North Lanarkshire Council
Report

Education and Families Committee

☐ approval ☒ noting   **Ref** DB/AM   **Date** 12/11/19

Scottish Attainment Challenge

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Executive Summary

The Scottish Attainment Challenge (SAC) has been running for 4 financial years. 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 Attainment Challenge during session 2018/19 and gives detail on areas of improvement within literacy, numeracy and health and wellbeing and signposts developments and connections to further integrated working across Education & Families and partners.

The accompanying appendix is the complete End of Academic Year report submitted to the Scottish Government in September 2019.

Recommendations

It is recommended that the Education and Families Committee:

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

The Plan for North Lanarkshire

Priority   Support all children and young people to realise their full potential

Ambition statement   (10) Engage with children, young people, parents, carers, and families to help all children and young people reach their full potential

1. Background

1.1 The Scottish Attainment Challenge (SAC) 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 SAC 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 Education and Families officers submit a costed plan to Scottish Government each year which delineates 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, which was shared at the last meeting of the Education Committee in May, is regularly updated and amended, in agreement with Scottish Government colleagues, to take account of lessons learned from planned interventions in previous years.

1.4 In addition to the above, officers also submit a mid-year report in March, which was shared at the last meeting of the Education Committee, 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.

1.5 The end of year report highlights improvements in many areas of our work however we recognise that it is important that lessons learned in this work are now applied across all schools and these changes are reflected in the plan for 2019/20. Additionally, changes reflecting the focus and structure of North Lanarkshire's Attainment Challenge for session 2018/19 are referenced in this report.
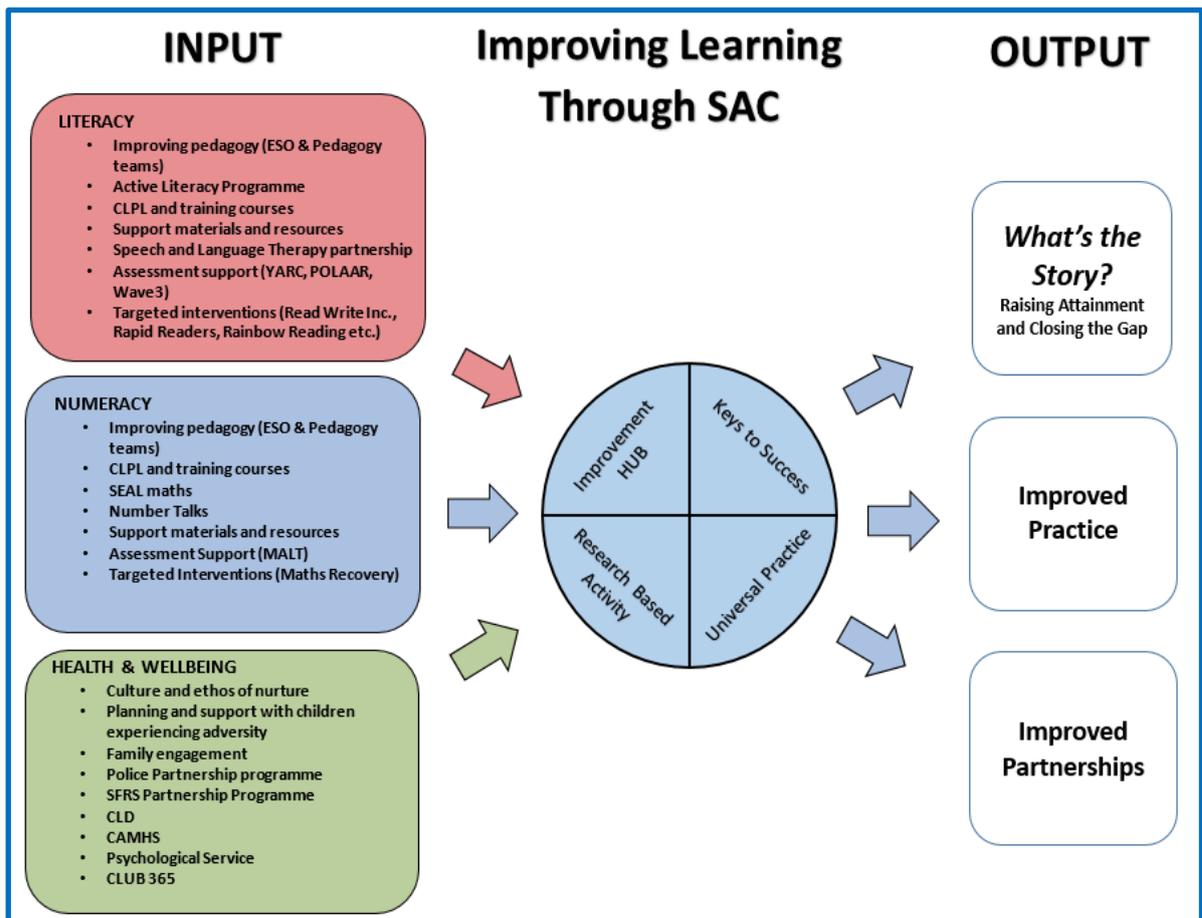
2. Report

2.1 Scottish Attainment Challenge 2018/19 – Reflections and Lessons Learned

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 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.

2.1.3 Alongside the continued integration of Education and Families a key feature of our self-evaluation process this year was a dual approach to quality assurance alongside an approach to provide reassurance on the adequacy and effectiveness of key controls around the use of the Council's Scottish Attainment Challenge (SAC) funding. This is to ensure that there is compliance with Scottish Government expectations alongside key internal structures and arrangements to ensure appropriateness and efficacy of the planned interventions.

2.1.4 As a result of reflections and lessons learned this year some interventions are either no longer being continued or the decisions on where best to target particular support is being devolved to establishments.

2.1.5   As part of this approach we have issued national and local guidance to all schools and establishments and are engaging with schools and establishments in greater detail to ensure that the planned interventions, initiated as a result of SAC funding, are appropriately monitored and evaluated. The Attainment Challenge Lead Officer met with a focus group of headteachers to plan and develop the above proposals and to discuss the timings and format of reporting.

2.1.6   Moving forward schools (including the 35 Keys to Success schools) and Family Learning Centres who have received additionality, either monetary or FTE equivalent, will be required to complete a proforma developed by the SAC team, outlining their individual plans for this spend and how they propose to monitor and evidence impact for each priority / targeted intervention.

2.1.7   In addition schools will be asked, on a bi-annual basis, to reflect on their plans and to comment on improvements and/or changes in approach. This reporting cycle will be aligned to the reporting cycle to Scottish Government with further discussions planned so that this will be directly linked to the school improvement planning process. Proformas and Plans will be collated and scrutinised by the SAC team twice per year and discussions around progress and subsequent reports will be in conjunction with the Continuous Improvement Service (CIS) to ensure a coordinated approach across all services.

2.1.8   The Attainment Challenge team continue to gather a substantial amount of data and work closely with the researchers to evidence progress. The development of an attainment dashboard reflecting progression in literacy and numeracy is now used across all schools and the SAC team work closely with CIS in ensuring a commonality of approach and interpretation and subsequent support.

2.1.9   The amount of data collected needs interpretation and a level of understanding and the SAC team will continue to work closely with all stakeholders to ensure there is greater clarity around improvement and how we measure and evidence progress in closing the poverty related attainment gap.

2.2   Evidence of Impact

2.2.1   Evidence has been gathered through examination of authority data, evaluation of interventions, consultation with staff and recent self-evaluation and scrutiny processes. This evidence (highlighted in Appendix 1), demonstrates progress in closing the poverty related attainment gap. This has been achieved through a sustained focus on cultural change, effective pedagogy, evidence informed practice and partnership working. Robust evaluation and data analysis underpins this approach, engages practitioners and partners in a shared vision and purpose, and is supported by significant professional learning to build capacity and ensure long term impact.

2.2.2   As evidenced in the SAC Plan for 2019/20 the restructuring within Education and Families has created greater opportunities for a more connected approach and the themes of collaboration and partnership linked to sustainable and long term development and legacy of improvement for North Lanarkshire are already showing signs of improvement. The following diagram gives an indication of some of the areas of work initiated and supported by SAC, where these interventions sit within the process of improvement across all establishments within North Lanarkshire.

Improving Learning Through SAC

INPUT

LITERACY
- Improving pedagogy (ESO & Pedagogy teams)
- Active Literacy Programme
- CLPL and training courses
- Support materials and resources
- Speech and Language Therapy partnership
- Assessment support (YARC, POLAAR, Wave3)
- Targeted interventions (Read Write Inc., Rapid Readers, Rainbow Reading etc.)

NUMERACY
- Improving pedagogy (ESO & Pedagogy teams)
- CLPL and training courses
- SEAL maths
- Number Talks
- Support materials and resources
- Assessment Support (MALT)
- Targeted Interventions (Maths Recovery)

HEALTH & WELLBEING
- Culture and ethos of nurture
- Planning and support with children experiencing adversity
- Family engagement
- Police Partnership programme
- SFRS Partnership Programme
- CLD
- CAMHS
- Psychological Service
- CLUB 365

Improvement HUB · Keys to Success · Research Based Activity · Universal Practice

OUTPUT

What's the Story? Raising Attainment and Closing the Gap

Improved Practice

Improved Partnerships

2.2.3   It is important to note that 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 the Scottish National Standardised Assessment (SNSA) system, which is still maturing. Scottish Government now reference all progress in closing the poverty related attainment gap through levels implemented by teachers to measure the achievements of curriculum for excellence levels (ACEL), and this is featured throughout the End of Year Report. ACEL data is information used by Scottish Government to measure trends and achievement on a national platform

2.2.4   The attached Appendix 1 (SAC End of Academic Year Report 18/19) gives a substantial amount of data supporting improvement and also identifies areas which will inform future priorities and ensure more effective support.

2.2.5   Key messages, which are explored further in the End of Academic Year Report are:

2.2.6   The increased and effective use of data by practitioners is leading to a more focused approach to supporting children and young people in their learning and leading to improved attainment. There has been more joint working between the SAC and Continuous Improvement Service (CIS) teams and this has led to a more coordinated approach to improving learning and teaching alongside more robust teacher professional judgements. The increased self-confidence in delivering more effective learning and teaching alongside greater confidence in assessment and moderation is beginning to pay dividends and this is evidenced in the ACEL data.

2.2.7   The development of a Professional Learning Hub has established a base for all professional learning in literacy, numeracy and health and wellbeing. The creation of this learning hub is leading to improved pedagogy and collaboration and therefore improved attainment. The establishment of a pedagogy team this year further strengthens our approach and the impact on improving outcomes for our learners.

2.2.8   **Literacy**
Data illustrated in Appendix 1, indicates that the gap within literacy has narrowed from 2017/18 to 2018/19 for P1, P4 and P7. In our 35 Key to Success schools the literacy gap has narrowed significantly in P1 and P7 from 2017/18 to 2018/19.
The ongoing professional learning and work of literacy coaches has supported schools in improving pedagogy and targeting specific interventions for pupils.

