in literacy, numeracy and health and wellbeing.

2.1.2 The appended report to government (Appendix 1), shows this evidence in relation to a number of key programmes. At a mid-year point, programmes are still developing and more information will be available to members in due course. However, there are positive signs in the outcomes achieved so far.

2.1.3 The approved costed North Lanarkshire Council SAC plan for 2018/19 was estimated at £7,478,959 and was split between the cost of staffing and non-staffing resources.

2.1.4 The overall grant claim for the financial year equates to £6,684,503. The difference is accounted for by the difficulty in securing a requested complement of Speech and Language therapists, some staffing slippages associated with recruitment challenges, and variances in funding for Club 365. In addition, some teaching and learning materials were procured at lower than anticipated cost.

2.2 Evidence of impact

2.2.1 Evidence has been gathered through review of authority data, evaluation of interventions and recent self-evaluation and scrutiny processes by key staff.

2.2.2 The intelligence gathered indicates that:

- North Lanarkshire Council is raising attainment and closing the poverty related attainment gap
- families and communities are benefitting from redesigned engagement with partners and 3rd sector providers
- there is continuing improved use of data across the system
- there is evidence of improved performance across many of the national indicators
- a culture of professional collaboration is becoming embedded through a variety of mechanisms
- a clear focus on learning and teaching which encompasses relational skills and interventions is a cornerstone of the plan and is leading to improved outcomes in literacy, numeracy and health and wellbeing
- career long professional learning frameworks are leading to strengthened capacity in using effective pedagogies and evidence based interventions

2.2.3 It is important to note previous SAC reports have evidenced improvements with reference to the CEM standardised assessment system. This system was discontinued in agreement with trade unions, as part of the drive to initiate Scottish National Standardised Assessments (SNSA), which is still maturing.

2.2.4 In future, the success of North Lanarkshire in closing the poverty related attainment gap will be measured through SNSA data and levels deployed by teachers to measure achievements of learners.

2.2.5 Appendix 1 provides a copy of North Lanarkshire Council's Mid-Year SAC Progress Report for 2018/19, submitted to Scottish Government at the end of March 2019. The submission gives some detail and evidence of the success of the various interventions and programmes of work as well as highlighting areas of improvement. The format and word limit is set by Scottish Government with

opportunities to further expand and give greater detail being available in the end of year report to be submitted in September.

2.3 Scottish Attainment Challenge Funding and the Integration of Education and Families

2.3.1 In order to support care experienced children and young people (CECYP) North Lanarkshire has a virtual school concept as outlined with health and wellbeing (HWB) at the centre of its core function. An operating model for the Virtual School is now being implemented and will be covered in separate reports.

2.3.2 As HWB underpins attainment, the creation of the integrated Education and Families Directorate has provided a strong foundation for the development of the Virtual School, harnessing the benefits of multi-professional approach. It has also enhanced the opportunities for joint working and a holistic approach across the wider SAC plan.

2.3.3 Pending the full establishment of the Virtual School, an initial proposal regarding a Wrap Around or Rapid Response team was developed by Education and Families colleagues to support care experienced young people (CEYP) experiencing challenges within the school setting, This made use of a team of social work staff, utilising a high level of support from third sector partners. As part of a demonstration project, a decision was taken to focus on developing curriculum flexibility until the end of the financial year with one ASN primary school being the primary target for this support.

2.3.4 Initial discussions with both the Head Teacher and lead professionals identified that there is a high proportion of CECYP in the school (27%), plus a number of other young people in the school requiring additional support, who were not achieving well in their learning and who were also at risk of becoming looked after. It was identified that wrap around support could potentially alleviate risk of exclusion for these children and could assist with a school wide approach to managing the behaviour of the children exhibiting distress and other difficulties.

2.3.5 Early evidence from this demonstration pilot has been positive and learning will be incorporated into both further SAC planning in particular around CEYP but also into work being undertaken through the ASN Review.

2.4 Promoting Health and Wellbeing

2.4.1 Groups were established in a range of fields to allow the pupils to have a varied curriculum in the afternoon to enhance their health and wellbeing. Two physical activity groups and two creative arts groups have been established and a music group is in the process of being developed.

2.4.2 In addition, a member of social work staff will work in the school two days a week, with the aim of offering individual support to the children, support to the families and to improve communication between social work and the school.

2.4.3 Through SAC research activity, a review was undertaken of the information held on MySWiS (Social Work Information System) and Seemis (Education Management Information System) to ascertain a clear understanding of the children and young people within North Lanarkshire who are CECYP. Work is ongoing to align both electronic systems and check the accuracy of both lists.

This will enable more effective joint working to promote the health and wellbeing of all young people.

2.5 **Scottish Attainment Challenge Proposed Plan 2019/20**

- 2.5.1 North Lanarkshire's proposed Attainment Challenge Plan for 2019/2020 references the opportunities *We Aspire* has presented for greater connectivity with Children's Services Social Work and Criminal Justice.
- 2.5.2 Increased emphasis this year on partnerships with Social Care, CLD, Police and Fire Services are evident throughout this plan and is reflected in many of the interventions contained within HWB. Therefore, some elements of this partnership commitment have been expanded.
- 2.5.3 The 2019/20 proposed plan (Appendix 2) continues to reflect themes of collaboration and partnership linked to sustainable development and a legacy of improvement for North Lanarkshire. Whilst these are inter-related and interdependent and linked to an overarching framework to drive change and improvement, they are outlined separately for purposes of clarity.
- 2.5.4 Within Literacy and Numeracy we continue to see the impact of an intensive approach to our Keys to Success Schools and we intend to accelerate this improvement with the introduction of a Pedagogy Team for 2019/20. Through this work we are incubating important improvements in practice which are to be shared more widely across the teaching profession in North Lanarkshire.
- 2.5.5 One key means by which this will be achieved is through the establishment of the Pedagogy Team. This team will reinforce the training offered at the Learning Hub (formerly Literacy Base contained within Noble Primary School) and, whilst retaining a fundamental focus on closing the poverty related attainment gap within our focus schools, will crucially have the additionality to provide support on a universal basis to all establishments. Additional resource for this team is being supplied through the realignment of core budget.
- 2.5.6 This approach not only further embeds key learning and teaching approaches for all but provides a more sustainable model of continuous improvement across North Lanarkshire.
- 2.5.7 The introduction of a workstream focussing on family learning for the most vulnerable families and provision for our youngest learners is outlined in this plan. This is a preventative model with a clear focus on early intervention, capitalising on opportunities for effective integration with Health and Social Work colleagues. Development of family learning approaches is crucial within SAC and has the potential to transform education in North Lanarkshire.
- 2.5.8 North Lanarkshire's Scottish Attainment Plan proposal for 2019/20 builds on progress and attainment to date by developing methodologies to further embed, sustain and develop the evidence informed and positively evaluated programme through enhanced approaches to coaching and mentoring.
- 2.5.9 While recognising progress to date, it is important to note that the proposed plan for 2019/20 provides clear strategies to address areas of challenge highlighted in the Mid-Year Progress Report. These include strategies to:
- provide additional relevant and age appropriate support for pupils across all year groups who experience difficulties with reading and comprehension

- provide tailored support for young people disengaging from education
- provide a more coherent and consistent approach to the teaching of numeracy across all stages and sectors
- more effectively address the needs of inactive secondary school aged girls
- improve upon the ways in which all schools, in addition to our focus or Keys to Success schools, are supported through the Attainment Challenge in the development of literacy, numeracy and health and wellbeing.

2.5.10 Extensions to the programme and new proposals continue to be based on needs identified through self-evaluation processes.

3. Equality and Diversity

3.1 Fairer Scotland

The Scottish Attainment Challenge follows any relevant national policy relating to the Fairer Scotland agenda.

3.2 Equality Impact Assessment

Not applicable

4. Implications

4.1 Financial Impact

Scottish Attainment Challenge is grant funded by Scottish Government after approval of plans submitted by the Service. The costed plan for 2018/19 amounts to £7,478,959. The plan proposed for session 2019/20 is £7,578,859.

4.2 HR/Policy/Legislative Impact

Recruitment for SAC follows Council policy and procedures and the SAC team work in conjunction with HR.

4.3 Environmental Impact

Not applicable.

4.4 Risk Impact

The risk associated with the implementation of SAC is regularly reviewed in line with North Lanarkshire Council arrangements.

5. Measures of success

5.1 The overall measure of success will be a reduction in the poverty related attainment gap, initially in our Keys to Success focus schools, but also across North Lanarkshire as a whole and at a national level.

5.2 In addition, each individual component of the North Lanarkshire Scottish Attainment Challenge programme has its own set of impact measures.

Scottish Attainment Challenge

MID-YEAR PROGRESS REPORT

<p>Number of schools supported by this funding?</p>	<p>TOTAL:143 35 Keys to Success plus 108 Universal offers</p>
<p>How many pupils are benefiting from this funding?</p>	
<p><i>What progress are you making towards being able to report on the extent to which you are achieving your short, medium and long-term outcomes and are there any challenges?</i></p>	
<p>A recent corporate restructure within North Lanarkshire combining Education, Children's Services Social Work and Criminal Justice to create Education and Families has created opportunities to work in a more integrated and coherent manner with a strategic focus on enabling more effective collaboration. As part of this new approach within Education and Families there has been a conscious move towards ensuring sustainability across as many workstreams as possible coupled with a more connected approach involving a wider range of partners across the council. These themes of collaboration and partnership, linked to sustainable and long term development and a legacy of improvement for North Lanarkshire, are already showing signs of improvement and plans for greater connectivity are outlined in our 19-20 Plan. We continue to monitor interventions across all areas supported by a team of researchers and there is very positive and encouraging data across several measures supporting our approach in influencing both systems and pedagogical change within the 35 Keys to Success schools.</p>	

OVERALL PROGRESS AND REFLECTIONS TO DATE

Overall progress towards long-term outcomes and reflections	
Long –term outcomes	<p><i>The long-term outcomes of the Attainment Scotland Fund are to:</i></p> <ol style="list-style-type: none"> <i>a. Improve literacy and numeracy attainment</i> <i>b. Improve health and wellbeing</i> <i>c. Close the attainment gap between pupils from the most and least deprived areas.</i> <p>What evidence are you collecting to measure these long-term outcomes in your authority? Please specify the type of evidence you are collecting.</p> <hr/> <p>Examples of evidence collected (in addition to teacher professional judgement data):</p> <p>Interim measures related to individual interventions:</p> <ul style="list-style-type: none"> • Number Boxes. There was a significant increase in the overall outcomes achieved by pupils between their first session and on collection of the achievement cards in February 2019. • Sumdog online mathematics software. There has been a steady increase in the accuracy rate of pupils. The mean rate has increased by 4% over the

course of the five month period. There has been a substantial increase in the number of children actively using the site since it was introduced across the authority.

Case Studies

- A case study produced by the Robert Owen Centre (University of Glasgow) illustrates significant improvements in pupils' numeracy attainment following the implementation of a successful collaborative action research (CAR) project within an establishment with high levels of deprivation (92% of pupils living in SIMD 1 – 2).

Sampling:

- A sample of Primary 3 pupils attending a Keys to Success (K2S) school improved in all areas assessed through YARC (York Assessment of Reading for Comprehension) between 2017 and 2018.

Standardised assessments (CEM):

- Standardised scores of Primary 7 pupils attending a K2S school illustrate increased scores for reading accuracy and comprehension. Improvements in reading accuracy were found to be significant between 2017 (M=94.05) and 2018 (M=96.67).

Feedback from professional learning sessions:

- After the Stages of Early Arithmetical Learning (SEAL) training 65% of practitioners rated their knowledge and understanding as excellent.

Feedback from Parents:

- After the Solihull Parenting Programme, parents reported a greater understanding of how to deal with young people's emotions.

Further information on all of the above available on request.

What did this evidence show so far? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available at this stage in the year, just leave blank.*

The recent development of a professional learning hub has established a base for all professional learning in literacy, numeracy and health and wellbeing. The 35 Keys to Success (K2S) schools, where more than 50% of pupils reside in deciles 1 or 2, are prioritised regarding places on the training sessions. The standardised test results for last academic session indicate that the training sessions are having a positive impact on attainment, particularly in numeracy and mathematics and particularly in the K2S schools.