2.2.9   **Numeracy**
ACEL data shows that within numeracy the gap has narrowed from 2017/18 to 2018/19 across the authority for P1, P4 and P7. In our 35 Keys to Success schools data shows the gap has narrowed significantly in P1 and P7. Attainment at S3 in numeracy however is not positive and requires further support. The introduction of numeracy coaches in all primary schools has supported schools in improving learning and teaching and targeting specific interventions for children and young people. Training has been developed which supports teachers in using concrete, pictorial and abstract methods in their teaching approaches to support pupils working across second to fourth levels of Curriculum for Excellence. It is anticipated that this will impact on improved attainment at S3. This information and ways in which schools and the SAC can jointly support this will be discussed with headteachers at the forthcoming Attainment Review meetings for all secondary schools.

2.2.10 As Appendix 1 illustrates, there has been an increase in the gap at P4 across the 35 Keys to Success schools in literacy and numeracy. Detailed analysis of the P4 data shows that the increase in the gap between SIMD 1-2 and 9-10 is directly related to the higher attainment of the small number of children in deciles 9-10. In this cohort the results of 1035 pupils in SIMD 1-2 are compared against 30 pupils in SIMD 9-10 therefore the statistical impact of a child's improvement in SIMD 9-10 in a Key to Success school is more than 30 times than that of a child at the same stage in SIMD 1-2. The SAC team continue to support schools with training with an additional focus on P4 and are engaged in dialogue with Literacy coaches in schools to support all children at this stage. In addition the Pedagogy team are reinforcing approaches and training for Literacy alongside support from the Continuous Improvement Service around Assessment and Moderation. This is designed to ensure a greater understanding of a pupil's progress and achievement of a level.

2.2.11 **Health & Wellbeing**
Data gathered to evaluate the range of Health and Wellbeing offers constituting a holistic approach at the universal, additional and intensive levels continues to demonstrate positive impact. There is growing evidence that a culture of nurture is being embedded in schools and is being translated into practice leading to improved wellbeing for children and young people. Staff confidence in planning for children and young people who have experienced adversity to enhance resilience has increased. Furthermore, improved planning and the offer of evidence informed interventions is leading to improvements in emotional wellbeing and engagement in learning for children and young people.

2.2.12 Moving forward, the SAC team will continue to review the indicators used to track progress to ensure clear baseline indicators, where appropriate, to measure against

post-intervention assessment and demonstrate impact in closing the poverty related attainment gap.

2.3   SAC Funding and continued Integration of Education and Families

2.3.1   A key aspect of our learning over session 2018/19 was the potential for developing stronger connections to all areas within Education & Families. This includes increased partnership working and planning leading to improvement not only within the 35 Keys to Success schools but across all schools and establishments in North Lanarkshire.

2.3.2   Research underpins a lot of the SAC activity and further progress has been made to ensure that this approach is shared with all practitioners to develop capacity and understanding to ensure sustainability within North Lanarkshire. Long term sustainability is now secured with less dependency on outsourcing and increased capacity for delivery within our own North Lanarkshire teams.

2.3.3   The authority implemented an in depth Additional Support Needs (ASN) review this year which considered and evaluated all aspects of provision in terms of structural and educational support and the work of the Attainment Challenge team has begun to have an impact in this sector. ASN schools have benefited from training opportunities and some schools have now committed to Literacy Coaches and have received a resource called Rapid Reading. This resource is designed to spark interest in reading with books that are age appropriate. There is now a commitment to developing further opportunities so that more schools benefit from universal offers.

2.3.4   The Virtual School lead has worked with the Learning Hub to create a bespoke training programme to support staff from children's houses. The aim of this training is to upskill staff to enable them to further support children with their learning across literacy and numeracy. Initial training will commence in November for numeracy. These sessions will include strategies to support children with general numeracy skills and then provide training on more targeted interventions such as Catch Up Numeracy and Number Box. Literacy training will commence in January 2020.

2.4   **Leadership Framework**

2.4.1   As part the above approach, a new Leadership Framework has been developed to enhance professional learning and support leaders across Education & Families to develop leadership skills and lead improvement across the service to impact on improved outcomes for children and young people.

2.4.2   Enhancing our approach to leadership development, including creating opportunities for more tailored development through a blend of resources is aligned to the improvement priorities as outlined in the NIF framework (2019).

2.4.3   During August and September 2019, three separate consultations took place with headteacher and senior leader representatives from across the service to shape the courses which will be delivered as part of the new Leadership Framework. In planning the Framework, the Leadership Lead within the SAC Team liaised with officers from across the service, including Talent and Organisational Development (TOD) and representatives from Education Scotland Professional Lifelong Learning (EDPLL).

2.4.4   Key personnel from across the service engaged in planning and development of content and delivery of the Framework and the new leadership courses will be delivered between October 2019 and March 2020. The aim of these courses is to

develop leadership capacity within individuals at every level across the service, as research shows that the overall performance of schools *'almost never exceeds the quality of its leadership.'* (McKinsey, Capturing the Leadership Perspective, 2010.)

2.4.5   In September 2019, Education and Families Committee approved the development of North Lanarkshire's Innovation and Improvement Hub. The creation the Hub, which is in line with the Programme of Work, PO40, will support the Leadership Framework through the development of an online professional learning space.

2.4.6   Using an e-platform, the Improvement and Innovation Hub will provide a research framework to support practitioners and leaders across the service to engage with evidence informed practice and assess what will make a difference in their own context. It will provide examples of universal, additional and intensive interventions that have been evidenced to raise attainment, particularly in relation to closing the poverty related attainment gap. This will enable practitioners to share, discuss and review practitioner produced research enquiry, subject to scrutiny.

2.4.7   The SAC leadership team are currently working with officers from Digital NL and TOD teams to develop a comprehensive work plan to support implementation of the Hub. As agreed at Education and Families Committee in September 2019, and in line with the Programme of Work, a progress report on the development of the Hub will be brought to the next Education and Families Committee.

2.5   **Pedagogy Team**

2.5.1   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. Historically the support for these schools was delivered through Education Support Officers (ESO) who developed high quality support and training with a focus on these establishments.

2.5.2   The Pedagogy Team will work collaboratively with the Learning and Teaching Education Support Officer (ESO) team to ensure that research-based training provided through the Improvement Hub is embedded into practice within establishments by working alongside class teachers to model, team teach and plan together. This model for improvement ensures we are building sustainability and capacity and future-proofing the legacy of improvement in North Lanarkshire.

2.5.3   The Pedagogy team, alongside the ESO team will continue to share the development of innovative pedagogies and research methodologies by working collaboratively with Researchers, the Improvement Hub and working closely with Continuous Improvement Officers in their support role to schools to raise attainment.

2.5.4   The Pedagogy Team, will have the capacity to offer bespoke, individualised packages to each school over different timescales to support improvement. It is anticipated that building capacity across the whole estate and offering this package of training and support for practitioners will impact our learners and the quality of learning, teaching and self-reflection in our establishments.

2.5.5   As part of the co-ordinated support between funding streams, including PEF, additional support from the team is funded through individual school budgets. This ensures committed collaboration between funding streams.

2.5.6   In partnership with Education Scotland, The Wood Foundation and Scottish Government, two members of the Pedagogy Team are taking forward the RAISE (Raising Aspirations in Science Education) programme. The programme aims to increase teacher confidence and skills to develop motivating, engaging and inspiring science, technology, engineering and maths (STEM) learning opportunities for primary pupils. This will highlight collaborative working with other key workstreams across the authority, including Developing the Young Workforce and Digital Learning.

2.5.7   The impact of the Pedagogy team is evaluated through a range of mechanisms, including individual school data, questionnaires developed by the research team and attainment data.

2.5.8   In summary, North Lanarkshire's End of Academic Year Report for 2018/19 (Appendix 1) references progress in attainment to date whilst signalling areas which require further exploration and support. The commitment underpinning this support is to continually develop methodologies to further embed, sustain and develop the programme through enhanced approaches to learning and teaching, professional learning and monitoring impact. This will involve further engagement with all stakeholders including elected members.

3.   Equality and Diversity

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

3.2   Equality Impact Assessment
Equality impact assessments will be undertaken in line with Council policy.

4.   Implications

4.1   Financial Impact
The Scottish Attainment Challenge is grant funded by the Scottish Government. The ceiling level of grant available is determined annually following submission and agreement by the Scottish Government of each Councils work plan. The maximum grant available for 2018/19 amounted to £7,478,959 with the activity within the programme resulting in an actual grant claim of £6,684,503 (89.37%). The comparative position for the previous financial year equates to actual expenditure of 84.80% of grant available.   The improved performance reflects a number of actions taken by the Service resulting in more efficient procurement planning and processes, improved recruitment and retention of staff to the programme, and increased capacity to flex, react and update the work plan in year.

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
Increased use of digital technologies through the development of the Innovation and Improvement Hub will have a positive environmental impact in relation to reducing the production and printing of learning resources and associated travel required to attend professional learning events.

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   Improved outcomes for children, young people and families and increased attainment
        and reduction in the poverty related attainment gap.

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

6.   Supporting documents

6.1   Appendix 1   NLC Attainment Challenge End of Academic Year Report, 2018/19

Anne Munro, Head of Education (South)

Scottish Attainment Challenge
Challenge Authorities Programme 2018/19

End Year Progress Report - September

This document provides a guide to help local authorities report on their progress achieved through the Scottish Attainment Challenge.

This is an end of year progress report and you are asked to focus on the 2018/19 school year, including any planning undertaken prior to the school year starting (timeframe **June 2018 – June 2019).**

You should provide:

- an update on overall progress towards raising attainment and closing the poverty related attainment gap in your authority
- a more detailed progress update for each of the individual workstreams undertaken in your local authority
- progress for both the primary and secondary programmes

We are continuing to report on the **primary and secondary programmes** together, so progress towards both together should be provided.

Please state your local authority and the name of the Project Lead.

Local Authority	North Lanarkshire Council
Project Lead/Contact	Tim Sharpe / Anne Munro

End Year Progress Report

Remember: this is an End Year progress report, the timeframe is **June 2018 – June 2019**.

This section is split in two. First, looking at overall progress and then exploring individual progress of each workstream.

1. OVERALL PROGRESS AND REFLECTIONS TO DATE

First, we would like you to think about the overall progress towards long term outcomes.

As you are aware, the long term outcomes of the Attainment Scotland Fund are to:

a. Improve literacy and numeracy attainment
b. Improve health and wellbeing
c. Close the attainment gap between pupils from the most and least deprived areas

Number of schools supported by this funding?	TOTAL: 142

The following questions apply to these long term outcomes

What specific long term outcomes has your local authority identified for the Attainment Scotland Fund?
To improve attainment, particularly in literacy and numeracy, and to close the attainment gap between the most and least disadvantaged children and young people. Improve children and young people's health and wellbeing. As far as qualitative outcomes are concerned, North Lanarkshire is working within the framework of the National Improvement Framework priorities and the related aims and stretch aims for 2020 and 2025. As outlined in previous reports and evidenced in the our Scottish Attainment Challenge (SAC) Plan for 19-20 the restructuring within Education and Families has created greater opportunities for a more connected approach and the themes of collaboration and partnership linked to sustainable and long term development and legacy of improvement for North Lanarkshire are already showing signs of improvement.

Teachers' professional judgement data regarding achievement of expected levels at P1, P4, P7 and S3.