For mental arithmetic in P3, P5 and P7 the 35 K2S schools have seen the gap reduce considerably across the three year groups.

For P5 and P7 mathematics attainment increased and the attainment gap reduced in the K2S schools across all stages.

This targeted approach to professional development has continued during session 2018/19 and we are now planning to strengthen this work further through the development of a pedagogy team.

Researchers are assisting in the detailed analysis of each health and wellbeing intervention such as the Solihull training programme for practitioners and parents. This programme supports the development of improved relationships both at home and within school. To date 67% of primary schools have received whole staff training sessions and 255 individual practitioners, both primary and secondary, have attended the two-day training programme. Previously, just over 3,000 multi-agency practitioners had completed the Solihull 2 day foundation training. Individual case studies report that the impact on the development of nurturing approaches and relationships has been very positive.

Emerging trends indicate that the poverty related attainment gap in literacy is reducing or not evident in key literacy markers (reading rate, accuracy and comprehension). This is occurring in schools who have been involved in intensive improvement activity as part of the Scottish Attainment Challenge.

A total of 251 primary aged pupils were randomly selected from 27 primary schools. The literacy assessment was individually administered to children by a central team. It is a reliable and sensitive measure and can contribute to a more sophisticated understanding of teacher judgement and wider standardised screening assessments (e.g. CEM).

Impact on children

- Children living in higher levels of deprivation have improved over a 2 year period and are performing as well as children living in less deprived areas in 2 of the 3 key literacy markers (reading accuracy and comprehension).
- When comparing this group with schools with lower deprivation, no significant differences in literacy attainment were found

The impact and effectiveness of all interventions are monitored on an ongoing basis.

Can you share any learning on what has worked well in your overall strategy to achieve impact?

Through the implementation of SAC and PEF (as evidenced by the recent SAC inspection of North Lanarkshire Council by Education Scotland, June 2018) significant cultural change has been effected and yet more is envisaged. This cultural change has been supported by a number of system / technical changes but at the heart of our approach has been a more focussed approach on partnership working and increasing capacity and developing understanding within all staff. Previously there has been investment in outside agencies to deliver training in areas such as SEAL and Number Talks. Long term sustainability is now secured with less dependency on outsourcing and increased capacity for delivery within our own North Lanarkshire team.

There is an increased understanding and use of attainment data to support decisions around identifying targeted groups and the measurement of targeted interventions. The development of an attainment dashboard has proved to be a significant step in providing

crucial information for HTs, guides the work of the SAC Project team and helps to further integrate the work the SAC and Continuous Improvement teams.

Can you share any learning on what has worked less well or could be improved?

As part of our continued focus on sustainability some approaches, although effective, have proved to be too costly to justify continuation. As a result some changes in terms of the way we support individual children and young people has been addressed and a more connected approach has been developed which links to the national empowerment agenda and also creating links to other national funding opportunities such as PEF to maximise potential impact.

This is particularly prevalent under the HWB workstream and the support offered to individual children and young people.

There is a general recognition that the 1 FTE given to secondary schools (0.4 Literacy, 0.4 Numeracy, 0.2 HWB) proved problematic to operate and generate impact related to the specific appointment. This approach has been revised for the 19-20 Plan and facilitates decisions being made on a more localised basis.

WORK STREAMS – HIGHLIGHTS AND CHALLENGES

1	Literacy
Activities: <i>Please comment on progress in implementing your planned activities in the year 2018/19</i>	
<p>The authority is building upon well-established research based approaches to literacy. This includes promoting sound pedagogical approaches and evidence based interventions. The evidence of progress is outlined in the Reflections on Progress section.</p> <p><u>CLPL:</u> CLPL has been provided for approximately 700 primary practitioners in phonics, spelling, reading and writing, with Keys to Success schools having received priority placing at these courses. Learning from SAC means that this has developed so that there is a bigger focus on helping staff to use their attainment data to inform planning and teaching in a bid to prevent gaps in learning.</p> <ul style="list-style-type: none"> • This academic year, approximately a quarter of primary schools have senior managers attending monthly support sessions aimed at improving their knowledge of monitoring and tracking so that they are in an improved position to provide targeted feedback on the quality of literacy teaching in their establishments. • Secondary Literacy Across Learning coordinators have received CLPL and resources to help create inclusive and subject specific literacy environments and policies. • All primary (Literacy Coaches) and secondary schools have received staff training in the various YARC and/or PhAB2 diagnostic assessments to help pinpoint pupil difficulties. Staff training has included case studies with Psychological Service, work 	

with Literacy Leads and NLC's SAM (Support & Assistive Media) Team, to focus on identifying the most appropriate supports or interventions (FFT Wave 3, Rainbow Reading, RWI Fresh Start or RTIC) for specific difficulties.

- Training and support for Read, Write Inc. Fresh Start has continued throughout the academic year and resources have been provided to all primary and secondary schools, to support pupils in need of additional phonics input beyond P4.
- Training for the RTIC (Reading & Talking to Improve Comprehension) intervention has been provided for 45 members of staff in 'early adopter' schools and will be delivered to Primary Literacy Coaches from March 2019.

Read to Succeed

The Read to Succeed initiative is part of the overarching aim to develop reading for enjoyment and enhance an individual's ability to access the wider curriculum across the BGE. Pupil questionnaires found that 46.77% (N=977) of pupils said they enjoy reading and 28.77% (N=601) said they think they are good at reading and like to talk about what they read with others. All secondary schools have had an author visit for S1 and are participating in a pledge to read for pleasure throughout the year – many of the children in SIMD 1 and 2 had books provided for them for the authors to sign and gift them during these visits.

Activities will be planned to further promote positive attitudes towards reading.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2018/19*

The Writing component of the P1 Refresh project is underway but not as advanced as was hoped for. This is due to the fact that the other components have undergone more refinement through school-based working and development.

A small number of secondary schools have yet to implement the RWI Fresh Start intervention for identified pupils with decoding difficulties.

Advice for parents of secondary school pupils in need of support with their reading has not yet been rolled out (although some schools have held information and support evenings for parents). This will be tackled across primary and secondary schools this year.

Reflections on progress to date: *Can you share any learning on what has worked well in implementing this initiative during 2018/19? Please highlight any quantitative data, people's views or direct observations that have informed your evaluation of progress.*

Findings of the Year 2 Evaluation of P1 Refresh show that those pupils in SIMD 1 and 2 made significant increases in their reading scores compared with previous years' data.

Secondary schools implementing the Read, Write Inc. intervention over the past year, for approximately 100 pupils identified as struggling readers as part of the improved transition process in NLC, have reported the following significant gains:

- Reading Rate (17 months)
- Accuracy (25 months)
- Comprehension (26 months)

Random sampling of YARC (York Assessment of Reading for Comprehension) assessments in current Keys to Success schools (Nov 2018) show that children in P3 and 7 made improvements in Reading Rate, Accuracy and Comprehension. Pupils from previous Literacy Layer schools also saw an increase in Reading Rate and Comprehension. Furthermore, when compared with schools with fewer children living in poverty, there were no significant differences in standardised scores. This suggests that the attainment gap in reading is closing.

Evaluations, surveys and feedback show that staff across primary and secondary schools have an increased understanding of both diagnostic literacy assessments and the supports and/or interventions which would be appropriate to support struggling readers.

Most primary and secondary schools now follow a common, systematic method of tracking the progress of pupils being supported by specific literacy interventions, in order to quantify and close the attainment gap in reading.

Can you share any learning on what has worked less well or could be improved?

The RTIC (Reading & Talking to Improve Comprehension) intervention – for pupils who can read fluently enough but struggle with understanding – has not been rolled out in all secondary schools. This seems to be due to both staffing constraints and the hope that this issue can be tackled through pupils' learning experiences across the secondary curriculum.

2

Numeracy

Activities: *Please comment on progress in implementing your planned activities in the year 2018/19*

The authority is building a coherent, progressive model to take forward numeracy. This is based on successful pedagogical approaches and research based interventions. The evidence of progress is outlined in the Reflections on Progress section.

Stages of Early Arithmetical Learning (SEAL)

The Numeracy Team has developed a training programme in the use of the SEAL pedagogical approach. They have run two cohorts of this training and delivered this to over 100 teachers. A third cohort is currently being planned. MaLT assessments have been used to track pupil progress.

Sumdog

All Primary schools have been given access with the majority having whole class or whole school engagement. The Numeracy Team run a monthly competition based on the number of active pupils and the number of questions answered. This has helped to raise awareness and increase uptake.

Number Box

The Numeracy team have trained over 130 individuals (including support staff and parents), over 120 Numeracy Coaches and Head Teachers from 35 Keys to Success schools. The

intervention is being used across all stages with children who are having difficulty with basic number concepts. All Secondary maths Principal teachers have been involved in training.

Number Talks

Delivery of Number Talks training and monitoring of implementation has continued from previous years. The numeracy team have trained 17 primary schools, 3 secondary schools, probationer teachers and 126 individuals in the use of Number Talks since August 2018. Feedback from sessions has been very positive and subsequent visits to schools show an improvement in Number Talks being embedded in daily practice.

Catch Up Numeracy

Training was delivered to 3 cohorts across January 2019. 89 people (59 Primary, 27 Secondary and 3 Education Support Officers) were trained. The Education Support Officers are also beginning training to become Catch Up Trainers. Visits to schools are being arranged to discuss and monitor the implementation and to offer further support. Follow up sessions have been arranged to discuss progress and share good practice.

Growth Mindset

The Numeracy Team has worked in conjunction with Winning Scotland Foundation to develop an innovative programme of work accredited by Glasgow Caledonian University. The Mindset in Education course trains and supports teachers to empower their pupils with a growth mindset approach to learning with a particular focus on maths. There are over 100 practitioners from primary and secondary schools registered and most attended the launch on 20th February 2019.

Numeracy Coaches

Each Primary school has identified a Numeracy Coach. Three Numeracy Coach meetings have taken place to date. The aim is to raise awareness of pedagogical approaches, numeracy interventions, share good practice and provide continuous updates regarding the work of the Numeracy Team. At the second meeting 85% of teachers rated the information presented as 6 or 7 on a scale of 1-7 in terms of usefulness.

Numeracy Hub

A Learning Hub has been established for training purposes and as a central area of support for staff. A weekly drop in service is in place for all NLC staff.

Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2018/19*

Maths Recovery

Initial training in March 2018 has supported a small number of schools. Maths Recovery training and implementation has not yet been delivered as the Maths Recovery Council was only able to provide training dates in May 2019. A two day course has been arranged for May 2019 for 20 participants.

Reflections on progress to date: *Can you share any learning on what has worked well in implementing this initiative during 2018/19?*

Stages of Early Arithmetical Learning (SEAL)

- A substantial amount of baseline MaLT (Mathematics Assessment for Learning and Teaching) data has been collected by primary schools across the authority to identify attainment levels prior to the introduction of SEAL in the classroom. Data illustrates a huge gap in attainment with individual pupils working between two years below and up to 22 months above their chronological age. MaLT will be completed again in April 2019 after appropriate implementation time and analysis of impact will be conducted.
- A practitioner evaluation was completed after the second SEAL training session. Professionals were asked to rate their understanding of the 'progression of learning in number' before and after SEAL training, using a 7-point scale ranging from *very poor* to *excellent*. Before the training, 83.3% of practitioners (n = 40) rated their knowledge as very poor-average. However, after the SEAL training, all practitioners rated themselves as either average (35%, n = 17) with the remaining 65% (n = 31) rating their knowledge as excellent.

Number Talks

- Evaluation forms illustrated an improvement in confidence levels in teaching numeracy. Confidence levels increased from M = 4.14 to M = 5.63, on a scale of 1 (very poor) to 7 (excellent) after the training had been delivered.
- Teachers highlighted that the course gave them a 'better idea of how numeracy lessons should be structured' and confidence in lesson structure and delivery emerged as a key learning point of the training.

Sumdog

Analysis of monthly reports show increased levels of engagement across schools. Data collated to date shows:

- In August 2018, the average number of questions answered correctly per school was 11,412. By December this had significantly increased to 29,626.
- The mean learning rate for pupils significantly increased from August (M=34%) to December (M= 52%).
- The mean rate has increased by 4% over the course of the five month period with the minimum accuracy rate increasing from 10% to 73%.