Data has been gathered for each intervention and approach and subsequently evaluated by researchers. There is a substantial amount of evidence and reports generated by the researchers, some of which are shared within this document, and this evidence will also be shared with the Innovation and Improvement Hub and shared across all of North Lanarkshire. The evaluations, both qualitative and quantitative, have been used to inform future planning and decision making. Links to the researchers' reports are available throughout this document.

Additional evidence also includes;

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).

Literacy
ACEL data indicates that the gap within Literacy has narrowed from 2017/18 to 2018/19 for P1, P4 and P7.

In our 35 Key to Success schools the literacy gap has narrowed significantly in P1 and P7 from 2017/18 to 2018/19.
P4 results have shown an increase in the gap.

Numeracy
ACEL data shows that within numeracy the gap has narrowed from 2017/18 to 2018/19 across the authority for P1, P4 and P7.

In our 35 Keys to Success schools ACEL data shows the gap has narrowed significantly in P1 and P7. There has been an increase in the gap at P4 across the 35 schools.

Health and Wellbeing (HWB)
Data has been gathered for each intervention and approach and subsequently evaluated by researchers.

Some examples of impact are:

Nurture Self Evaluation
Analysis of the staff evaluation data highlights that confidence in knowledge of nurture and the nurture principles positively increased upon completion of the training, thus equipping practitioners to build upon nurture within their establishments.

Video Enhanced Reflective Practice (VERP)
VERP continues to be successfully combined with other training programmes thus helping to embed new skills in the areas of learning and teaching (e.g. literacy and numeracy) and health and wellbeing (e.g. nurture). Over the last year 100% of participants reported it was valuable to combine VERP with other training as this leads to improved attainment and better HWB outcomes.

Solihull Approach to Developing and Maintaining Relationships
All secondary schools are now engaged in the programme. Different delivery models have been successful and resulted in a higher proportion of staff per school being trained in a shorter timescale. Registers from recent training have shown an increase of staff from a variety of roles e.g. support, clerical and partner services. The Smart Survey results show that the training has resulted in staff having a greater understanding of children's behaviour resulting in them responding in a more attuned way. This has resulted in more nurturing environments for learning.

Further details regarding the impact of Health and Wellbeing strategies and interventions will appear in the later stages of this report.

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

Through the implementation of SAC and Pupil Equity Fund (PEF) (as evidenced by the recent SAC inspection of North Lanarkshire Council by Education Scotland, June 2018) significant cultural change has been affected 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 focused 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.

As indicated in the Interim Report the development of a Professional Learning Hub is continuing and this has established a base for all professional learning in literacy, numeracy and health and wellbeing. The creation of this learning hub is leading to improved pedagogy and collaboration and therefore improved attainment. The establishment of a pedagogy team this year further strengthens our approach and the impact on our learners.

We intend to develop this further and establish an Innovation and Improvement Hub which will be not only be a repository of research and learning gained through North Lanarkshire's SAC and across North Lanarkshire, but will also play a pivotal role in the development of career long professional learning and a sustainable culture which will have an impact on the mind-set and practice of all within Education and Families.
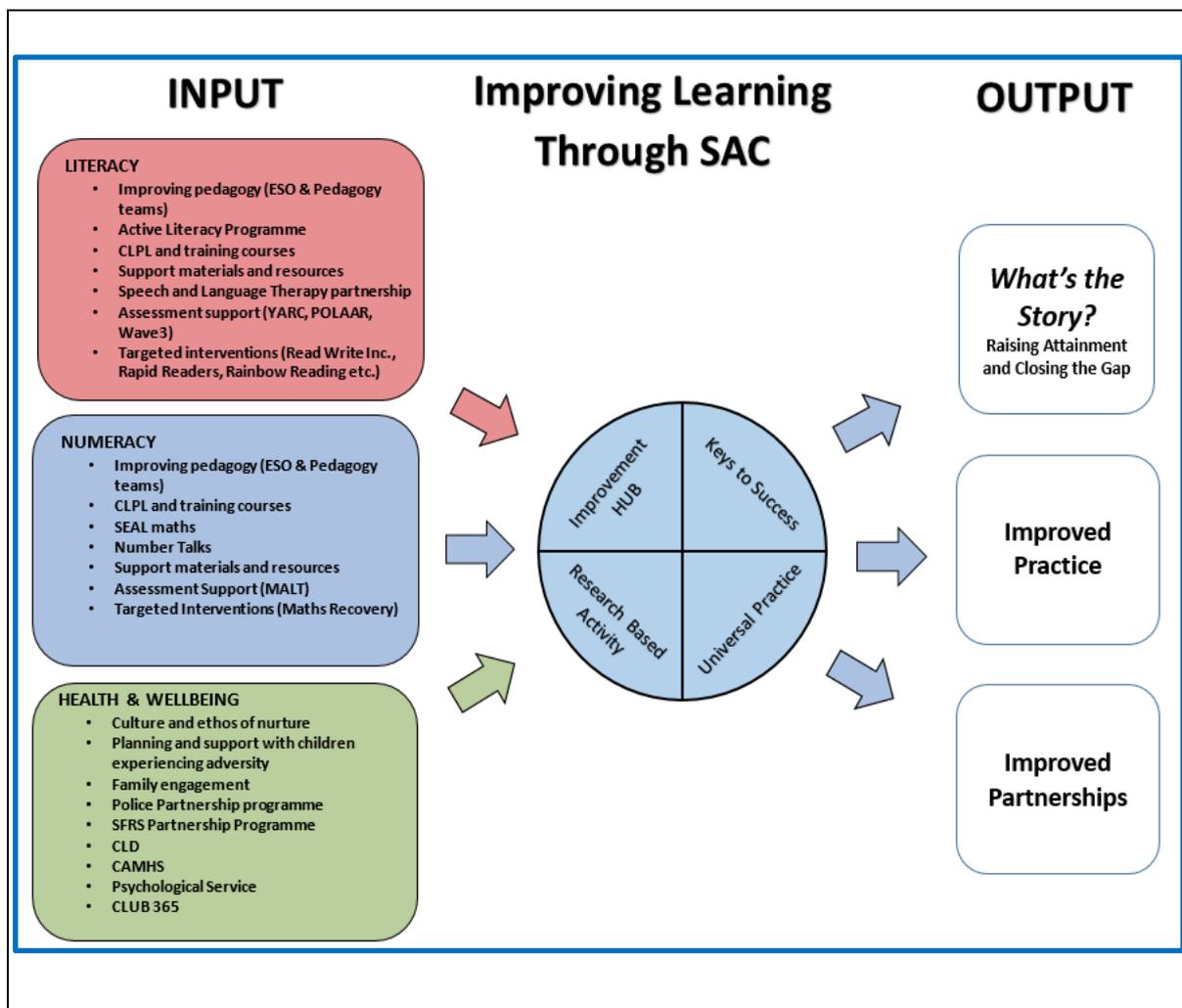
The introduction of literacy and numeracy coaches is leading to improved collaboration and sharing of practice across the authority.

The authority implemented an in depth Additional Support Needs (ASN) review this year which considered and evaluated all aspects of provision in terms of structural and educational support and the Attainment Challenge have begun to have an impact in this sector. ASN schools have benefited from training opportunities and some schools have now committed to Literacy Coaches and have received a resource called Rapid Reading. This resource is designed to spark interest in reading with books that are age appropriate. There is now a commitment to developing further opportunities so that more schools benefit from universal offers.

The increased and effective use of data by practitioners is leading to a more focused approach to supporting children and young people in their learning and therefore improving attainment. There has been more joint working between the SAC and Continuous Improvement Service (CIS) teams to have a coordinated approach to learning and teaching alongside the crucial element of teacher professional judgements. The increased self-confidence in delivery alongside the self-assurance in assessment is beginning to pay dividends and this is evidenced in the ACEL data and charts peppered throughout this report.

The support of educational psychologists and researchers has been integral in the focus of North Lanarkshire's attainment challenge programme and is leading to a more robust approach to evaluation and reporting. This is having a significant impact on improving outcomes for targeted groups of children and young people.

The table below gives a pictorial representation of the types of activity that the SAC team are involved in and where these interventions sit within the process of improvement.

INPUT — Improving Learning Through SAC — OUTPUT

LITERACY
- Improving pedagogy (ESO & Pedagogy teams)
- Active Literacy Programme
- CLPL and training courses
- Support materials and resources
- Speech and Language Therapy partnership
- Assessment support (YARC, POLAAR, Wave 3)
- Targeted interventions (Read Write Inc., Rapid Readers, Rainbow Reading etc.)

NUMERACY
- Improving pedagogy (ESO & Pedagogy teams)
- CLPL and training courses
- SEAL maths
- Number Talks
- Support materials and resources
- Assessment Support (MALT)
- Targeted Interventions (Maths Recovery)

HEALTH & WELLBEING
- Culture and ethos of nurture
- Planning and support with children experiencing adversity
- Family engagement
- Police Partnership programme
- SFRS Partnership Programme
- CLD
- CAMHS
- Psychological Service
- CLUB 365

Improvement HUB / Keys to Success / Research Based Activity / Universal Practice

What's the Story? Raising Attainment and Closing the Gap

Improved Practice

Improved Partnerships

Can you share any learning on what has worked less well or could be improved? Please include in here any risks envisaged for the future implementation of the programme

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. In addition the mentor programme, although generally positive in outcomes, was structurally flawed and lacked equity in delivery. This coupled with additional funding provided by Scottish Government to support counselling has resulted in the cessation of this intervention.

2.   Progress in individual workstreams

Please list below the individual workstreams your local authority is working towards:

Literacy Numeracy HWB Leadership

The following table to be repeated for each work stream

1	Literacy (Primary, Secondary & Seconded SLC)
Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.	
Both, in primary and secondary schools	
Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.	
Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved. *Remember: Your timeframe is from June 2018 to June 2019*	

Outcome (i.e. what the workstream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	Evidence Collected (e.g. focus group with parents, online survey etc.)
1. **Closing the poverty-related attainment gap in all schools, with a particular focus on 35 identified Keys to Success (K2S) schools.**	• Literacy Coach Learning Logs • Pre and post intervention assessment data • Early York Assessment of Reading Comprehension (YARC) • Primary YARC • Scottish National Standardised Assessments (SNSA) /Assessment of Curriculum for Excellence Levels (ACEL) • Record of dialogue from meetings from K2S schools • Speech and Language Therapy (SLT) Teacher rating scales • Staff confidence questionnaires

	• Parent and pupil feedback
2. **Raising attainment in all schools, with a particular focus on 35 identified Keys to Success schools.**	• ACEL/SNSA • Longitudinal YARC assessment data
3. **Improving pedagogy in literacy in the Broad General Education (BGE). Teachers and Senior Leadership Teams (SLT) engaging in Continuous Lifelong Professional Learning (CLPL) to narrow the attainment gap in literacy and raise attainment. Work is ongoing.**	• Staff training evaluations • ACEL/SNSA • Online pre and post questionnaires for parents and pupils • Parent Questionnaires • Pupils' Questionnaires
4. **Supporting pupils' progress through targeted interventions, with a particular focus on those living in Scottish Index of Multiple Deprivation (SIMD) 1 and 2.**	• Literacy Coach Learning Logs • Intervention Progress Trackers • Pre and Post YARC (Early, Primary and Secondary) assessment data • Speech and Language data

What does this evidence show on the extent to which the above outcomes have been achieved to date? *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, just put 'N/A'.*

Outcome 1. Closing the poverty-related attainment gap in all schools, with a particular focus on 35 identified Keys to Success schools.

Table 1.1 LIT: **Closing The Gap – all NL schools**

ACEL data for Literacy for all schools in North Lanarkshire

Gap between SIMD 1-2 and 9-10									
	2017			2018			2019		
All Schools	**SIMD 1-2**	**SIMD 9-10**	**Gap**	**SIMD 1-2**	**SIMD 9-10**	**Gap**	**SIMD 1-2**	**SIMD 9-10**	**Gap**
L&T	**76.82%**	**90.84%**	14.02%	**77.28%**	**93.39%**	16.11%	**80.14%**	**90.73%**	10.59%
P1	76.94%	89.63%	12.70%	78.05%	93.71%	15.66%	80.00%	91.24%	11.24%
P4	73.44%	88.86%	15.42%	76.21%	92.25%	16.04%	76.64%	86.82%	10.18%
P7	69.04%	87.54%	18.49%	70.79%	90.28%	19.49%	78.94%	89.15%	10.21%
S3	88.75%	97.39%	8.64%	84.33%	97.85%	13.52%	85.12%	95.26%	10.14%
R	**71.26%**	**86.77%**	15.51%	**70.43%**	**89.83%**	19.40%	**73.66%**	**88.53%**	14.87%
P1	69.03%	85.98%	16.95%	69.59%	89.94%	20.34%	72.97%	90.15%	17.18%
P4	63.97%	79.71%	15.74%	65.33%	85.83%	20.50%	66.67%	80.74%	14.08%
P7	65.44%	83.85%	18.42%	65.92%	88.06%	22.13%	70.65%	86.82%	16.17%
S3	88.14%	97.68%	9.54%	81.46%	96.31%	14.85%	84.63%	95.54%	10.91%
W	**66.28%**	**84.96%**	18.68%	**67.05%**	**86.64%**	19.59%	**70.27%**	**86.32%**	16.05%
P1	64.99%	86.59%	21.59%	66.42%	87.11%	20.68%	70.71%	87.59%	16.88%
P4	57.33%	79.43%	22.10%	59.89%	81.28%	21.39%	61.12%	78.72%	17.59%
P7	58.05%	77.05%	19.00%	62.01%	82.78%	20.77%	66.00%	83.46%	17.46%
S3	86.56%	97.10%	10.54%	80.64%	96.62%	15.98%	83.64%	94.71%	11.07%

ACEL data is a national measure used by the Scottish Government to measure pupil achievement of a level at 4 key stages within the Broad General Education (BGE). These stages are P1, P4, P7 and S3.

L&T = Listening and Talking   **R** = Reading   **W** = Writing

The figures in the above table (1.1) indicate the percentages of children and young people who have achieved the expected level for their stage.

The light blue highlighted row and figures in bold within the table above indicates the averages across North Lanarkshire Council (NLC) within the particular measure.

Interventions delivered through SAC have an impact on all schools under a universal offer of support for programmes of work and importantly through training for all staff to ensure sustainability alongside improvement.

Table 1.1 indicates that:

- Taking into account the averages across all schools in North Lanarkshire Council the ACEL data shows that the gap within Literacy has **narrowed** from 2017/18 to 2018/19 across the authority. This is for **all measurable stages**.

Table 1.2 LIT: **National Targets**

Scottish Government Stretch aims in comparison to NL figures.

	North Lan 2019			National 2018			National Aim 2020			National Aim 2025		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
% of P1/4/7 achieving expected level in literacy	71	86	15	62	83	21	68	85	17	85	90	5
% of S3 achieving expected level in literacy	84	95	11	81	95	14	84	95	11	91	96	5

Table 1.2 indicates the national stretch aims which are aspirational aims in terms of closing the poverty related attainment gap set by the Scottish Government. The starting point was the national figure in 2018. Aspirational targets were set for 2020 and 2025 by the Scottish Government which reflect their overall target in terms of closing the gap nationally.

Q = quintile. SIMD is broken in to 10 distinct deciles with groups of 2 adjacent deciles being referred to as quintiles, i.e. SIMD 1-2 = Quintile 1 and SIMD 9-10 = Quintile 5.

- The North Lanarkshire figures for 2019, highlighted in Table 1.2, show a positive comparison in relation to national stretch aims and show that **North Lanarkshire** is clearly **closing the poverty related attainment gap** in Literacy and is in line with Scottish Government's aspirational curve depicted by projections for 2020 and 2025.
- North Lanarkshire's ACEL data for 2019, shown in Table 1.2, indicates that **North Lanarkshire** schools have **exceeded** the national stretch aims for 2020.
- The ACEL data for S3 literacy indicates that North Lanarkshire schools have matched the national aims for 2020.

Table 1.3 LIT: **Attainment Gap for K2S schools only**

ACEL data for K2S schools only

Key 35	2017			2018			2019		
	SIMD 1-2	SIMD 9-10	Gap	SIMD 1-2	SIMD 9-10	Gap	SIMD 1-2	SIMD 9-10	Gap
L&T	**73.46%**	**90.53%**	17.07%	**76.66%**	**95.28%**	18.62%	**79.89%**	**91.86%**	11.97%
P1	76.18%	89.47%	13.30%	79.13%	100.00%	20.87%	81.49%	88.24%	6.75%
P4	75.11%	96.43%	21.32%	81.36%	97.37%	16.00%	77.29%	100.00%	22.71%
P7	69.04%	86.21%	17.17%	69.09%	90.24%	21.15%	81.20%	87.18%	5.98%
R	**65.70%**	**81.05%**	15.35%	**66.15%**	**92.45%**	26.30%	**71.02%**	**86.05%**	15.03%
P1	66.77%	84.21%	17.44%	68.11%	92.59%	24.48%	76.12%	82.35%	6.23%
P4	63.69%	75.00%	11.31%	67.12%	89.47%	22.35%	66.32%	96.67%	30.35%
P7	66.82%	82.76%	15.93%	63.14%	95.12%	31.98%	71.31%	79.49%	8.17%
W	**59.44%**	**81.05%**	21.61%	**62.12%**	**88.68%**	26.55%	**65.48%**	**81.40%**	15.91%
P1	63.21%	84.21%	21.00%	66.44%	92.59%	26.15%	72.32%	76.47%	4.15%
P4	56.81%	78.57%	21.76%	60.91%	84.21%	23.30%	59.70%	93.33%	33.63%
P7	58.61%	79.31%	20.70%	59.17%	90.24%	31.07%	65.32%	74.36%	9.04%

Focus Schools:

Our focus schools (Keys to Success schools) have the highest levels of deprivation based on measures of Scottish Index of Multiple Deprivation (SIMD) with all schools within this group originally having at least 50% of their pupil population living in the most deprived quintile.

Table 1.3 indicates ACEL data for these schools only and highlights the gap between pupils in SIMD 1-2 in comparison to pupils in SIMD 9-10.

Table 1.3 above further illustrates the following:

• In our 35 Keys to Success schools the gap has **narrowed significantly in P1 and P7** from 2017/18 to 2018/19.
• **P4** results however have shown an **increase** in the gap in all areas, which is highlighted in red.
• On further analysis of the P4 statistics it is important to note that the increase in the gap between SIMD 1-2 and 9-10 is directly related to the higher attainment of the small number of children in deciles 9-10.
• The percentage of children residing in SIMD 9-10 within the Keys to Success schools is relatively small and therefore any variances are likely to be more pronounced / disproportionate. There are only 86 pupils in this category which represents only 2.91% of the Keys to Success population.

Table 1.4 LIT: **Closing the Gap – all schools compared to K2S schools**

ACEL attainment figures based on SIMD 1-2 for all NL schools in comparison to K2S schools.

	Gap between SIMD 1-2 for all schools and K2S		
	2019		
All Schools	**SIMD 1-2 All Schools**	**SIMD 1-2 K2S**	**Gap**
L&T			
P1	80.00%	81.49%	1.49%
P4	76.64%	77.29%	0.65%
P7	78.94%	81.20%	2.26%
R			
P1	72.97%	76.12%	3.15%
P4	66.67%	66.32%	-0.35%
P7	70.65%	71.31%	0.67%
W			
P1	70.71%	72.32%	1.61%
P4	61.12%	59.70%	-1.43%
P7	66.00%	65.32%	-0.69%

Our Keys to Success schools benefit from an intensive approach and the impact of this approach can be seen through further analysis by comparing statistics from the K2S schools with the local authority averages at the same stages.

Further analysis of Table 1.4 highlights the difference between the attainment of children living in deciles 1-2 in all schools and children living in deciles 1-2 in the K2S schools.

Table 1.4 also indicates the following;

- For **P1** in all measures of Literacy the attainment in the K2S schools is **better** than the average for all schools in North Lanarkshire.
- At **P4** the picture in Reading shows a marginal variance.
- At **P4** the picture in **Writing** shows that SIMD 1-2 pupils in the K2S schools are **not attaining** as well as the same target group across other NL schools.
  A more focussed and targeted response is required from the SAC team.
- At **P7** the comparison in attainment for **Listening and Talking and Reading** is **positive** for the K2S schools.
  There is a marginal variance in Writing at this stage and further investigation and support is required.

Outcome 2. Raising attainment in all schools, with a particular focus on 35 identified Keys to Success schools.

Table 2.1 LIT: ACEL Data - Literacy

Attainment in Literacy for all NL schools compared to K2S schools.

	Attainment in Literacy across all schools							
	2018				**2019**			
	P1	**P4**	**P7**	**S3**	**P1**	**P4**	**P7**	**S3**
Reading								
All schools	76.09%	72.90%	75.63%	87.00%	80.01%	73.74%	78.08%	88.85%
Key to Success Schools	71.69%	69.17%	68.16%		77.43%	69.01%	73.90%	
Writing								
All schools	73.51%	68.02%	71.73%	86.54%	78.44%	70.08%	73.93%	87.86%
Key to Success Schools	70.18%	63.41%	63.78%		74.38%	64.04%	68.30%	
Listening and Talking								
All schools	83.48%	80.78%	79.35%	89.37%	84.46%	81.66%	83.11%	89.50%
Key to Success Schools	81.16%	81.76%	74.13%		83.63%	79.91%	83.10%	

It is worth reinforcing that our Keys to Success schools represent the highest concentration of SIMD 1-2 pupils across North Lanarkshire and Table 2.1 gives an indication of how well they are performing in relation to the whole authority. The Scottish Attainment Challenge within North Lanarkshire targets these areas under our intensive and evidence informed approach which supports additional staffing and bespoke CLPL in order to improve attainment and ensure sustainability.

Table 2.1 indicates the following:

For all schools;

- ACEL data suggests that, across all NL schools, pupils achieving the expected levels by the end of P1, P4 and P7 has **risen** across the local authority from 2017/18 to 2018/19 in all areas of literacy.
- In **P1** there has been the following **increases**: 3.92% in reading, 4.93% in writing and 0.98% in listening and talking.
- In **P4** there has been the following **increases**: 0.84% in reading, 2.06% in writing and 0.88% in listening and talking.
- In **P7** there has been the following **increases**: 2.45% in reading, 2.2% in writing and 3.76% in listening and talking.