Number Box

A total of 114 Number Box achievement cards were completed by establishments and analysed by Research and Development Officers from August 2018 to February 2019.

- Using the Number Box target and progression cards, it was shown that between August 2018 and February 2019, the mean number of progression skills achieved for 'Number' significantly increased from M = 6.88 skills to M = 17.
- Analysis of the data indicates the mean number of skills within all Number Box areas achieved at the first session was M = 9.58 which rose to M = 22.01 following the Number Box intervention.

Catch Up Numeracy and Growth Mindset are still in early stages and data is not yet available for the interim report.

Can you share any learning on what has worked less well or could be improved?

Procurement has caused delays in delivery of some identified interventions. NLCs new procurement framework and Headteacher's Buyers Guide should help address some of these issues going forward.

3	Health and Wellbeing
Activities: <i>Please comment on progress in implementing your planned activities in the year 2018/19</i>	
<p>Throughout session 2018-19 the Scottish Attainment Challenge in North Lanarkshire has continued to implement and embed its evidence informed, holistic approach, providing a suite of offers designed to develop an ethos and culture of nurture. This nurturing culture will be the cornerstone of the promotion of emotional wellbeing, together with a range of targeted and specialist interventions aimed at ensuring equity for those most vulnerable in line with staged intervention and GIRFEC planning processes. Central to this strand of work is an emphasis on self- evaluation as part of an improving schools agenda. A key focus of the work is the offer of high quality Career Long Professional Learning which emphasises staff skill in delivering relational approaches (Solihull, Video Enhanced Reflective Practice, 6 Principles of Nurture) and aims to develop a sustainable model. Partnership working continues to be strengthened by the ongoing work of CL&D in family engagement in learning and by the work of the Attainment Challenge CAMHS team (primary mental health) which is developing a school based mental health service by linking directly with Keys to Success schools.</p> <p>Strengths based approaches based on attuned and sensitive interaction continue to provide an organising framework for this strand of work and underpin the universal (climate and ethos), targeted and specialist interventions of an integrated model. For example the implementation of the Resilience Toolkit as a tool to support planning and intervention for those children and young people who have experienced adversity provides an evidence base for selecting appropriate and timely positive support. Similarly Video Interaction Guidance offers asset based intervention for those experiencing difficulty.</p>	
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the year 2018/19</i>	
<p>Plans to address the findings of the Realigning Children's Services Wellbeing Survey have not progressed as expected due to some issues of recruitment. In particular the aim to address the needs of inactive secondary school aged girls has not been realised during the session to date. Implementation of this work has been highlighted in the Plan for 19-20.</p>	
Reflections on progress to date: <i>Can you share any learning on what has worked well in implementing this initiative during 2018/19?</i>	

A range of evaluation methodologies continue to demonstrate the impact of NL's approach to health and wellbeing.

Nurture Self Evaluation

Small sample evidence of impact on staff knowledge and understanding with concomitant impact on attendance, exclusions and behaviour (SDQ peer problems, internalising problems and total difficulties significantly decreased) following embedding of nurture self-evaluation and training.

Solihull:

The delivery of Solihull training continues to support staff skill in developing nurturing approaches and is positively evaluated, with staff reporting deeper understanding of children's communication through their behaviour resulting in more attuned responding.

Solihull on-line parenting programme – closeness between parent/child relationships increased upon completion of the course and conflict decreased.

The Understanding Your Child parent programme delivered in prisons, results in dads understanding their children's behaviour more and supports them to identify the changes they want to make.

Resilience Toolkit:

The use of the Resilience Toolkit is being extended to support assessment and planning. Previous evaluation highlighted a direct impact on attainment when implemented with VERP.

This session's evaluation demonstrates an increased confidence and understanding of resilience upon completion of training with consequent improved planning.

Seasons for Growth:

The Seasons for Growth evaluation indicated a significant increase in pupils' reported happiness from before participating in the group.

PAH:

Reductions in neurophysiological dysfunction which form barriers to wider educational attainment continue to be demonstrated through the BMT/ Developmental Movement Programme.

Mentor Programme:

The Attainment Mentor programme – an in depth snapshot of seven sample schools highlights that the programme is currently supporting pupils' targets effectively. Both pupils and mentors are very positive about the progress being made for pupils.

Mental Health:

The SAC CAMHS team evaluations demonstrate greater accessibility and focused intervention for the most vulnerable families and their children.

CLD:

CLD programmes of support including a project which encouraged family engagement with CLD and family learning, were positively evaluated with particular impact on social emotional wellbeing and engagement with learning. All 11 families who took part were from SIMD 1&2. The Solihull approach and six nurture principles were embedded in every session. Parents

reported that they were keen to be involved in future projects. Sustainability was good as nursery staff wanted to jointly run future programmes.

Club 365:

In order to evaluate the impact on those children attending Club 365, in terms of minimising learning loss over a holiday period, a number of strategies have been developed. Information gathered from classroom teachers, parents and children through questionnaires, focus groups and attendance and exclusion statistics is being analysed by a team of researchers. To date the analysis shows a positive effect on health and wellbeing. The impact on attainment will be known in more detail at the end of the school session.

Can you share any learning on what has worked less well or could be improved?

Variability in the uptake of SAC CAMHS team requires addressing to ensure that Keys to Success schools are fully aware of the service which can be accessed through the link clinician. This will require a more proactive approach.

The capacity to offer practice sessions for Solihull remains a challenge particularly since there is a very high demand for training.

4	Leadership
Activities: <i>Please comment on progress in implementing your planned activities in the year 2018/19</i>	
<p><u>Self-Improving Schools</u></p> <p>In August 2018, 22 family groups, consisting of staff members from establishments connected by similar school roll and SIMD, met together through the Self-Improving Schools (SIS) Network. Each family group followed the same structured programme in which priorities, good practice, data and resources were shared amongst colleagues across establishments. After each session, family group leads completed an online evaluation form which examined the group’s learning and also their level of confidence in the priority focused on during the meeting (measured on a scale ranging from 1 “not confident” to 7 “very confident”). Family groups were asked to set three priorities for the year ahead which would help set targets and form the structure of their future sessions. The most common priorities were found to be:</p> <ul style="list-style-type: none">• tracking, analysing and responding to pupil attainment over time• developing and embedding high quality learning and teaching across all stages of school.• engaging families to develop their confidence and ability to support their child’s learning.• developing the content and structure of the curriculum to meet the particular needs of the school. <p><u>Video Enhanced Reflective Practice (VERP)</u></p> <p>Since September 2018, 117 practitioners have participated in VERP training giving us a total of 771 practitioners across North Lanarkshire. Total figures include representatives from 82</p>	

early years establishments (88%), 65 primary schools (53%) and 16 secondary schools (67%). Within the primary sector 26 Keys to Success schools (74%) have at least one member of staff trained. In response to an identified need at authority level VERP training is now being offered to Additional Support Needs Assistants across all sectors.

In line with previous data 96% of participants report making positive changes to their practice as a result of taking part in the training and 100% report positive outcomes for the children with whom they work. Most commonly practitioners report increased attunement and improved relationships with pupils, resulting in children and young people feeling more confident and associated increased participation and engagement in learning.

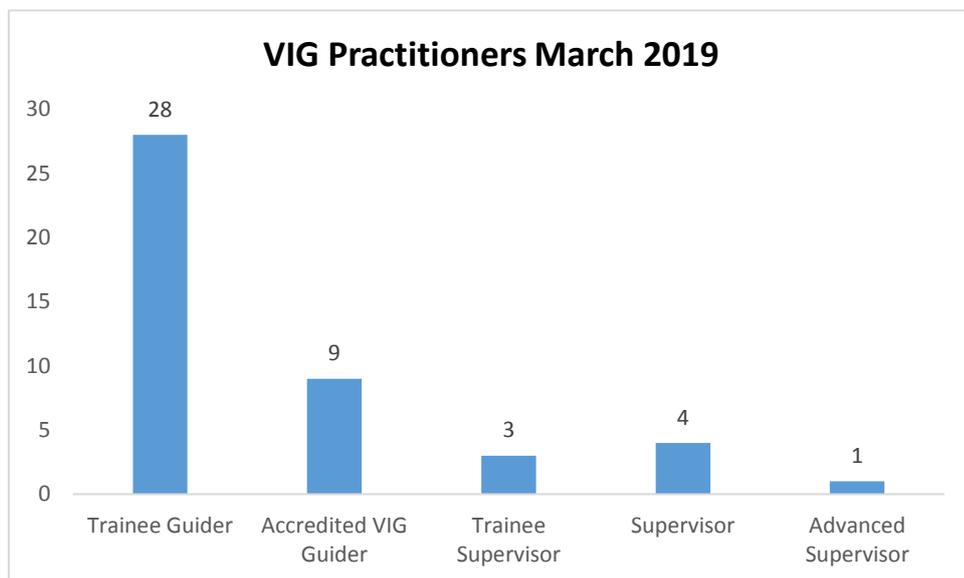
VERP continues to be successfully combined with other training programmes so helping to embed new skills in the areas of learning and teaching (eg literacy and growth mindset) and health and wellbeing (eg Solihull and nurture).

Video Interaction Guidance (VIG)

VIG evaluation continues to demonstrate positive impact on interaction and family relationships.

In the last six months we have made significant steps forward in terms of long term sustainability of VIG within North Lanarkshire. Three psychologists have achieved Accredited VIG Guider status enabling them to deliver the intervention independently. In November 2018 the Psychological Service ran an Initial Training Course for five participants, giving us a total of 45 multiagency practitioners involved in the project.

Details of the number of practitioners involved at each stage in the training pathway are detailed below.



Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2018/19*

Technical difficulties relating to the online smart survey has resulted in research and development colleagues having, at times, to collect data through other mechanisms.

Reflections on progress to date: *Can you share any learning on what has worked well in implementing this initiative during 2018/19?*

Self-Improving Schools

In the most common priorities, it was promising to see a clear increase in family groups' confidence ratings.

From the feedback from meetings, it was clear that the family groups all had very valuable and productive discussions regarding the priorities they were focussing on.

Each individual school could demonstrate increased attainment for targeted groups of children.

VERP

Offering VERP training at the beginning of the academic year for primary schools maximises opportunities for longer term impact of training for staff and pupils.

Scheduling VERP for secondary sector during study leave alleviates pressure to release staff.

Feedback suggests that training opportunities which allow staff to work with colleagues from different establishments enhances the quality of staff engagement and participation within the process.

VIG

Between September 2018 and February 2019, 23 additional families received therapeutic support through VIG giving us a total of 265 families for the duration of the project. 70% of these families live in SIMD 1-3. Associated outcomes for these families are very much in line with previous data. 100% of parents or carers report that VIG helped them to successfully achieve their personal goals for their children in terms of improving relationships, deepening understanding of children's needs and increased confidence of both the parent and child.

Can you share any learning on what has worked less well or could be improved?

VERP

We are keen to further develop opportunities to planning across workstreams at authority level so maximising opportunities to use VERP effectively to embed new skills, ensure consistency of approach and avoid potentially competing demands on schools' time.

Appendix 2



Proposal Period	Financial Year - 2019/20
Local Authority	North Lanarkshire Council
Key Contact at Authority	Derek Brown / Tim Sharpe
Attainment Advisor	Patricia Scullion



Guidance:

Please complete the below template, taking note of the following key points:

- The breakdown between primary and secondary costs can be merged and reported as an overall cost where appropriate.
- Any new Interventions should be specified in full, with a robust set of outcomes and measures.
- The proposal should be fairly light touch where there are continuing Interventions. These should, however, include some rationale for continuing each of these pieces of work. Following discussions with Scottish Government /Education Scotland and Attainment Advisors, consideration should be given on whether any changes to either the intervention or its set of outcomes and measures is required.
- Scottish Government/Education Scotland colleagues are happy to discuss and provide further guidance where necessary.

The Scottish Attainment Challenge, North Lanarkshire; 2019-2020

Introduction to a new approach

A recent corporate restructure within North Lanarkshire combining Education, Children's Services Social Work and Criminal Justice to create Education and Families has created opportunities to work in a more integrated and coherent manner with a strategic focus on enabling more effective collaboration. The specific priorities and objectives built in to *We Aspire* – the plan for North Lanarkshire as the area to *Live, Learn, Work, Invest, Visit* – together with the national Empowerment agenda create additional momentum to integrate SAC and PEF approaches within individual school settings with the shared aim of raising attainment and closing the poverty related attainment gap.