For K2S schools;

- ACEL data in Table 2.1 indicates that attainment is rising, in most areas, within the Keys to Success schools.
- At **P4** the attainment in **Reading** has seen a **marginal decrease** along with a decrease of 1.85% in Listening and Talking.

Outcome 3. Improving pedagogy in literacy in the Broad General Education (BGE).Teachers and Senior Leadership Teams (SLT) engaging in Continuous Lifelong Professional Learning (CLPL) to narrow the attainment gap in literacy and raise attainment. Work is ongoing.

As part of a longitudinal study within literacy NLC embarked on a programme to monitor the development of a target group of children. This study comprised of 262 children in total, of which 102 lived in SIMD 1-2 (high level of deprivation), with the remaining 160 across SIMD 3-10. Six secondary schools were also involved with pupils ranging from 1st to 3rd year.

Longitudinal testing was carried out using the York Assessment of Reading Comprehension (YARC) assessment method which uses 3 factors to assess reading ages.

The 3 assessment factors are; 1. Reading Rate,   2. Comprehension and   3. Accuracy.

Longitudinal YARC assessment data on NL's core approach to Literacy Pedagogy, known as *Active Literacy,* shows that:

- 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 3 literacy measures (reading accuracy and comprehension).
- Children attending 35 Keys to Success schools (highest levels of deprivation) have made at least marginal gains in all 3 areas assessed (rate, accuracy and comprehension).
- Children identified 2 years ago as living in high levels of deprivation and whose schools adopted a focus on literacy were assessed over a 2 year period and found to be performing at the same level as children living in lower levels of deprivation, and outperforming these children in 2 of the 3 measures.

4. **Supporting pupils' progress through targeted interventions, with a particular focus on those living in Scottish Index of Multiple Deprivation (SIMD) 1 and 2.**

Equity through Literacy Coaching/Literacy Interventions:

To build sustainability, Literacy Coaches within every primary school have embarked on 18 months CLPL in the area of literacy assessment, identification of literacy difficulties and supporting children with literacy difficulties. Reports from their Learning Logs show the experience has had a positive impact on their ability to support staff in their schools (including Headteachers), assess pupils and identify difficulties, choose appropriate supports or interventions for pupils and track progress of pupils in receipt of a literacy intervention.

YARC assessments were used to track the impact of the interventions outlined below.

Tracked interventions:

- *Fisher Family Trust Wave 3*: This one to one intervention has been adopted by a small number of schools. Literacy Coaches have indicated that they would like to receive further training in this intervention.
- *Rainbow Reading*: 9 schools reported that there was a positive impact for the pupils in terms of standardised scores.

- *Read, Write Inc. Fresh Start*: Pre and post data collected from the 307 pupils show substantial improvements in the following;
  Reading rate (more than a 1 year gain)
  Accuracy (gains of almost 2 years)
  Comprehension (gains of more than 2 years) for pupils participating in the programme.
  Pupil and parent views gathered also indicate that the programme makes a positive difference to pupils' confidence and engagement in school.
- *Reading and Talking to Improve Comprehension (RTIC):* The data from a pilot project for this shows that this does help to improve the comprehension of the pupils in receipt of this support.

The impact of these interventions suggest that, overall, children in receipt of a literacy intervention made improvements in their reading rate, comprehension and accuracy between pre and post-test. There was a statistically significant increase for Reading Comprehension where the standardised scores increased from 94.86 to 100.3. This indicates that these children moved from a lower average band to an upper average band which will enable them to have better access to the curriculum and help remove barriers to learning.

Reading Engagement in Secondary:

Following the *'Read to Succe*ed' initiative where parents and pupils were asked to take a pledge to read more often, authors visited all S1 pupils in the authority and many pupils from SIMD 1 and 2 received free signed novels from authors they had met. The pre and post data collected via online questionnaires showed improved attitudes to reading for pleasure along with the following:

- Over 70% of pupils said they now know how to choose a book they can enjoy.
- Over 50% of pupils agreed that the author visits had a positive impact on their attitudes to reading.
- 50% of pupils agreed with the statement that the initiative had encouraged them to read more.
- The most popular answer about the initiative (51.92%) was that it encouraged them to use their school library more.
- The majority of parents indicate that they do talk to their children about reading and encourage reading outside of school.
- The majority of S1 pupils and their parents reported that they do enjoy reading.

Speech and Language Therapy (SLT)

- 47% of the 35 Keys to Success schools are continuing to deliver all four SLT interventions to support children's speech, language and communication (SLC) skills within SIMD 1-2. These SLT interventions have shown a positive impact on children's SLC skills.
  The 4 interventions are:
  1. *Sunnybank* colour-coding to support speech sound production.
  2. *Colourful Semantics* to develop sentence structure and vocabulary.
  3. *Languageland* to support all areas of speech, language and communication skills.
  4. *Lego Therapy* to support vocabulary and social communication skills.

- From June 2018 - June 2019, 67 parents attended the last session of SLT interventions to gain advice and strategies to support children's SLC skills. Parents, children and education staff reported impact through improvements in SLC skills for the children who participated.

Literacy Coaching continues to work well and is evolving into an essential role within our schools and authority as we strive to close the poverty-related attainment gap. The professional learning and sharing of ideas and resources which has come about through this particular workstream has been invaluable to all involved. This was evidenced in the submission of Intervention Progress Trackers from around 50 schools in April 2019 which showed the baseline assessment scores of pupils as well as which interventions were being used. The information continues to come in and shows that this robust way of assessing, supporting and monitoring our most vulnerable pupils to improve, is becoming the normal way of working in North Lanarkshire.

The fact that these are not one-off training sessions allows a real progression in professional learning and, more importantly, allows our schools to respond to the needs of their learners.

Modelling the four Speech and Language Therapy (SLT) interventions to identified members of staff and having clear conversations with Head Teachers about the commitment needed for sustainability has helped staff to feel confident in delivering SLT interventions with other groups of children without needing a Speech and Language Therapist present. Encouraging schools to invite parents to the last session of interventions has resulted in more parents attending and being able to access strategies to use at home.

Some interventions such as Rainbow Reading and FFT Wave 3 have not been as successful for two reasons:

1. Rainbow Reading's precise use was not well-known enough and, as a result, used when other interventions might have been more appropriate. This is something that has been identified and highlighted to staff in all schools so that it can be used in a more targeted way going forward.
2. FFT Wave 3 is not a viable option in all of our schools due to staff training or tight staffing making the one-to-one programme difficult to sustain. Training for those schools who want it and will have capacity to deliver will roll out this year and an alternative group approach to early intervention is being explored in two trial schools.

The mechanism for schools reporting on pre and post intervention data (YARC assessments, focus group feedback, questionnaires etc.) could be more robust. As such, we are in the process of agreeing a calendar for schools to adhere to in terms of how and when they evaluate impact/measure progress across all SAC workstreams. This will fit in with schools' improvement planning and sustainability, so that we can lift data at agreed points in the year to monitor impact more closely.

2	Numeracy

Both, in primary and secondary schools

Outcome (i.e. what the workstream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	Evidence Collected (e.g. focus group with parents, online survey etc.)
1. **Closing the poverty related attainment gap in all schools, with a particular focus on 35 identified Keys to Success schools.**	SNSA data 2018/19. Teacher Professional Judgement -ACEL Data Pre and Post Maths Assessment for Learning and Teaching (MaLT) Assessments Online survey of practitioners undertaking training
2. **Raising attainment in all schools, with a particular focus on 35 identified Keys to Success schools**	SNSA data 2018/19. Teacher Professional Judgement ACEL Data Pre and Post MaLT Assessments Online survey of practitioners undertaking training Learning Visits and Observations – 35 K2S Schools Training Evaluations
3. **Improving pedagogy in numeracy in the BGE. Teachers and Senior Leadership Teams engaging in CLPL to narrow the attainment gap in numeracy and raise attainment.**	CLPL Evaluations SNSA data 2018/19 Teacher Professional Judgement – ACEL Data Learning Visits and Observations – 35 K2S Schools Online survey
4. **Supporting pupils' progress through targeted interventions, with a particular focus on those living in Scottish Index of Multiple Deprivation (SIMD) 1 and 2.**	Record of Achievement Cards Pre and Post MaLT Assessments CLPL Evaluations Case Studies SNSA data 2018/19 Teacher Professional Judgement – ACEL Data Monthly Sumdog Learning Rate Reports

Outcome 1. Closing the poverty-related attainment gap in all schools, with a particular focus on 35 identified Keys to Success schools.

Table 1.1 NUM: **Closing The Gap – all NL schools**
ACEL data for Numeracy for all schools in North Lanarkshire

	Gap between SIMD 1-2 and 9-10								
	2017			2018			2019		
All Schools	SIMD 1-2	SIMD 9-10	Gap	SIMD 1-2	SIMD 9-10	Gap	SIMD 1-2	SIMD 9-10	Gap
N	71.03%	88.12%	17.09%	72.11%	89.18%	17.07%	72.50%	88.91%	16.41%
P1	75.86%	88.22%	12.36%	77.97%	92.45%	14.49%	78.78%	92.34%	13.56%
P4	63.77%	86.04%	22.27%	65.94%	85.56%	19.62%	68.59%	83.78%	15.19%
P7	58.22%	80.74%	22.52%	61.69%	83.89%	22.20%	68.16%	86.30%	18.15%
S3	87.61%	97.68%	10.07%	83.59%	96.00%	12.41%	74.71%	93.31%	18.60%

The figures in the above table indicate the percentages of children and young people who have achieved the expected level for numeracy at their stage based on ACEL data.
The light blue highlighted row and figures in bold within the table above indicate the averages across North Lanarkshire within the particular measure.

ACEL data measures pupil achievement of a level at 4 key stages in their school career up to and including the BGE. These stages are P1, P4, P7 and S3.

Interventions delivered through SAC have an impact on all schools under a universal offer for all schools of support for programmes of work and importantly through training for all staff to ensure sustainability alongside improvement.

Table 1.1 NUM:

Taking in to account the averages across all schools in North Lanarkshire, the ACEL data in Table 1.1 indicates the following;

- The gap within Numeracy, across the authority, has **narrowed** at all stages except for S3 from 2017/18 to 2018/19.
- At **P1** the attainment gap has **narrowed** by 0.3%,
- At **P3** the attainment gap has **narrowed** by 4.7%
- At **P7** the attainment gap has **narrowed** by 3.8%.

	North Lan 2019			National 2018			National Aim 2020			National Aim 2025		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
% of P1/4/7 achieving expected level in numeracy	72	87	15	71	88	17	75	88	13	85	90	5
% of S3 achieving expected level in numeracy	75	93	18	82	96	14	84	96	12	91	96	5

Table 1.2 indicates in percentages, the national stretch aims which are aspirational aims in terms of closing the poverty related attainment gap set by the Scottish Government. The starting point was the national figure in 2018. Aspirational targets were set for 2020 and 2025 by the Scottish Government which reflect their overall target in terms of closing the gap nationally.