Previous planning was undertaken in the Education, Youth and Communities context. The plan for 2019/20 references the opportunities *We Aspire* has presented for greater connectivity with Children's Services Social Work and Criminal Justice. The wider scope of a more connected and united approach, set in motion by the new Directorate, has continued to gather momentum and is reflected in the approach and planning around our support for care experienced children and young people. A partnership approach from the conception of the Virtual School through to practical realisations of specific interventions has been fundamental in providing support across a range of services in order to improve outcomes for care experienced children and young people. Increased emphasis this year on partnerships with Social Care, CLD, Police and Fire Services are evident throughout this plan and is reflected in many of the interventions contained within HWB. This approach towards a common aim will continue to be strengthened over the coming months.

Joseph Rowntree Foundation Report: Closing the Gap in Scottish Education, May 2014

'Whole school reforms, particularly those that are informed by research evidence and focus on improving attainment by using effective pedagogies; have a shared strategic plan that encompasses academic, social and emotional learning; are supported by significant staff development and are data driven, multi-faceted and consistently monitor impact on attainment.... provide the best strategy for closing the poverty related attainment gap.'

Drawing on wide ranging evidence from research and the conclusions of the Joseph Rowntree Report and other research, the Scottish Attainment Challenge in North Lanarkshire will continue to drive improvement through its focus on high quality learning and teaching. This encompasses relational skills and interventions to effectively improve the life chances of our most disadvantaged children and young people. The approach is underpinned by a continuing use of data and an improving culture of professional collaboration which is becoming embedded across the organisation.

A focus on Career Long Professional Learning frameworks is leading to strengthened capacity and is the main driver for ensuring a sustainable and long term impact. Approaches and interventions are subject to ongoing evaluation by a dedicated team of researchers and data analysts and this approach will continue to be further strengthened with all researchers previously aligned under various workstreams now combined under a single heading of a Research Lab. Lessons from effective interventions delivered by Education and Families, including work within the Scottish Attainment Challenge, illustrates the importance of research informed practices and the development of a research lab will enable all schools to access support to research informed approaches. This research lab will facilitate more effective support for schools, helping schools and services to develop bespoke approaches in conjunction with other colleagues e.g. Psychological Service and CIS, and will build on the greater connectivity and integrated

working between partners within Education and Families and Health and Social Care. Furthermore the research lab will be supported by effective professional training and development resources and focus on practitioner and collaborative enquiry.

The plan which follows continues to reflect themes of collaboration and partnership linked to sustainable development and a legacy of improvement for North Lanarkshire. Whilst these are inter-related and interdependent and linked to an overarching framework to drive change and improvement, they are outlined separately for purposes of clarity. Within Literacy and Numeracy we continue to see the impact of an intensive approach to our Keys to Success Schools and we intend to accelerate this improvement with the introduction of a Pedagogy Team for 2019-20. The Pedagogy Team will reinforce the training offered at the Learning Hub and whilst retaining a fundamental focus on closing the poverty related attainment gap within our focus schools, will crucially have the additionality to provide support on a universal basis to all establishments. This approach not only further embeds key learning and teaching approaches for all but provides a more sustainable model of continuous improvement across the authority. The introduction of a workstream focussing on family learning for the most vulnerable families and provision for those age zero to two is also outlined in this plan. This is a preventative model with a clear focus on early intervention, capitalising on opportunities for effective integration with Health and Social Work colleagues.

North Lanarkshire's Scottish Attainment Plan proposal for 2019-20 builds on progress and attainment to date by developing methodologies to further embed, sustain and develop the evidence informed and positively evaluated programme through enhanced approaches to coaching and mentoring. Extensions to the programme and new proposals continue to be based on needs identified through self-evaluation processes. For example, it has long been understood within the programme that the compromised wellbeing of many of our children and young people living in poverty is a significant barrier, and that a focus on health and wellbeing as a cornerstone of effective learning and teaching is key to closing the poverty related attainment gap and to addressing the intergenerational cycle of disadvantage.

Workstream checklist:

Project Title	Continuation	Continuation but with additions	New Programme
1. Literacy	<input type="checkbox"/>		
2. Numeracy	<input type="checkbox"/>		
Health & Wellbeing			
3. Continued partnership working with psychological services, NHS, CLD, third sector organisations, police and Scottish Fire and Rescue	<input type="checkbox"/>		
3a. Implementation of Solihull Approach	<input type="checkbox"/>		
3b. Developing trauma informed practice		<input type="checkbox"/>	
3c. Addressing the needs of inactive secondary school aged girls			<input type="checkbox"/>
4. Leadership			
4a. Self-improving schools		<input type="checkbox"/>	
4b. Video Enhanced Reflective Practice (VERP)	<input type="checkbox"/>		
4c. Video Interaction Guidance (VIG)	<input type="checkbox"/>		
5. Family Hub Provision			<input type="checkbox"/>
6. Pedagogy team			<input type="checkbox"/>
7. SAC CLD National Strategic Partnership – Phase 2			<input type="checkbox"/>
8. Project Team	<input type="checkbox"/>		

Proposed Improvement Plan

1	Literacy
Continuing Intervention from 2018/19 Plans? Y/N	Y
<p><u>Continuation of 2018/19</u></p> <p><u>Rationale</u></p> <p>Previous years' analysis of CEM and TPJ reveals that there has been a reduction in the poverty-related attainment gap in literacy within the Keys to Success schools. Progress of these schools revealed a significant improvement in the effective use of data. This intelligence, which is in line with research, indicates that a focus on literacy improvement supports the reduction of the literacy attainment gap. In addition, almost all of the 700 plus annual attendees at Active Literacy CLCPL courses and approximately 80 HTs, over the course of the Attainment Challenge to date, have indicated the positive impact of these courses: 82% of teachers reported an improved understanding of how to assess pupil progress in literacy; 86% of teachers reported a direct improvement in their direct teaching; 86% of Key to Success HTs had an improved understanding of the key elements of practice that should be visible in high-quality literacy lessons; 83% of Keys to Success HTs reported that CLPL had played a key role in helping them narrow the poverty-related attainment gap. Therefore the focus on excellent core literacy teaching as well as tracking and monitoring will continue in the primary sector through CLPL courses and VSEs.</p> <p>Close analysis of attainment data shows that despite a high average across the authority, individual pupils in all year groups are experiencing significant challenges in reading. Of those pupils who have been YARC assessed, two main difficulties have been identified: basic word reading (decoding at phonics level) and language comprehension. The aim is to continue targeting relevant and age appropriate support to pupils who have these difficulties. Thus, in the short-term, providing better opportunities to access the primary or secondary curriculum and experience academic success; while in the longer-term, giving each child a better chance to cope with and contribute to life beyond school.</p> <p>Self-evaluation through Contribution Analysis and work with Keys to Success HTs has highlighted the need for a greater level of understanding of how to analyse literacy attainment data and what steps to take next. To facilitate this, the work undertaken with Literacy Coaches will focus on the identification and assessment of children with literacy difficulties, as well as the selection of appropriate interventions or support.</p>	

Following the success of the Read, Write Inc. Fresh Start intervention in secondary schools over 2017/18 (where gains were made of 17 months for Rate, 25 months for Accuracy and 26 months for Comprehension), the intervention will be implemented in primary schools for pupils in P4-7 who have been identified as having a difficulty with decoding/phonics. Furthermore, the use of pre and post YARC assessment scores has allowed for this impact to be measured. Therefore, this way of tracking and measuring progress of 4 specific literacy interventions (FFT Wave 3, Rainbow Reading, Reading To Improve Comprehension and/or RWI Fresh Start) will be rolled out across primary and secondary (the Literacy Progress Tracker). K2S HTs will be invited to meet with the workstream leads early in session 2019/20 to discuss the progress of these pupils and future plans.

The Pedagogy Team will (see separate workstream) be deployed to support K2S by modelling effective learning and teaching strategies, assisting with classroom organisation & management, improving the literacy environment and advising staff on literacy interventions and/or in class support. They will work closely with Educational Psychologists and Speech and Language Therapists

In a review of the effectiveness of various interventions from session 18-19, discussions took place on the impact the 1 FTE allocated to secondary schools was having directly related to Literacy, Numeracy and HWB. As a result of these discussions secondary schools will be given greater flexibility through provision of funding, based on the value of 23FTE across Literacy, Numeracy and HWB included in last year's plan, to support them in creating individual and targeted plans within their own communities and contexts. This will include upskilling staff in pedagogical approaches and identifying targeted interventions to support learners. Each school will provide a plan outlining literacy/numeracy/health & wellbeing priorities and targeted interventions detailing clear outcomes for learners.

Finally, national and international research indicates that pupils who read for pleasure will have more academic success than those who do not. Therefore our aim is to promote this across the authority by offering all P7 pupils an opportunity to experience a visit to a book store where their interests and ability levels will be considered before purchasing them the gift of an appropriate text to read for pleasure during the summer holidays.

Proposed impact:

- Pupils with literacy difficulties will improve their ability to decode (read) texts appropriate to their age; improve retention and understanding of what they read; have increased engagement in their intervention class/group and across learning and have more opportunities to experience success in subjects where reading/texts is/are a barrier to learning; enjoy improved self-esteem; and experience improved attainment
- All pupils will be better supported in reading across learning; have access to texts which they can read for pleasure and for learning, which are age appropriate; have improved attitudes towards reading and school; and experience higher and more equitable attainment
- Key staff in establishments will have an enhanced ability to quality assure literacy teaching in their schools, and be able to provide targeted feedback to teaching staff

- Key teaching staff will have an improved understanding of how to use attainment data to inform planning and teaching; learn to assess pupils effectively and monitor progress more rigorously – this should lead to earlier intervention for pupils who are at risk of literacy difficulties; know the pupils in their classes who have a reading difficulty and the nature of that reading difficulty (phonics/decoding or comprehension); provide an inclusive literacy environment which supports those pupils who have a reading difficulty; and have a better understanding of evidence-based pedagogy in literacy to deliver an effective literacy curriculum
- School based Literacy Coaches and/or teachers will continue to develop their own professional knowledge in identifying and assessing pupils with literacy difficulties; identify and assess pupils with literacy difficulties; determine most appropriate support/intervention for each pupil; deliver decoding/phonics and/or comprehension intervention classes/groups/one-to-ones; and track and evaluate progress of intervention pupils
- Parents/carers will know what reading difficulty their child has and what the school is doing to improve this; be kept informed of the progress their child is making; and be given the opportunity to learn about evidence-based methods for supporting children to improve reading fluency, accuracy and/or comprehension. Parental engagement is something which has been highlighted through self-evaluation as a gap in the approach. An online resource (video) will be developed to assist parents in supporting their children with reading at home.

Measures:

- Attainment – e.g. CEM, YARC, SNSA (Longer Term)
- Training Evaluations, Smart Surveys for CIOs and HTs (Medium Term)
- Uptake of Literacy CLPL in CIOs' link schools
- New strand of dialogue at Attainment Reviews emerging from information collated on Literacy Progress Tracker (interventions)
- Literacy Progress Trackers to show numbers of pupils being supported by appropriate interventions (Short Term)
- School Improvement Visits (Medium Term)
- School Improvement Visits/Classroom Observations (Medium Term)
- Intervention Staff reports on engagement and progress (Short Term)
- Pupil questionnaire/focus groups (Medium Term)
- Pupil Support Staff reports on engagement across learning (Medium to Longer Term)
- NQ representation (Longer Term)
- Parent online survey/questionnaire/ focus groups (Medium Term)

If new for 2019/20 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2018/19.