Q=quintile. SIMD is broken in to 10 distinct deciles with groups of 2 adjacent deciles being referred to as quintiles. i.e. SIMD 1-2 = Quintile 1 and SIMD 9-10 = Quintile 5.

- The North Lanarkshire figures for 2019, highlighted in Table 1.2, clearly show that there is work to be done in the area of numeracy in relation to national comparisons. As outlined in Table 1.1, whilst the SAC team and North Lanarkshire are definitely making progress in numeracy, there is a need to accelerate the pace of this programme to reflect the national picture.
- The Attainment Challenge programme within North Lanarkshire is actively supporting efforts to address the situation and have appointed Education Support Officers to design and deliver programmes of work and training to all staff and a Pedagogy Team to support classroom teachers and ensure sustainability.

Table 1.3 NUM: **Attainment Gap for K2S school only**

ACEL data for Numeracy comparing SIMD 1-2 and SIMD 9-10

Key 35	2017			2018			2019		
	SIMD 1-2	SIMD 9-10	Gap	SIMD 1-2	SIMD 9-10	Gap	SIMD 1-2	SIMD 9-10	Gap
N	**64.98%**	**87.37%**	22.39%	**68.35%**	**92.45%**	24.11%	**71.94%**	**90.70%**	18.76%
P1	74.39%	89.47%	15.08%	78.46%	100.00%	21.54%	80.97%	94.12%	13.15%
P4	64.28%	89.29%	25.01%	68.03%	89.47%	21.44%	67.67%	100.00%	32.33%
P7	56.56%	82.76%	26.20%	58.68%	90.24%	31.57%	68.07%	82.05%	13.98%

Table 1.3 NUM shows the following;

- ACEL data for **P1** and **P7** shows the gap has **narrowed significantly**.
  In P1 the gap has decreased from 21.5% to 13.1% and in P7 it has decreased from 31.6% to 14.0%.
- ACEL data for **P4** indicates the picture is **not as positive** and the gap between SIMD 1-2 and SIMD 9-10 has increased from 21.44% to 32.33%. Further investigation and a more focussed and targeted response is required from the SAC team.
- As indicated within the Literacy section further analysis of the P4 statistics highlights that the increase in the gap between SIMD 1-2 and 9-10 is directly related to the higher attainment of a small number of children in deciles 9-10. The percentage of children residing in SIMD 9-10 within the Keys to Success schools is relatively small and therefore any variances are likely to be more pronounced / disproportionate. There are only 86 pupils in this category across all stages which represents only 2.91% of the Keys to Success population.

Table 1.4 NUM: **Closing the Gap – all schools compared to K2S schools**

ACEL attainment figures based on SIMD 1-2 for all NL schools in comparison to K2S.

Gap between SIMD 1-2 for all schools and K2S			
	2019		
All Schools	SIMD 1-2 All Schools	SIMD 1-2 K2S	Gap
N			
P1	78.78%	80.97%	2.19%
P4	68.59%	67.67%	-0.92%
P7	68.16%	68.07%	-0.09%

Our Keys to Success school benefit from an intensive approach and the impact of this approach can be seen through further analysis by comparing statistics from the K2S schools with the local authority averages at the same stages.

Further analysis of Table 1.4 highlights the following:

- The difference between the attainment in numeracy of children living in deciles 1-2 in all schools and children living in deciles 1-2 in the K2S schools.
- At **P1** children in the K2S are **attaining better** than their peers in other schools.
- That whilst the intensive support is paying dividends at P1, there is still work to be done at P4 to ensure progression at all stages.
- There is a marginal variance at P7.

Outcome 2. Raising attainment in all schools, with a particular focus on 35 identified Keys to Success schools

Table 2.1 NUM : **ACEL Data**

Attainment in Literacy for all NL schools compared to K2S schools.

	Attainment in numeracy across all schools							
	2018				2019			
	P1	P4	P7	S3	P1	P4	P7	S3
Numeracy								
All schools	83.14%	72.88%	71.22%	88.78%	84.84%	75.48%	75.61%	83.59%
Key to Success Schools	80.62%	68.68%	63.98%		83.07%	71.17%	70.30%	

Table 2.1 indicates the following;

For all schools;

- ACEL data shows a **rise in attainment in numeracy** across the authority for P1, P4 and P7.
- ACEL data shows a **decline at S3**. Further investigation and support required for this stage.

For the K2S schools:

- The ACEL data indicates that attainment is **rising** across the K2S schools. However there is still a gap in attainment between these schools and the average for all schools across North Lanarkshire. The focus of the SAC team must now be a forensic approach to improvement within the K2S schools and to maximise the impact of interventions and approaches.
- At **P1** the K2S schools saw an **increase** in attainment **greater than** the average of all NL schools.
  The table shows the increase of 2.45% in K2S compared to 1.7% in all schools for the period 2017/2018 to 2018/2019.

- At **P4** the 35 K2S schools saw an increase of 2.49% from 2017/2018 to 2018/2019 and all schools saw an increase of 2.6%.
- At **P7** the **K2S schools** increased their attainment by a **lesser amount** than the NL average across all schools.
  The table shows an increase in the K2S schools of 0.92% compared to the average of all NL school of 4.39% for the period 2017/2018 to 2018/2019.

Outcome 3. Improving pedagogy in numeracy in the BGE. Teachers and Senior Leadership Teams engaging in CLPL to narrow the attainment gap in numeracy and raise attainment.

Stages of Early Arithmetic Learning (SEAL)

Analysis of pre and post Maths Assessment for Learning & Teaching (MaLT) data collected from 67 pupils during the implementation of Stages of Early Arithmetic Learning (SEAL) has widely improved standardised scores for many pupils across the authority, from a range of stages, abilities and socio-economic backgrounds. Analysis shows:

- There was a significant increase in standardised scores for pupils living in SIMD 1 and 2 with 84% of standardised scores improving between October 2018 and May 2019.
- There was a significant increase in standardised scores for pupils working within an average level with 77.8% of standardised scores improving between October 2018 and May 2019.
- A significant increase in standardised scores were found in Primary 3 and 4 following a six month implementation period. Overall, 82% of Primary 3 and 77% of Primary 4 pupils' standardised scores increased following the implementation of SEAL.
- However, a decrease was seen for pupils who were working at an above average rate at the time of pre-test.

Mental Agility using Number Talks

CLPL feedback from sessions across the year has been very positive. Subsequent follow up visits to the 35 schools, as well as lesson observations, show an improvement in Number Talks being embedded in daily practice across establishments. Dialogue with pupils shows that this continues to impact positively on their enjoyment and confidence. This is now embedded across most primary schools and a selection of Secondary schools. Recent CLPL has been presented on Number Talks Fractions, Decimals and Percentages for level 2. This training is at an early stage but will be further developed to support levels 3 and 4.

Mathematical Mindset

Participants are beginning their collaborative action research, school based projects. Evidence of how this impacts will be gathered within 2019/2020.

Numeracy Coaches

To build sustainability, Numeracy Coaches within every primary school have embarked on 12 months CLPL in the area of improving pedagogy, numeracy assessment, diagnosis of numeracy difficulties using MaLT and supporting children with numeracy difficulties.

Survey results from them show:

- 92% of practitioners stated that their practice had been positively impacted as a result of attending Numeracy Coach Meetings.
- 75% of respondents stated that there was a positive impact on their staff.
- 88% of respondents stated that the meetings had a positive impact on pupils.
- 88% of respondents stated an increase in confidence.

Outcome 4. Supporting pupils' progress through targeted interventions, with a particular focus on those living in Scottish Index of Multiple Deprivation (SIMD) 1 and 2.

Number Box

An analysis of Record of Achievement cards in February 2019 indicated:

- The mean number of outcomes achieved for 'Number' significantly increased from M = 6.88 outcomes in pupils' first session to M = 17 at their last or latest session.
- The mean number of outcomes within all Number box areas achieved at the first session was M = 9.58 rising to M = 22.01 at their last or latest session.

Case study

- A focus group identified times tables, time and money as the areas which Number Box has helped them with the most. All pupils stated that they found their identified area as being 'very difficult' before they started using Number Box. However, after working on these areas during their Number Box sessions, they all said that they would now rate them as 'easy' or 'very easy'. Thus, Number Box has noticeably helped these pupils develop their skills and confidence in the areas that they struggled most with.

Maths Recovery

Training took place towards the end of the academic year and CLPL training evaluations noted that 100% of participants stated the training had improved their pedagogy in numeracy. There is no data on attainment available for this at present.

Catch Up Numeracy

The implementation of Catch up Numeracy has positively impacted the standardised scores for pupils from different stages and socio-economic backgrounds. Using a sample size of 27 pupils, overall 90% of pupils' standardised scores increased following Catch up Numeracy sessions over an average duration of 3 months, with this improvement being statistically significant for Primary 3 pupils.

For pupils living in SIMD 1, the mean standardised score significantly increased from 82 to 102. A similar result was found for SIMD 2 pupils with their mean standardised score significantly increasing from 75.57 to 86.85. Demonstrating this positive impact, standardised scores for 100% of pupils living in both SIMD 1 and 2 increased following the intervention. This result suggests that the most vulnerable pupils across the authority having access to a one-to-one numeracy intervention, such as Catch up Numeracy, aids the improvement of standardised scores.

Stages of Early Arithmetical Learning (SEAL)
These results would suggest that the training and implementation of SEAL has been successful in increasing the understanding of numerical knowledge in younger children across the authority. This is particularly for those pupils in Primary 3 and 4 that have seen a significant increase in standardised scores in the 6 month period.

The results of the evaluation show a significant increase in standardised scores for pupils living in SIMD 1 and 2 following the implementation of SEAL in the classroom, with 84% of standardised scores improving between October 2018 and May 2019. This suggests that across all primaries and stages within the approach, SEAL is allowing pupils from all socio-economic backgrounds to access materials at a level which is appropriate to their age and stage.

Catch Up Numeracy
We were able to provide training for a number of schools across the authority, both primary and secondary. Initial data indicates a positive impact on attainment. A further rollout is planned for the coming session.

Sumdog
Schools have engaged excellently with Sumdog. We have received positive feedback from children and teachers. The online programme has had a significant impact on learning rates and proficiency between August 2018 and June 2019.

Mathematical Growth Mindset

Working in collaboration with the Winning Scotland Foundation and the input from the Robert Owen Centre, (University of Glasgow) has worked well as they have provided excellent support to delegates through online forums, support sessions and allocated tutors.

Numeracy Coaches

Feedback and discussions with the Numeracy Coaches has highlighted the following:

- Enabled the feedback of practical advice gained from discussions with other practitioners and numeracy team.
- Meetings helped with the implementation and embedding of initiatives in establishments.
- Staff have implemented good practice shared by practitioners following meetings.
- Staff feel much more informed regarding current guidelines and initiatives.
- Improvement in confidence in planning and teaching Numeracy.
- Staff access their Numeracy Coach for guidance and support.
- Increased consistency in the teaching of Numeracy across individual establishments.
- Pupils are engaging well with resources and are enjoying the new approach to Numeracy lessons.
- Improved pupil confidence when discussing number.
- Attainment has improved as a result of implementing Numeracy initiatives.
- Pupils are benefitting from a more focused programme of work that is age and stage appropriate.