2	Numeracy (Primary & Secondary)
Continuing Intervention from 2018/19 Plans? Y/N	Yes, although adaptations have been made
<p>If new for 2019/20 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2019/20 and how that will be measured.</p> <p><u>Continuation from 2018/19</u></p> <p><u>Rationale</u></p> <p>Building upon our evidence gathered from research based interventions, self-evaluation and NLC research data we will be continuing with the following initiatives in numeracy:</p> <p>Number Talks, VERP, SEAL, Sumdog, Catch UP Numeracy, Number Talks: Fractions, Decimals, Percentages, Mathematical Growth Mindset training & Maths Recovery.</p> <p>We will continue to develop approaches which will support young people who have not yet reached expected learning milestones in numeracy. In particular, CLPL opportunities will support the use of Mathematics Assessment for Learning and Teaching (MALT) assessments and the pedagogical approaches associated with the range of interventions noted above.</p> <p>Analysis of North Lanarkshire’s numeracy data for early level maths identifies the need to provide a coherent progression and consistent approach to pedagogical approaches (See pedagogy workstream). Initial feedback from SEAL training introduced in 2018-19, shows that 10.41% of professionals felt very confident in ‘identifying a child’s understanding of number’ prior to training. After training this rose to 70.82%. To build upon this success and close the poverty related attainment gap, it is intended to employ Early Learning Practitioners to support schools targeting enhanced provision for pupils working towards early level. As part of their remit, they will support nursery/primary transition by identifying children who requires additional support and/or interventions to ensure early intervention is effective.</p> <p>Secondary schools will be given greater flexibility through provision of funding, based on the value of 23FTE across Literacy, Numeracy and HWB which included in last year’s plan, to support them in creating individual and targeted plans within their own communities and contexts. This will include upskilling staff in pedagogical approaches and identify targeted interventions to support learners. Each school will provide a plan outlining literacy/numeracy/health & wellbeing priorities and targeted interventions with clear outcomes for learners</p>	

The newly formed Pedagogy Team will provide a suite of supports in order to empower staff from across schools and centres at all stages to be better placed to close the poverty related attainment gap in numeracy. The team will work in close partnership with Attainment Challenge leaders, the Attainment Advisor, Educational Psychology and colleagues from our Continuous Improvement Service in order to provide a range of high quality CLPL opportunities for practitioners to benefit from. We will create a drop-in service for authority staff at our new Learning Hub. This will allow individualised advice and support for authority staff.

Proposed impact:

- To improve children's attainment and narrow the poverty related attainment gap in numeracy at early level through the use of Early Learning Practitioners to support transition and provide early identification of children requiring additional support/targeted interventions.
- Staff in schools are supported in narrowing the poverty related attainment gap in numeracy by our Pedagogy Team through the provision of a range of high quality CLPL opportunities and in direct support and modelling activities in schools and classrooms.
- Pupils who have not yet reached expected learning milestones – and especially those from disadvantaged backgrounds – are better supported in their transition from primary to secondary school through the further development of common teaching methodologies and mechanisms for assessing how well we are closing the gap for our disadvantaged learners (for example, through the use of Number Talks pedagogical resources and Mathematics Assessment for Learning and Teaching (MALT)) materials.

Measures:

- Changes within numeracy attainment over a one year period (May 2018-May 2019) will be measured by examining CEM (or equivalent) results and teacher judgement.
- Review of impact of additional staff through dialogue with schools and triangulation of wider attainment data.
- Use of standardised assessments (e.g. MALT) to identify areas for targeted support and to measure impact of specific approaches/interventions.
- Review of training evaluations from staff teaching numeracy across the primary and secondary stage continuum in relation to the CLPL provided by the team of Pedagogy Leaders and others and in direct modelling support within schools and centres.
- Analysis of a range of data including, for example, the monthly updates provided in relation to the frequency of engagement and accuracy with the Sumdog online interactive maths resource across our primary schools.
- Feedback from the drop-in service will be evaluated to inform next steps

If new for 2019/20 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2018/19.

3	Health and Wellbeing
Continuing Intervention from 2018/19 Plans? Y/N	Yes with adaptations based on learning
<p>Continuation</p> <p>Rationale</p> <p>Building on the work to date and drawing on evidence from a range of interventions, the Health & Wellbeing workstream is situated within a coherent model based on the World Health Organisation Health Promoting Schools framework, Getting it Right for Every Child principles and practice and evidence from research. The implementation of a culture and ethos of nurture within our schools and establishments remains key to meeting the wellbeing needs of all children and particularly those most vulnerable. Schools and establishments continue to adopt a self-evaluation approach to further embedding nurture as part of an improving schools agenda. Alongside this, a school improvement planning approach has been further refined and implemented for use in schools. This has enabled a flexible approach to implementation to be adopted in response to differing needs while ensuring an emphasis on measuring impact.</p> <p>Reflecting developments at a national level towards enhancing the empowerment of headteachers and supporting the local needs of school communities, it is our intention to significantly change and improve upon the ways in which our secondary schools are supported through the Attainment Challenge. The previous universal provision of 1 FTE teacher and 0.4 FTE mentor to support the development of literacy, numeracy and health & wellbeing across the school will now be replaced by an allocation of Attainment Challenge funding directly to all secondary schools in order to support bespoke arrangements which – utilised in conjunction with Pupil Equity Funds – will enable headteachers and schools to support disadvantaged young people, families and communities on a cluster basis. The funding previously applied to these areas are indicated as Teaching resource. Research and Development Officers and our Data Analyst will, as key members of our redefined Project Team, work in close</p>	

conjunction with schools in order to monitor and measure the impact of these revised approaches to ensure that our schools are better placed to close the poverty related attainment gap.

The range of interventions incorporated within the model align with a staged intervention and GIRFEC planning pathways and are aimed at providing a holistic approach to meeting the health and wellbeing needs of children and young people affected by poverty to enable enhanced engagement with learning. The model encapsulates a framework of universal, targeted and intensive approaches all of which have a robust research evidence base. In light of ongoing research evaluation within North Lanarkshire's implementation some elements of the model will continue as per the 2018/19 plan while others will be further developed in light of this ongoing learning. These developments largely relate to implementation approaches aimed at achieving long term sustainability.

This work will continue to be delivered through collaboration between schools and establishments, families, the SAC Team, Attainment Advisor, Continuous Improvement Officers, link Educational Psychologists, Solihull Co-ordinator, (see section b) Primary Mental Health Team and the Community Learning and Development Officers.

Psychological Service

The work of the Psychological Service is fully integrated and integral to the delivery of health and wellbeing within North Lanarkshire SAC. The service contributes at every level of the model- universal, targeted and intensive/specialist and brings its research informed knowledge and skill to build capacity and offer direct service delivery.

Specifically:

- Psychological Service will continue to deliver CLPL sessions in Nurture Self-evaluation (adapted based on learning from last year), Adverse Childhood Experiences (ACEs), Resilience Planning Toolkit, Measuring Health and Wellbeing for staff in schools and establishments to further support and embed whole school Health and Wellbeing.
- Educational psychologists will continue to offer coaching and mentoring within establishments to support staff in embedding approaches.
- Educational Psychologists trained as trainers in Seasons for Growth will continue to build staff capacity via CLPL to primary, secondary and ASN schools to support children and young people with grief and loss. This intervention while a continuation of ongoing work will closely align with the proposed new workstream focused on developing trauma informed practice.
- Educational Psychologists will continue to provide targeted therapeutic support to address the wellbeing needs of children, particularly for those most vulnerable as a result of living in poverty e.g. EMDR (Eye Movement Desensitisation Reprogramming), VIG (Video Interaction Guidance). Again this work will directly contribute to a new focus on trauma.

Primary Mental Health (primary schools)

- Therapeutic support to address the wellbeing needs of children, particularly those most vulnerable as a result of living in poverty. This will be provided by Educational Psychologists, Primary Mental Health Practitioners
- Continue to run primary mental health planning sessions to review and discuss the on-going work of this theme

Community Learning and Development

Previous involvement from CLD was around targeted support for a relatively small number of schools. The intention for the forthcoming year is to strengthen delivery based around a cluster approach. This will enable more effective support to be coordinated and delivered to more vulnerable young people and families within identified areas of the council. This support, which will be delivered on a cluster basis, will ensure the delivery of effective partnership working with, for example, colleagues from Police Scotland, Home/School Partnership Officers from secondary schools and Home Link Workers within the Early Years and Primary School stages. These interactions will be responsive to identified needs, aimed at promoting family learning and enhancing engagement, based on evidence informed research and closely monitored.

Physical Active Health (primary schools)

- Maintain and develop the programme with staff, resources for schools, PAHLs and training sessions/events for key schools. Deliver the programme in a new cohort of schools and provide continuing light touch support for previous school who are now able to provide their own provision. This will enable the programme to further embed in the schools we have worked with to date as well as expand provision to other establishments. We will be able to further roll out the Developmental Movement programme within key schools and as a universal offer.

Attainment Mentor Programme

- Building on the positive evaluation of the Attainment Mentor programme, schools will be empowered to maintain, develop or expand the provision of Attainment Mentors in secondary schools. A funding allocation to all 23 secondary schools will be given as a resource allocation, and both individual school plans and subsequent impact monitored by the attainment challenge team.

Mental Health First Aid (secondary sector)

- Continue to implement training in Mental Health First Aid with a view to developing capacity to deliver in house training across North Lanarkshire. This will build upon the successful rollout across eleven of our secondary schools to encompass all twenty-three schools. In addition, and reflecting recent advice at national and local level, the introduction of a Mental Health Ambassadors scheme for senior phase secondary school pupils will develop the capacity of schools to support the promotion of positive mental health across the school.

Police Partnership Programme (secondary sector)

Aims

- To continue to support and contribute to the developing cluster model by working in close collaboration with partners to address identified community needs by increasing the number of Police partners funded by SAC to 8 which will be match funded by Police so that the programme will now impact across all 23 schools.
- Ensure smooth implementation of preventative and early intervention approaches by schools working in partnership with Police Scotland
- Pupils from SIMD 1 & 2 from across our 23 secondary schools who are transitioning from primary school have an enhanced knowledge of community safety and better interpersonal skills including communication, teamwork and leadership

- Safer schools and communities exist as a result of the range of interventions to promote resilience and Police Scotland partnership programmes

S3 Fire Reach Programme (secondary sector)

Aims

- Young people in S3 across our twenty-three secondary schools – and especially those who may be at risk – are supported to make informed, safe choices through participation in the Fire Reach Programme
- Safer schools and communities exist as a result of the range of interventions to promote resilience in partnership with the Scottish Fire & Rescue Service

Club 365

The completion of the Club 365 pilot project in Coatbridge led to a plan for a full roll-out across North Lanarkshire, agreed at the May 2018 Education Committee. Phases 1, 2 and 3 are now complete with the project being extended from Coatbridge to Wishaw, Bellshill, Viewpark, Cumbernauld/Northern Corridor, Kilsyth/ Shotts and Motherwell. One more phases of expansion is planned: Phase 6: Airdrie. Spring break 2019. As previously agreed funding is exclusively targeted to the learning loss element of the programme and supports the delivery of activity based learning in community settings. Club 365 also reflects a growing emphasis on the need for long-term investment in the health and wellbeing of young people in deprived communities and the programme will be further developed based on feedback from children, parents and teams organising and delivering Club 365. An analysis of data around uptake will also inform the delivery model.

The scale of the model has necessitated the inclusion of a Project Manager for this particular workstream and this is costed in Section 8 Project Team.

NEW:

If new for 2019/20 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2019/20 and how that will be measured.

Rationale

In order to further embed the Health and Wellbeing model and promote sustainability the following work will be undertaken by the Psychological Service.

- The Health and Wellbeing team within Psychological Services will offer re-connector sessions to schools previously trained in Nurture Self-evaluation, Nurture Principles, Resilience Planning Toolkit, Adverse Childhood Experiences and Seasons for Growth to allow professional reflection and sharing of good practice across establishments.

Proposed impact:

- A culture and ethos of nurture will continue to be embedded in our primary schools and establishments through self-evaluation processes.

- Development of adult knowledge and understanding of : Adverse Childhood Experiences and the impact that these can have on children and young people; factors which promote resilience; nurturing approaches; and frameworks for measuring health and wellbeing.
- Work within Seasons for Growth will ensure that support for children and young people suffering grief and loss will be in place. This will result in addressing known risk factors for mental health difficulties.

Measures:

- Evaluation of the Nurturing Schools Self-evaluation Framework
School improvement paperwork, Staff questionnaires completed pre and post training, focus groups.
- Case Study – sample schools
Evidencing impact of implementation at school level.
- Specific Health and Wellbeing Tools – school based data
e.g. Strength and Difficulties (SDQ), My Class Inventory (MCI) to measure the impact of the overall approach as well as specific interventions.
- NLC data including attainment data (see Monitoring and Tracking, literacy and numeracy sections); attendance data.
- Seasons for Growth measures
CLPL evaluations, equity of access to Seasons companions across North Lanarkshire (through the collection of the number of companions and the number of Seasons groups delivered), numbers of companions attending reconnector sessions, young person's voice (questionnaire).

Secondary Nurture

Rationale

Taking forward learning from the Primary Health and Wellbeing workstream and from development work in secondary schools, adaptations will be made to the implementation of nurturing approaches within the secondary sector. The aim will be to test the most effective approach to embedding nurture in the more complex organisational environment of a secondary school. Around six secondary schools will be identified to provide a more focussed piece of work with regard to whole school nurture. This will involve Psychological Service staff working with schools to undertake an initial self-evaluation, support schools in establishing a nurture working group, support school staff in collection of baseline measures, delivery of staff CLPL and supporting staff in embedding nurture through on-going coaching and mentoring.

Schools have been identified with regard to their readiness to implement nurture in their school.

Proposed impact:

- Improved wellbeing measures for young people within secondary.
- Improved outcomes in attainment.
- Contribute to the development of a culture and ethos of nurture within the school as a whole.

- Develop staff knowledge and understanding of nurture and, in particular, how the six nurture principles relate within their own secondary school context.

Measures:

- Data from on-going self-evaluation process, pre and post CLPL questionnaires, focus groups.
- Whole school wellbeing survey.
- Specific Health and Wellbeing Tools – school based data
e.g. Strength and Difficulties (SDQ), My Class Inventory (MCI) to measure the impact of the overall approach as well as specific interventions.
- NLC data including attainment data (see Monitoring and Tracking, literacy and numeracy sections); attendance data.

If new for 2019/20 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2018/19.

- Six secondary schools will be identified for a more focussed piece of whole school nurture development work. Phase 1 of the implementation plan for these schools will run from June 2019 – June 2020 and will include:
 - whole school Nurture awareness raising CLPL
 - nurture self-evaluation and initial planning, including outcomes and evaluation measures
 - formation of a school nurture working group
 - collection of baseline measures – pre questionnaires, pupil health and wellbeing measures e.g. Wellbeing survey, Strength and

Difficulty

Questionnaire (SDQ), Self-perception measures.

- The Health and Wellbeing team in Psychological Service will work collaboratively with the link Educational Psychologists and school staff to support implementation.

3 (a)	Solihull Approach implementation	
Continuing Intervention from 2018/19 Plans? Y/N	Yes	

Continuation

Rationale

Evidence shows significant impact on staff knowledge and skills, resulting in changes to practice. There is currently a high demand from schools for the training. Plans are in place to continue existing programme within primary and secondary schools, measuring the impact on individual children and further extend the programme as detailed.

The extension to the existing programme will support the implementation of and help to embed the Solihull Approach across North Lanarkshire Partnership; a crucial aspect of the implementation plan. The enhanced parenting support will offer a flexible programme of Solihull interventions for parents and enhance the skills of NL practitioners in identifying, assessing and responding to the needs of children and families. The overall programme will create a universal, early intervention model to prevent some of our children and families needing support from intensive services. As a result, children will have improved emotional wellbeing, engage in learning more and attainment levels will increase.

Building on work already undertaken the Solihull Understanding your Child parenting programme will be implemented with the local prison population of fathers to enhance their understanding of children's needs and capacity to engage in positive interaction during limited and proscribed contact opportunities, thus supporting the wellbeing needs of some of our most vulnerable families and children.

If new for 2019/20 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2019/20 and how that will be measured.

Rationale

Building on learning from the current implementation the extension of the programme is aimed at widening the reach and deepening the effectiveness of the programme.

Proposed impact of new/additional aspects of the programme:

- Improved emotional wellbeing and engagement in learning.
- Enhanced embedding of programme within North Lanarkshire Partnership to support multi agency working
- Enhanced parental capacity to respond to children's needs
- Increased practitioner skill in identifying, assessing and responding to the needs of children and families

Measures:

- Number of schools and partners engaged in the Solihull Approach training programme
- Number of schools with Solihull Approach/Nurture on their Improvement Plan
- Ongoing evaluation of all aspects of the training programme
- Case studies of individual children
- Number of UYC parenting programmes being delivered across NL

- Evaluations from parents who attended parenting programmes
- Individual children's' attendance, latecoming, time spent out of class due to behavioural issues, engagement in learning
- Attainment data

If new for 2019/20 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2018/19

3 (b)	Developing Trauma informed practice
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Continuing Intervention from 2018/19 Plans? Y/N	No, but initial implementation will build on work already undertaken
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If new for 2019/20 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2019/20 and how that will be measured.

Rationale

Data consistently highlights that there is a high incidence of domestic violence and substance and alcohol misuse in North Lanarkshire. As a result many children and young people are exposed to traumatic experience which, as the Adverse Childhood Experiences study highlights, can lead to long term outcomes of poor emotional and physical health. While the service is currently doing much to address these needs, this would be enhanced by developments to further increase staff skill, understanding and knowledge in the area of trauma. The impact of trauma poses considerable threat to the ability to settle to learn and to engage and participate in school life. Focused work in this area would aim to offer proportionate, appropriate and timely support for children and young people whose trauma history is affecting their life chances. Recent consultation with Care Experienced young people highlighted the importance of staff's understanding of the impact of trauma and reinforced the need for us to develop specific interventions to raise awareness and offer effective support.

It is well recognised that practitioners working to support our most vulnerable children and young people are at potential risk of secondary stress. This occurs when the stress response is consistently activated in face to face interaction, especially with those children and young people who have experienced trauma and have difficulty regulating their stress response. Over time this can block capacity and skill to respond in an attuned way to children and young people who experience their own difficulty with self-regulation. Strategies to enhance staff resilience are central to fully meet the needs of our most vulnerable children and young people. Evidence from research highlights the importance of teacher resilience and

emotional competence in creating a classroom climate conducive to learning and in maintaining positive relationships with pupils, effectively managing classrooms and supporting learning. (Jennings, P.A and Greenberg, MT 2009. Mansfield,CF, Beltman,S, Broadley,T and Wetherby-Fell, N. 2014).

Recent consultation with staff on North Lanarkshire's nurturing and relational approach to health and wellbeing has also highlighted that staff are very committed to the values, principles and interventions offered as part of the Attainment Challenge model to promote health and wellbeing and that meeting the needs of those who have experienced a high degree of adversity is a priority. This capacity requires a strengthened level of staff resilience. The health and wellbeing needs of staff are key to delivering this relational approach.

Proposed impact:

Children and young people

- Reduction in emotional and behavioural difficulties
- Children and young people benefit from staff more able to consistently offer nurture and support
- Children and young people are more able to regulate own stress as a result of co-regulation leading to greater ability to engage in learning

Staff

- Increased knowledge and understanding of the effects of trauma on wellbeing and learning
- Enhanced ability to recognise the effects of trauma
- Increased understanding of how to support children and young people who have experienced trauma
- Enhanced ability to develop and promote trauma aware schools and establishments
- Staff management of secondary stress is improved
- Staff resilience in the face of challenges is enhanced
- Staff capacity to offer nurturing support is enhanced

Measures:

Children and young people

- Specific Health and wellbeing measures e.g. SDQ, Leuven Scale, CROPS
- Case study data

Staff

- Evaluation of training pre and post
- Staff survey/ feedback
- Contribution to planning
- School self- evaluation

If new for 2019/20 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2018/19

Proposal

The work will initially build on the work undertaken using the Solihull approach by implementing the Solihull Approach Advanced Training Understanding Trauma and by developing a trauma informed practice framework to support schools, establishments and partners to identify and respond to needs at an early stage. The work should help to complement focused, specialist intervention.

The training will be delivered by staff with background knowledge and experience of working with children and young people who are traumatised. Trainers will also require to be Solihull trained and have previously delivered Solihull foundation training. In the first instance this is likely to be educational psychologists. Social work and CAMHS staff may also have the appropriate knowledge and experience and this can be further explored as the initiative develops.

The training could also be offered on a multi- agency basis as many of the children and young people concerned are likely to be subject to multi-agency planning and support.

To ensure that staff understanding, knowledge and skill is strengthened in ways that enable them to meet the needs of very vulnerable children and young people a framework will be developed to ensure that staff wellbeing needs are supported in a focused and systematic way. This will be key to the effectiveness of trauma informed practice as this demands a high level of emotional capacity and resilience if effective relationship based approaches are to be implemented.

The framework would be developed and delivered by the SAC Team in collaboration with an experienced practitioner and would offer an evidence based approach to developing wellbeing and resilience and maintaining resilience in situations of high challenge.

This work will readily be integrated into the health and wellbeing model and should service to enhance capacity throughout the system.

3 (c)	Addressing the needs of inactive secondary school aged girls
Continuing Intervention from 2018/19 Plans? Y/N	No

If new for 2019/20 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2019/20 and how that will be measured.

Rationale

The Realigning Children's Services Wellbeing Survey highlighted a marked reduction in girls' engagement in physical activity at the secondary stage. There is also a decline in the mental health of girls at this stage. The data indicates that young women living in poverty are particularly affected.

Evidence from research indicates the links between physical activity and emotional wellbeing in the wider population. There is a wide body of research which also highlights the effectiveness of engaging in physical activity to contribute to the improvement in mental health.

Proposed impact

- An increase in physical activity amongst secondary school aged girls, particularly those affected by poverty
- Concomitant improvement in emotional wellbeing
- Improved capacity to target support to identified individuals

Measures

- Monitoring and tracking of physical activity amongst secondary school age young women affected by poverty
- Wellbeing scale e.g.WEMWBS

If new for 2019/20 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2018/19

The project will involve working with partners to develop sustainable Sport and Physical Activity Programmes. These programmes will involve the establishment of bespoke programmes to suit the needs of girls within each of 19 areas identified. Activities will be identified through discussions with girls and with partners. Some of the activities that have been identified through early consultation are walking, cycling, dance, netball, rugby, fitness, outdoor activities and more generic wellbeing topics to compliment these. Some of the programmes will also include leadership and training opportunities, aimed at developing confidence and self-esteem.

The opportunities will take place during both curricular and extra-curricular time. The project will also receive funding from the Scottish Attainment Challenge fund and will be subject to research particularly around mental health and wellbeing.

4	Leadership – Self-improving Schools
Continuing Intervention from 2018/19 Plans? Y/N	Continuing with additionality
<p><u>Continuing Intervention</u> The Self-improving Schools initiative introduced in session 2018/19 will continue with the same proposed impact, measures and plan. Details can be found in the 2018/19 Plan.</p> <p><i>Rationale:</i> <i>To build on the existing collaborative ethos, facilitate career-long professional learning, empower schools and their staff to find their own solution to problems and ultimately support schools to develop and embed new system change.</i></p> <p><i>Self-Improving schools programme– Collaborative Action Research (CAR)</i> Proposed impact:</p> <ul style="list-style-type: none"> • Staff are working collaboratively to enhance teaching which leads to high-quality learning experiences for their learners. Schools and staff can evidence the impact professional learning has had on improving learning, raising attainment and closing the poverty related attainment gap. • Primary Head Teachers (and other practitioners) across the local authority will have developed positive, professional relationships with leaders and practitioners in comparative schools. • An improved school capacity to establish sustainable approaches to closing the poverty related attainment gap. • Staff plan and evaluate their professional learning directly on the quality of impact on learning and can evidence improvements for learners; they will have undertaken appropriate career-long professional learning (CLPL) to ensure they are contributing to reducing the poverty level within their school and classroom. • All Head Teachers and other practitioners are more confident and proficient in accessing and understanding a range of data (including the new national assessments) and in analysing, interrogating and responding to this in partnership with their comparative schools. This will result in improved practice and a narrowing of the poverty-related attainment gap. • Beneficial connections with family group schools in South Lanarkshire will be established to facilitate CLPL and additional support and challenge. 	