SEAL

A follow-up evaluation would ensure that the significant improvements seen in the 6-month period is sustained over a longer period of time. This method of evaluation would also show the development and understanding of pupils as they progress through the SEAL stages and access materials that require a higher understanding of numerical knowledge. Providing information to staff regarding enriched activities for those pupils who are highly able would help ensure that all pupils are continuing to make progress and are challenged to a level appropriate for their abilities.

Numeracy Coaches

To improve communication and collaborative working the group will meet in locality groups with associated Secondary Principal Teachers (PTs) of Maths and/or Learning Support. This will enhance cluster working and sharing good practice.

Secondary School Engagement
Engagement with secondary schools could be improved. We aim to improve this in the coming session through additional dialogue with PTs of Mathematics and also include PTs of Support for Learning Departments. This will encourage schools to support our most disadvantaged young people by using the correct intervention.

3	**Health and Wellbeing**

Both, in primary and secondary schools

Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.

Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.

Remember: Your timeframe is from June 2018 to June 2019

Throughout session 2018-19 the Scottish Attainment Challenge in North Lanarkshire has continued to implement and embed its evidence informed, holistic approach to Health and Wellbeing by providing a suite of offers designed to develop and build on a culture and ethos of nurture. This nurturing culture is the cornerstone of the promotion of emotional wellbeing, together with a range of targeted (additional) and specialist (intensive) 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 Community Learning and Development (CLD) in family engagement in learning and by the work of the Attainment Challenge Child and Adult Mental Health Services (CAMHS) team which is developing a school based mental health service by linking directly with Keys to Success schools.

Strengths based relational 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), additional and intensive 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 as well as enhancing staff understanding of the concept of resilience and strengths based approaches. Similarly Video Interaction Guidance (VIG) offers asset based intervention for those experiencing difficulty, while its derivative Video Enhanced Reflective Practice (VERP) is an effective approach to enhancing staff skill in attuned relating.

Evidence of impact has been gathered using a range of methodologies including examination of authority data, consultation with staff and families, evaluation of interventions and self-evaluation and scrutiny processes.

The framework for health and wellbeing applies to both primary and secondary schools, with differences in respect of stage and method of implementation and some specific interventions.

Outcome (i.e. what the workstream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	Evidence Collected (e.g. focus group with parents, online survey etc.)
1. **Embedding a culture and ethos of nurture across all schools through self-evaluation processes.** **Identifying priorities for improvement and the offer of bespoke Career Long Professional Learning (CLPL) opportunities to enhance staff skill.**	**Evaluation of the Nurturing Schools Self Evaluation Framework** Staff questionnaires completed pre and post training Case study data **Video Enhanced Reflective Practice (VERP) Evaluation** Coding of film footage of interaction between practitioners and pupils **Evaluation of Solihull Training** Practitioner Survey Evaluation Case study data
2. **Improving planning and support for children and young people who have experienced adversity.**	**Building Stronger Communities** Collaborative plans **School Community Police Partners** A partnership with North Lanarkshire Report
3. **Enhancing parent child relationships.** **Enhancing family engagement in learning.**	**Solihull Understanding Your Child Evaluation** UYC Report **Community Learning and Development** CLD Report Quantative Data
4. **Improving outcomes for identified children and young people through evidence informed additional interventions.**	**Seasons for Growth** Case studies Self Reported Happiness Rating **Physical Active Health** Better Movers Thinkers/Developmental Movement Report Case Study **Attainment Mentor Programme** End of Year Impact Report Collated mentor and pupil comments

		Club 365 Pupil and Parental Questionnaires Focus groups with parents
5.	**Responding to children, young people and their families through more intensive specialised interventions in response to need.**	**CAMHS Attainment Team** End of year progress report **Video Interaction Guidance** Evaluation **Resilience Planning Toolkit** Evaluation of Resilience Planning Toolkit **Eye Movement Desensitisation and Reprocessing (EMDR) evaluation** Individual Outcome Information

What does this evidence show on the extent to which the above outcomes have been achieved to date? *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, just put 'N/A'.*

Remember: Your timeframe is from June 2018 to June 2019

Outcome 1. Embedding a culture and ethos of nurture across all schools through self-evaluation processes.

Ongoing analysis of data on the Nurturing Schools Self-Evaluation Framework indicates an increase in uptake in mainstream establishments along with an expansion into secondary, early years and ASN establishments. Analysis of staff evaluation data highlights that confidence in knowledge of nurture and the nurture principles positively increased upon completion of the training, thus equipping practitioners to build upon nurture within their establishments.

In a case study where one school identified embedding nurture within their establishment as an improvement priority, the pre and post Strengths and Difficulties Questionnaire (SDQ) results of pupils demonstrated significant reductions in observed level of peer problems, internalising problems and total difficulties (conduct, hyperactivity and emotional problems). These findings indicate that pupils are responding to staff adopting a more nurturing approach in their practice.

Video Enhanced Reflective Practice (VERP)

Psychological Service has continued to deliver VERP across all sectors. The training continues to effectively enhance attainment and improve relationships in the classroom. 99% of practitioners who took part in VERP training reported positive outcomes for pupils

associated with changes which they have made to their practice. Children and young people are described as more confident and are participating and engaging more in their learning.

VERP continues to be successfully combined with other training programmes thus helping to embed new skills in the areas of learning and teaching (e.g. literacy and numeracy) and health and wellbeing (e.g. nurture). Over the last year 100% of participants reported it was valuable to combine VERP with other training.

Solihull Approach Whole School Training

The universal offer of the Solihull Approach Whole School Training continues to demonstrate impact on staff understanding and knowledge of children's behaviour and communication which has translated into changes in practice. Case study data highlights an increase in the child's emotional wellbeing, engagement in learning, attainment and behaviour.

Table 1.1 HWB: **Understanding of the impact of Solihull on practice.**

A practitioners perspective

Since attending the Solihull training, my practice has improved in the following areas:

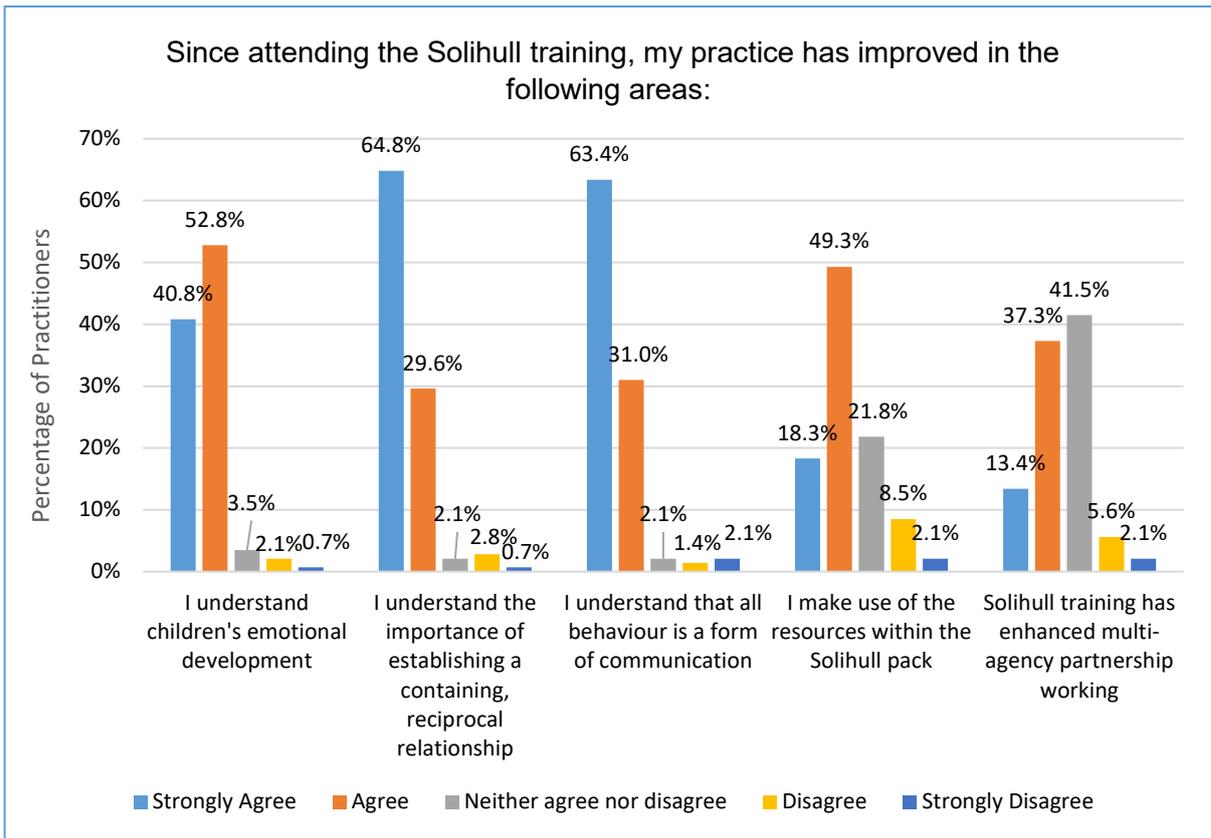| Area	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
I understand children's emotional development	40.8%	52.8%	3.5%	2.1%	0.7%
I understand the importance of establishing a containing, reciprocal relationship	64.8%	29.6%	2.1%	2.8%	0.7%
I understand that all behaviour is a form of communication	63.4%	31.0%	2.1%	1.4%	2.1%
I make use of the resources within the Solihull pack	18.3%	49.3%	21.8%	8.5%	2.1%
Solihull training has enhanced multi-agency partnership working	13.4%	37.3%	41.5%	5.6%	2.1%

Table 1.1 HWB:

- Illustrates the views of practitioners who engaged with Solihull training and the impact on their practice.

- Indicates that responses from practitioners show staff have a greater understanding of children's behaviour and respond in a more attuned way (Smart Survey – June 2019).

All secondary schools are now engaged in the programme. Different delivery models have been successful and resulted in a higher proportion of staff per school being trained in a shorter timescale. Registers from recent training have shown an increase of staff from a variety of roles e.g. support, clerical and partner services. The Smart Survey results show that the training has resulted in staff having a greater understanding of children's behaviour resulting in them responding in a more attuned way.

Outcome 2. Improving planning and support for children and young people who have experienced adversity.

Building Stronger Communities Project
The project in association with Tapestry gathered the range of multi-agency colleagues together over a series of meetings. A trusting relationship and a shared, common understanding around the challenges which the most vulnerable learners and families face within Motherwell's most deprived areas has been established. More crucially, these professionals have identified and agreed on ways in which to take this forward in the post-pilot phase.

School Community Police Partners
Within the secondary sector, our School Community Police Officers (SCPOs) work pro-actively with the schools and other partners to ensure implementation of preventative and early intervention approaches. Responses from questionnaires issued to staff, SCPOs and young people indicate improved relationships, increased feelings of safety and enhanced opportunities for early intervention and implementation of diversionary approaches. As a result all secondary schools will have access to an SPCO next session.

Full report available here:

[PDF] Police partners ONLINE FINAL 20032

Outcome 3. Enhancing parent/child relationships and family engagement.