Measures

- The roles and responsibilities of groups and individuals is defined through a clear framework of governance. The Leadership Lead and family group leads will monitor developments and progress rigorously and ensure a prompt response to head teachers' concerns and suggestions.
- All staff will routinely engage in career-long professional learning and develop enquiring and coherent approaches which build and sustain their practice individually and collectively. Staff will develop and use knowledge from literature, research and policy sources to support the process of leading and developing learning.
- Agreed priorities for each family group will be incorporated in SIPs. This will facilitate the broadening of involvement of family group developments to all school staff in. Schools will highlight the necessary resourcing within SIPs to allow this to happen.
- Verbal and written feedback will be gathered in March 2019 from the North and South Lanarkshire schools who have had the opportunity to work together. The ROC will also provide written feedback on their work with individual schools and family groups. This dialogue will be used to identify successes to build on, things to avoid in the future, and next steps to further expand and scale-up the initiative.

Plan

- The Lead officer (Leadership) will provide effective and strategic planning and identify key actions, intended outcomes and major targets. Planning documents, provided, will be accessible, succinct and set out key priorities. These will take full account of the need for accountability, making appropriate use of data for informed decision-making and evaluating impact and outcomes.
- ROC personnel will work closely with family groups and individual schools to support the implementation of the CAR process. They will support staff to develop appropriate enquiry approaches integral to strategies and interventions to promote attainment.
- CAR Ambassadors will be trained by ROC to support the rollout of the CAR process across primary schools.
- The twelve South Lanarkshire Scottish Attainment Challenge primary schools will continue to work with a North Lanarkshire family group of comparative schools to facilitate professional dialogue and learning around excellence and equity.

If new for 2019/20 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2019/20 and how that will be measured.

If new for 2019/20 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2018/19

4 (a)	Leadership - Video Enhanced Reflective Practice (VERP) (Primary / Secondary)
Continuing Intervention from 2018/19 Plans? Y/N	Y
<p>The following proposal builds on the work carried out over the sessions 2016/17, 2017/18 and 2018/19.</p> <p>Rationale: The Psychological Service is continuing to expand the use of this is coaching and mentoring approach to develop teacher empowerment across North Lanarkshire. A range of staff working with pupils across all sectors are being effectively supported to improve relationships and increase attunement in the classroom. Research demonstrates that enhancing the quality of adult child interaction in schools increases cognitive and emotional gains for children (Gavine and Forsyth, 2011). VERP is continuing to be combined with other training and has been shown to effectively help embed new skills. (see <i>NLC End of Year SAC Primary</i> Report submitted Sept 2018).</p> <p>Proposed impact: VERP will continue to be used across all progress levels of the CfE to:</p> <ul style="list-style-type: none"> • Enhance the quality of teacher interactions and relationships with children and young people in class, group and one-to-one sessions. • Increase pupil engagement and confidence in classroom/group discussions. • Improve literacy and numeracy teaching behaviours for teachers receiving VEPR/curricular training. • Enhance teacher’s ability to support children’s wellbeing and resilience. • Impact on children’s attainment and wellbeing with particular reference to narrowing the poverty related attainment gap. <p>Measures: <i>Impact on children</i></p> <ul style="list-style-type: none"> • Teachers who participate in VERP will be asked to provide specific data on outcomes for children depending on the area of focus e.g. literacy, numeracy, or health and wellbeing. • Written and video case studies will be collated to access more detailed information from participants about the impact VERP has had on their practice and on associated outcomes for children. 	

Impact on staff

Short term

- VERP facilitators will monitor individual trainees' progress at each workshop and offer support as required.
- Participant evaluations will be collated and analysed upon completion of the training programme to evidence change in practice and subsequent impact on the children with whom they work.
- Log books completed by participants, will be collated and analysed to explore practitioners' reflections on their learning, their use and awareness of the 'principles of attuned interactions' throughout the training programme and their progression with respect to individual goals.
- The number of practitioners taking part in the training, the establishment in which they work and the focus of their midpoint training will be logged.

Medium to longer term

- A SMART survey will be carried out to explore the longer term impact 6 – 18 months post training.
- Staff will be consulted as to what supports they require to embed VERP within their existing structures for CLPL on an establishment and locality basis.

VERP continues to be consistently well attended and positively evaluated. Participants invariably report changes to their practice and associated outcomes for the children with whom they work. Evidence suggests that participants advocate strongly for the training and encourage peers to attend. Interest in the approach continues to grow across the authority particularly in the secondary sector and in its application to ASNA staff.

Partnership with Third Sector

We will continue to work in close partnership with the Association of Video Interaction Guidance UK. Adherence to their structures and guidelines provides quality assurance.

Quality Assurance

We will continue to train highly skilled VERP facilitators, ensuring that new facilitators:

- are given the opportunity to observe experienced facilitators deliver training before doing so themselves,
- initially work in partnership with an experienced VERP facilitator,
- access individual supervision in relation to their VERP practice as part of their VIG training.

In order to maintain provision of a high quality training experience and fidelity to the approach, all VERP facilitators, regardless of experience, will be expected to participate in 'intervision' sessions at least twice a year. The focus of intervision sessions will be determined by the identified needs of the facilitators

<p>4 (b)</p>	<p>Leadership - Video Interaction Guidance (VIG)</p>
<p>Continuing Intervention from 2018/18 Plans? Y/N</p>	<p>Y</p>
<p>Continuation</p> <p>Rationale</p> <p>The following proposal builds on the work carried out over the sessions 2016/17, 2017/18 and 2018/19 In line with national and international research this therapeutic intervention is being successfully used to increase attunement and improve relationships within vulnerable families. Increasing understanding of children’s needs and empowering adults to change their behaviour accordingly is consistently helping parents achieve their personal desired outcomes for themselves and their child.</p> <p>(see <i>NLC End of Year SAC Primary Report</i> submitted September 2018)</p> <p>Proposed impact:</p> <p><i>Children and families</i></p> <p>VIG will continue to provide intensive support to our most vulnerable families predominately in SIMD 1-2 from early years, primary and secondary sectors to:</p> <ul style="list-style-type: none"> • Improve attunement, attachment, relationships and wellbeing. • Support parents / carers to achieve specific personalised goals for their children. <p><i>School and community</i></p> <p>Outcomes achieved within the family will be evident in children’s individual presentation school e.g.</p> <ul style="list-style-type: none"> • increased confidence, enhanced mood, improved relationships with peers and ability to participate and engage in learning. <p><i>Accessibility of the intervention</i></p> <ul style="list-style-type: none"> • Greater access for vulnerable families through the creation of more Trainee VIG Guiders. • Continuing to train psychologists as VIG Guiders will ensure VIG can be offered as an integrated part of their core work with schools. 	

- The Psychological Service will ensure that VIG is accessible to the small number of schools whose link psychologist is not VIG trained via a Therapeutic Service.

Staff development and sustainability

- Trainee Guiders will continue to progress through the three stages of training.
- A growing number of trainees will achieve Independent VIG Guider status allowing them to support families without supervision, so helping ensure the accessibility of the intervention in the longer term.
- In conjunction with AVIGuk, key practitioners who have achieved Independent VIG Guider status will be trained and supported to become Accredited VIG Supervisors and Advanced Supervisors. This will increase the number of families who can access VIG by allowing us to train more NLC staff in the approach. It will also ensure NLC can sustain this approach in the future and reduce our reliance on external supervisors.

Measures:

Impact on families

- Parental views on the impact of VIG will be collated using post intervention questionnaires.
- Case studies will be drawn up exploring changes in the quality of interaction and the associated outcomes for children.
- Video testimonials will provide a deeper understanding of the impact of the intervention.
- VIG Guiders will consult older children and young people about their perceptions of the impact of VIG.

School and community

- School staff and practitioners from partner agencies will be consulted on their perceptions of outcomes for children and young people.

Accessibility of the intervention

- The number of Trainee Guiders and the range of NLC service these trainees represent will be recorded.
- Attrition rates and reasons for attrition will be analysed and used to inform selection of new trainee guiders.
- SIMD details for children and families accessing VIG will be monitored.

Staff development and sustainability.

- The number of supervisions each trainee guider attends will be recorded.
- Trainee guiders' practice and skill development is monitored by their supervisor on an individual basis.
- For the purposes of quality assurance, formal external assessment of trainee guiders' skills will take place at the end of each stage of training.
- Trainee Guider and Trainee Supervisor progression through the stages of training and development will be monitored.

VIG will continue to be accessible to vulnerable families, increasingly through Trainee and Independent Guiders' core work. A small scale Therapeutic Service will be used to ensure equity of access across schools. All educational psychologists involved in VIG training will be actively encouraged to focus on VERP delivery as part of their VIG training, so increasing the capacity to deliver VERP.

Plans for training staff in VIG for the session 2019-20

- Continue to target training opportunities effectively across a wide range of partners who are in a position to progress through the intensive training programme and use the intervention in the longer term.
- Continue to nurture the growing interest in VIG in the secondary sector, training a small number of carefully selected practitioners as a small test of change.
- Actively encourage all psychologists to become involved in the training
- Provision of six monthly initial training courses will ensure continued growth and development of more Trainee Guiders and increase accessibility to families.
- Provision of opportunities for regular, intensive supervision sessions appropriate to trainees' stage training will ensure provision of a high quality therapeutic service which achieves positive outcomes.
- Twice yearly transition/accreditation and training days will encourage and support trainees to progress between stages.

Quality assurance and ongoing fidelity to the approach will be achieved through:

- Peer mentoring in the form of 'intervision' (facilitated for Independent VIG Guiders twice a year).
- On-going partnership with the Association of Video Interaction Guidance UK (AVIGuk) through the provision of supervision and accreditation of Guiders and Supervisors.

The ultimate aim is that NLC will become self-sufficient in the delivery of VIG and VERP in the longer term to enable the demonstrated outcomes to family to continue to be delivered.

5	Developing a Family Hub provision to enhance transition and curricular pathways.
Continuing Intervention from 2018/19 Plans? Y/N	No
<p>If new for 2019/20 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2019/20 and how that will be measured.</p> <p>Rationale</p> <p>This new intervention will be a joint venture across various funding streams and will begin to address the understanding that the achievement gap in children’s cognitive development begins in the earliest years. Research suggests that provision of high quality early years education and care for children from disadvantaged backgrounds can reduce the attainment gap (Joseph Rowntree Report 2014). Evidence from neuro-science highlights the critical nature of the first three years of life for brain development and stresses the importance of responsive care giving in creating the conditions for optimal development. Research also consistently finds that the majority of parents from low income backgrounds have high aspirations for their children’s education however may not have the social or economic capital or the know how to achieve these goals (Kirk et. al. 2011). Health, education and social work provide crucial support to vulnerable children and their families.</p> <p>The proposal is to strengthen the targeted support offered to parents in the context of the local area and to increase the level of support offered to children and families within the context of transition. By improving accessibility to appropriate services and developing high quality coordinated support through an integrated services model in close collaboration with families and carers we will enhance opportunities for consistent and focused engagement. Family Learning Centres will work closely with each other and their partner schools within a locality model focussing on enhancing not only family engagement but also increasing capacity for developing literacy and numeracy curricular pathways to strengthen children’s preparations for transition. Within a HWB context they will work alongside existing 7.5 CLD practitioners funded through core funding, social work and health colleague to enable effective support to be coordinated and delivered to vulnerable children and families within identified areas of the council. The Pedagogy team will also have an input here in helping to support developments around curricular planning based on current successful models operating in various localities.</p> <p>It is recognised that the promotion of positive parenting based on containing, reciprocal and attuned interaction provides a buffering from adversity for children experiencing disadvantage through living in poverty. Building on the learning from the Early Years Collaborative and the integrated evidence- informed Health and Wellbeing model developed through the work of the Scottish Attainment Challenge, a focus on promoting attuned, sensitive interaction to support the development of secure attachment will be the guiding principle of the approach. Intervention could include;</p>	

- Solihull Parenting Programme
- Solihull Post-Natal Parenting programme
- Solihull Post-Natal Plus Parenting Programme
- Solihull Online Parenting Resources: Understanding Pregnancy, Labour and Birth, Understanding Your Baby 0-1, Understanding Your Child 1-18.
- Incredible Years
- Mellow Parenting
- Mindfulness Sessions
- Breast Feeding Support
- Infant Weaning
- Infant Massage
- Oral Health
- Food & Nutrition
- Video Enhanced Reflective Practice (VERP)
- Video Interactive Guidance (VIG)
- Hanen Programme
- I Can Talk
- Play, Talk Read
- Book Bug

Additional supports to mitigate the effects of living in poverty will also be provided by forging more effective links with a range of services such as financial inclusion, housing etc.

Proposed impact:

- To enhance the level of engagement and support for our youngest children living in deprivation and at risk.
- To provide effective early intervention to enhance our youngest children's attachment experience, emotional wellbeing and cognitive development
- To enhance parental capacity to provide a nurturing environment and care for their child.
- Develop staff knowledge and a shared understanding to enhance consistency of professional practice and improve outcomes for children and families

Measures:

- Data: children and parents attendance.
- Children's plans and data relating to their development and progress, including the use of: Ages & Stages Questionnaires ASQ-3 (Child development screening tool)
- Specific health and wellbeing measures for parents and children.

- Parents evaluations.
- Staff professional review and development.
- Collaborative self-evaluation framework.

If new for 2019/20 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2018/19.

- The funding allocated to this workstream will be enhanced through additional funding streams as part of an integrated approach to provide greater flexibility of approach for FLCs in engaging with vulnerable families and children at the early stages.
- To build on strengthening curricular pathways for children at the early stages leading to a more unified, structured approach to transition and development within P1.
- To provide financial assistance to empower 15 Heads of Centre to develop, coordinate and deliver a strategic and effective plan with identify key actions, intended outcomes and major targets, in order to strengthen the level and quality of support provided to our youngest most vulnerable children and families. It is anticipated that each FLC would engage with at least 5 families and to provide targeted support to improve outcomes for the child and family. Therefore across the workstream is envisaged that we would reach out to at least 75 families.
- Develop 15 family learning hubs within family learning centres across North Lanarkshire Council which will provide integrated early years services for children living in deprivation and known to Children and Families Social Work as being at risk.
- Provide attachment informed early intervention approaches for young children in collaboration with families and carers to promote emotional wellbeing and cognitive development through supporting attuned, sensitive and responsive care giving. This work will build on current learning using the Solihull approach and Video Enhanced Reflective Practice (VERP) to develop staff skill in attuned interaction and by offering therapeutic intervention to identified families using Video Interaction Guidance (ViG)
- Develop individualised networks of support and plans for children and their families to support parental capacity in line with the GIRFEC Planning Pathway
- Develop effective communication systems to strengthen integrated working within and across clusters and agencies, including housing, financial inclusion and 3rd sector partners.

6	Pedagogy Team
Continuing Intervention from 2018/19 Plans? Y/N	Y Literacy, Numeracy & HWB workstreams
<p>If new for 2019/20 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2019/20 and how that will be measured.</p> <p>New for 2019/20 Rationale The establishment of a Pedagogy Team will have a specific focus on translating innovations secured through SAC into new minimum standards of delivery for North Lanarkshire as a whole. Reflecting the continuing positive feedback arising from staff CLPL sessions delivered by Attainment Challenge colleagues, our proposed Pedagogy Team of teachers will support colleagues by strengthening the connectivity and application of what is learned and shared within our Learning Hub and Research Lab leading to change and improvement in relation to learning and teaching and pupil attainment across our schools and classrooms. Extending the support offered to teachers and leaders across our schools and centres, the Pedagogy Team will also support colleagues through the development of curricular pathways in Literacy, Numeracy and Health & Wellbeing. These pathways will support our focus on ensuring that all learners from less advantaged backgrounds from across North Lanarkshire experience a consistently high quality level of support in their learning. Crucially, the Pedagogy Team will also work in close partnership with our team of Assessment & Moderation Leaders across the council in order to enhance the confidence of our school staff in making teacher judgements in relation to the achievement of a level. In addition the AMLs will help to develop self-help groups using the Cluster Model of Pedagogy Practitioners to work in partnership to establish a consistent roll out of the Pedagogy Practitioner Training information and to get a more robust and reliable understanding of what an, “ Achievement of a Level, “ looks like in terms of high quality, reliable and valid evidence. This new initiative would also extend support to nursery establishments. Early Learning Practitioners will be an integral part of the Pedagogy Team and will be able to use their experience to further develop and reinforce curricular pathways within Early Level. To do this we require to increase the capacity of teachers who will be part of this workstream and create a pedagogy team which will be led by a Pedagogy Lead. The teachers identified in this workstream were previously located in separate workstreams in last year’s plan. The aim this year is to have a unified approach for all teachers delivering training and support and this will be further strengthened by the Authority by enhancing this provision. This Pedagogy team, supplemented by the Authority will have an additional focus around STEM and all practitioners will work in a combined approach to increase attainment across all establishments. The Pedagogy team, both SAC and Authority funded, will have an initial focus on the</p>	

35 Keys to Success schools in terms of strengthening curricular frameworks and progression as part of an intensive approach. They will also be providing additionality to a further group of schools grouped by statistical information surrounding a combination of SIMD 1-3, FME and Clothing Grant. Finally, they will play a pivotal role in connecting previous work of SAC, the CIS and the Education Psychology Service, in providing a positive direction for all schools as part of a universal offer.

IMPORTANT: Please note that this Pedagogy team subsumes staff that were previously located within Literacy and Numeracy workstreams identified in the 18-19 Plan.

If new for 2019/20 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2018/19

Proposed impact:

The newly formed Pedagogy Team of teachers will work across the curricular areas of Health & Wellbeing, Literacy and Numeracy to:

- Provide targeted support/challenge to establishments to drive forward the SAC agenda.
- Deliver high quality CLPL using successful research based methodologies/interventions at school and authority level
- Support establishments to develop robust pedagogical approaches to learning and teaching, ensuring assessment and moderation are a key component of this improvement agenda
- identify best practice taking place within establishments and endeavour to share/upscale these across establishments
- Provide targeted support to identified schools
- Assist schools in implementing appropriate interventions to identify, support and target identified pupils

Measures:

- Review of training evaluations from staff across establishments in relation to the CLPL provided by the Pedagogy team
- Analysis of a range of data, including standardised assessments, teacher professional judgement, pupil feedback
- Analysis of data for children receiving specific interventions
- School Improvement visits/HMle reports

7	<p>SAC CLD National Strategic Partnership – Phase 2 North Lanarkshire SAC / Young Scot Digital Holiday Pilot (Secondary)</p>
Continuing Intervention from 2018/19 Plans? Y/N	No
<p>If new for 2019/20 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2019/20 and how that will be measured.</p> <p>With the support of Young Scot and smart technology opportunities, through the use of the Young Scot NEC card, we propose to offer a flexible range of incentives to further engage young people from S1 to S3 in positive activities, with the aim of improving their attainment. North Lanarkshire has a strong track record of working alongside Young Scot and has one of the highest uptakes of Young Scot NEC cards in Scotland.</p> <p><u>Weekend and holiday food, travel and wellbeing packages:</u></p> <p>In order to help tackle holiday hunger, which has been shown to impact negatively on attainment, eligible young people will be offered free meals along with access to free or reduced price leisure and wellbeing activities, such as the use of local sport and fitness facilities, swimming, leisure classes, internet access, cultural activities and library services. Free travel to and from venues would also be provided through the use of smart technology, as has been previously developed by our colleagues in Renfrewshire. These opportunities will be opened up to young people identified as having barriers to attainment, through factors such as free school meal entitlement and care experienced young people.</p> <p>We recognise that young people of secondary school age want more independence, and need activities tailored to their own age group. This proposal would offer a choice of food outlet points (via culture and leisure trust facilities) where they can pick up a healthy meal, in addition to benefitting from positive, holistic, learning activities. By using the technology available via existing Young Scot cards, we will remove any stigma attached to accessing supported programmes. Young people will be able to access travel, food and wellbeing services discreetly alongside other friends, without others being aware of their entitlement. Although opportunities will be provided by several agencies, access will be seamless for young people through the use of contactless Young Scot cards. With the support of IT colleagues, card reader systems will be brought together to provide a shared system for partner agencies.</p> <p>In addition to community-based opportunities, we will partner with schools to support study sessions which will take place after school hours, at weekends or during holiday periods. As above the Young Scot card would enable young people to access free travel to and from these sessions to enable them to fully participate. Many of our young people travel by school transport, and would normally have difficulty getting to and from the sessions at any other time due to residing in rural or outlying SIMD 1 & 2 areas.</p>	

Young Scot Rewards will be built into all of these opportunities, and we would work with partners and young people to offer more rewards, redemption opportunities and discounts, with a particular focus on opportunities that close the attainment gap.

PROPOSED IMPACT: This activity will reduce holiday hunger and will increase physical health and wellbeing. Longer term educational impacts will include improved ability to engage with learning, leading to higher achievement and attainment. Wider impacts socially, will include increased uptake of positive leisure and culture activities and encourage young people to make healthy lifestyle choices.

MEASURES: Uptake of the pilot will be measured through quantitative means such as attendance figures and service use data from the partner organisations involved. Trend information relating to the use of Young Scot Rewards will also be analysed as part of the pilot.

Qualitative information on the impact on young people's health, wellbeing and attainment will be gathered from participants in the pilot, through the form of questionnaires, surveys and focus groups. We will work closely with partner schools to develop mechanisms to track educational attainment within the participant group throughout the period of the pilot project.

If new for 2019/20 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2018/19.

- This pilot programme is a new workstream within the North Lanarkshire SAC Plan, which has already been approved by the Scottish Government through Phase 2 of the SAC National Strategic Partnership.
- Plans to deliver the workstream are detailed above and support of up to £100,000 has already been allocated recently through an offer of funding. As agreed with the Scottish Government, more detailed plans regarding pilot schools and providers involved will follow in due course.

8	Project Team
Continuing Intervention from 2018/19 Plans? Y/N	Yes, with adaptations
<p>If new for 2019/20 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2019/20 and how that will be measured.</p> <p>New for 2019/20</p> <p>Rationale</p> <p>The newly re-defined Project Team now encompasses the full range of staff who will lead and support Attainment Challenge activities across all of the various workstreams. In addition to the continuing leadership of the various workstreams by Lead Officers the work of the Psychological Service is fully integrated and integral to the delivery of health and wellbeing within North Lanarkshire SAC. The service contributes at every level of the model- universal, targeted and intensive/specialist and brings its research informed knowledge and skill to build capacity and offer direct service delivery. In addition our team of Research & Development Officers and Data Analyst will support the wide variety of activities related to identifying and closing the poverty related attainment gap whilst measuring and reporting upon how well we are realising our aim in supporting our less advantaged young people, families and communities.</p> <p>As with previous years the Researchers will continue to work closely with the various workstreams but will now be part of a Research Lab. This is a conscious move by the Directorate in supporting research based practices across both SAC and PEF and the development of a research Lab will enable all schools to access support to research informed approaches. This research lab will help schools / services to develop bespoke approaches in conjunction with other colleagues e.g Psychological Service, CIS, Social Work and will build on the greater connectivity and integrated working between partners within Education & Families and Health and Social Care.</p> <p>Proposed impact:</p> <ul style="list-style-type: none"> • Achievement of outcomes in literacy, numeracy and health and wellbeing in closing the poverty related attainment gap will be progressed and monitored by the project team. • A coherent model across the workstreams will be embedded and will be underpinned by the cross cutting focus on leadership and monitoring and tracking. This will be facilitated by ongoing dialogue between the project team, Attainment Adviser and NLC senior managers to ensure that the Attainment Challenge work contributes to the strategic direction of the service. 	

- The project team will promote and monitor the impact of a range of approaches aimed at empowering practitioners to improve outcomes for children and young people through the key models of self-improving schools, monitoring and tracking mechanisms and analysis of data, effective coaching and mentoring approaches to building staff capacity and skill, evidence informed interventions.
- There will be a renewed focus across all workstreams on the impact of the work on families, the community and the wider partnership.
- A clear focus on sustainability will inform the work of the team in driving forward the programme.

Measures:

- Outcome measures are captured within workstream plans and will form the basis for the overall evaluation framework for the programme.
- Research & Development Officers in conjunction with Educational Psychology Services will analyse findings from literacy intervention tracker. This will provide useful information on most effective models for literacy interventions. This will, in turn, allow professional dialogue/pupil progress meetings to take place between workstream leads and K2S HTs.
- The SAC programme lead will support the newly co-created Education and Families directorate to set the strategic direction of the programme and oversee all aspects of implementation. The officer will continue to be a member of North Lanarkshire Education and Families Extended Leadership Team and will contribute to the NIF strategy group.
- The Programme Lead will continue to report to the Project Board.
- A Procurement Support Officer will continue to support the work of the project team.