Understanding Your Child (UYC) Parent Programme

The UYC parent programme has been delivered in 28 of our schools. Results highlight a very positive impact of the programme on parent and child relationships. Data indicates that there was an increase in closeness between parent/child after the group and a decrease in conflict.

Full report available here:

[Word] Report Solihull - Understanding your

Similar to the face-to-face UYC programme, there is an online version of the course that parents and carers across North Lanarkshire can access. The content of the programme is the same as the face-to-face programme, but instead, is delivered solely online. 100% of

parents who completed the course found the course helpful and would recommend it to others.

Results captured from both the face-to-face and online UYC programme have highlighted the positive impact that participating in the programme has on parent and child relationships by increasing parents' understanding of child development and the importance of effective communication and interaction. Evidence captured from the pre and post questionnaires shows that after completion of the programme the closeness within a parent and child relationship increases, whilst the conflict within the relationship decreases. Therefore, it can be understood that the UYC programme does has a positive impact on parent and child relationships which is vital in the development of children and supports them to achieve their outcomes.

Her Majesty's Prison (HMP) Shotts Project

The UYC programme continues to be delivered in HMP Shotts and is considered an ongoing part of the annual prison programme. Fathers report improved understanding of their child(ren)'s behaviour and are identifying changes they would like to make in their parenting.

Prison officers have observed an improvement in the father/child interactions during visits and have reported that they are booking more regular visits with their children since attending the group.

Partners and other family members have commented on the difference in how the fathers respond to their children, being more in tune to what the child needs rather than satisfying their own emotional needs at the visit. One father commented *"Ah, now I understand…..it's my behaviour that needs to change, not his!"*

Community Learning and Development (CLD)

Evaluation of CLD has continued to demonstrate a pattern of increased attunement between parents/carers and child as well as communication with CLD, schools and other agencies. Many parents/carers reported a benefit from a better understanding of particular areas resulting in increased engagement in their child's learning. Parents/carers have benefitted from being upskilled in maximising family learning at home.

Parental outcomes of Parental Engagement, Literacy, Numeracy and Health and Wellbeing recorded through the CLD management information system have significantly increased. Individual work by CLD is able to target specific issues within a family, such as bereavement or family break up. Parental evaluations reported improved ability to manage distressed behaviour and contributed to better parent/child interaction.

Outcome 4. Improving outcomes for identified children and young people through evidence informed additional interventions.

Seasons for Growth (SFG)

SFG is a well-established intervention within North Lanarkshire and has been extensively evaluated. Case study data in session 2018-19 demonstrates continuing positive impact for

children and young people experiencing loss and grief. Improvements in wellbeing indicators including happiness measures and ease in discussing their difficulties. Continuing benefits and the longer term use of strategies has also been demonstrated, together with enduring supportive peer relationships as a result of the programme.

Attainment Mentors

The programme was developed to provide a mentoring service in secondary schools to young people requiring additional support for their learning and health and wellbeing. There has been an increase in the numbers participating in the programme with 359 pupils across the 23 secondary schools being engaged with the intervention.

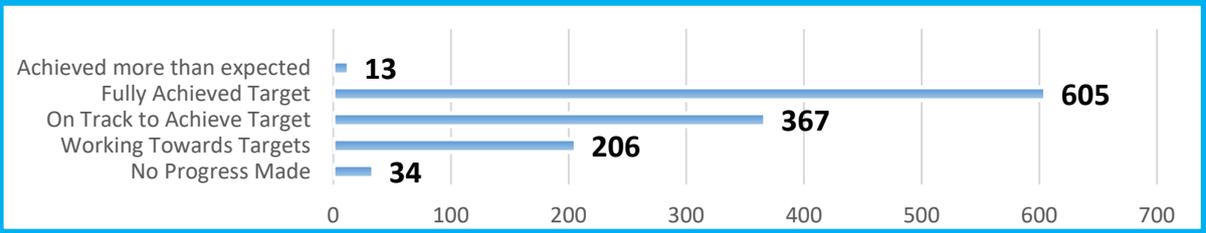Table HWB 1.2 HWB: Mentor programme - Achievement of targets

Table 1.2 HWB demonstrates that young people made positive progress overall in meeting the targets set. These included academic, behaviour, attendance, career oriented, confidence/self-esteem and social/peer relationships.

Data gathered from pupil feedback highlighted the importance of establishing a strong supportive relationship with their mentors. All pupils interviewed spoke very positively of the programme and the relationship they had developed with their mentor. In particular the most common theme to emerge was working with the mentors on their own self-confidence. The responses from both Mentors and Key Link Teachers highlight a very positive attitude towards the programme.

Pupil inclusion in the Attainment Mentoring Programme has had a positive impact on...

<u>Mentor Responses</u>   <u>Key Link Responses</u>

Legend: Strongly Agree (blue), Agree (orange), Neither agree nor disagree (grey), Disagree (yellow), Strongly Disagree (red)
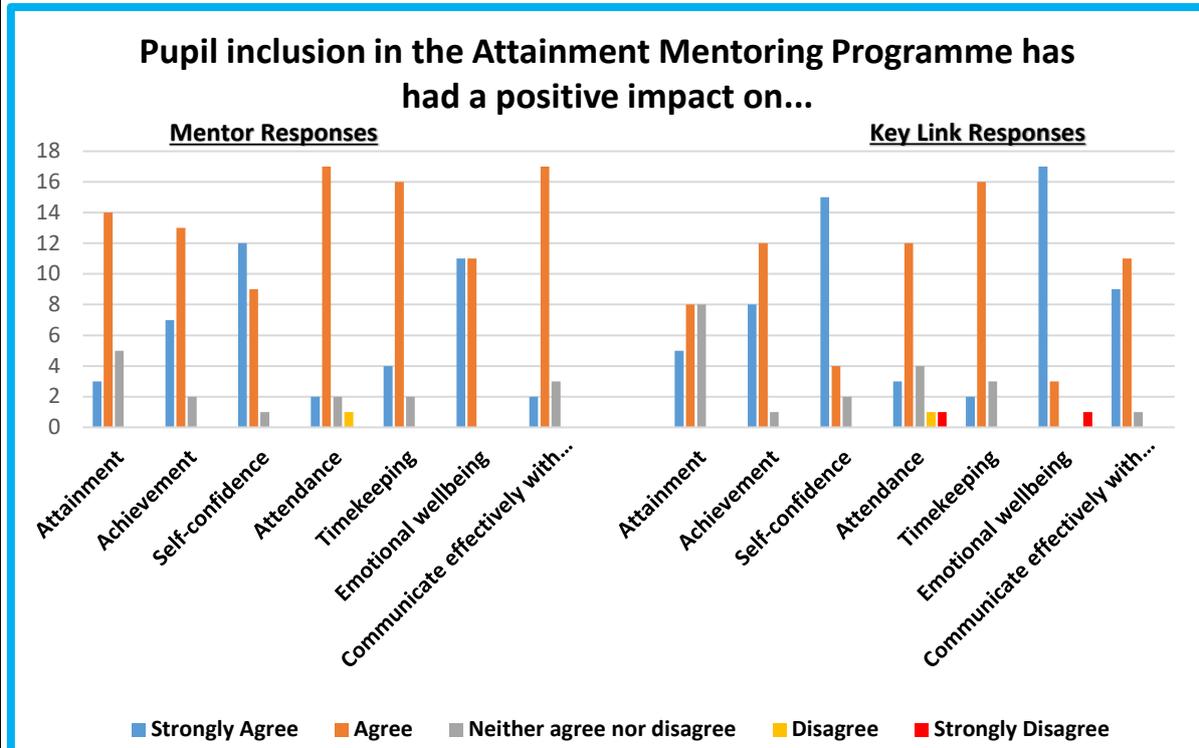
Table HWB 1.3 indicates the following:

- All mentors indicated that the programme had a positive effect on areas such as attainment and achievement as well emotional wellbeing.
- Looking more closely at attainment, the majority of individuals agreed that inclusion in the attainment programme has had a positive impact on pupil attainment.

Physical Active Health Programmes

There are significant number of academic reports which demonstrate a longitudinal evidence base in relation to Better Movers and Thinkers (BMT), Bilateral Integration and the Institute of Neuro Physiology Psychology (INPP). This body of work indicates that the poverty related attainment gap interventions in a number of areas e.g. reading, spelling, mathematics, concentration and coordination can be narrowed by these approaches.

Learners were identified through the use of Neuro-Physiological Psychology (INPP) screening protocols. Pre and post test evaluations were undertaken.

Bilateral Movement and Thinkers intervention led to highly statistically significant reductions in levels of neuro-motor and visual perceptual dysfunction posing as a barrier to attainment for the whole sample of learners.

In a case study, developmental movement lessons led to improvements in pupil focus, coordination, reading, writing, language and gross-motor skills, highlighting the positive impact of the programme on targeted learners in the classroom.

Club 365

Club 365 is open to all primary aged children who are entitled to a free school meal. A nutritious meal and activities are made available during weekends and holiday periods and this is funded through NL core funding.

To date a number of strategies for evaluating the impact of the current model have been implemented. These strategies include parent and children questionnaires; feedback from focus group; data recorded by classroom teachers; and school attendance statistics.

The parents and carers of children who attended the club provided very positive statements about the experiences their children had and the structure it gave to their day during holiday periods.

The children also provided positive feedback regarding the activities and the quality of the food offered.

Data was also gathered by class teachers for a sample group of children after each holiday period Measurements such as attitude to learning; relationships with adults and peers; and attendance and timekeeping were recorded.

The results were mainly positive but due to the small sample size, are not yet significant.

In one of the centres the library service ran literacy sessions throughout the recent summer holiday. In order to measure the impact of attending the club and taking part in the literacy activities, the Single Word Spelling Test (SWST) was administered before and after the holiday. These results are currently being collated and analysed and will be compared to the results of children who did not attend Club 365.

Outcome 5. Responding to children, young people and their families through more intensive specialised interventions in response to need.

CAMHS Attainment Challenge Team

Full report available here:

End Year Report Sep 2019 CAMHS.do

The established 'Telephone Pre-referral Consultations' have resulted in appropriate and timely referrals to CAMHS and encourage a whole school approach to managing children's' mental health problems. This also enables appropriate signposting and stage 1 and 2 interventions to occur in the first instance, where appropriate, resulting in a reduction of pathologising young people and normalising the response to their adverse childhood experiences. The emphasis is on all behaviour being a communication and relationships being key to resolving the child's difficulties.

Referral to Treatment Waiting Time Target - the team have achieved reduced waiting times for families within the CAMHS Attainment Team and cases are picked up well within the 18 week Referral to Treatment time (on average 7 weeks).

Case study data provided more qualitative accounts of young people's, parents and professionals experiences of engaging with the CAMHS Attainment Team. At the end of the

intervention there was a reduction in emotional problems and behavioural issues as indicated in pre and post SDQ scores.

The CAMHS Attainment Team facilitated Anxiety Management Workshops throughout the 35 Keys to Success primary schools. Pupil responses to questionnaires reported that 94% found the workshop helpful and 92% felt that they would be able to use the self-help strategies.

Resilience Planning Toolkit

The further implementation of the Resilience Planning Toolkit supports the GIRFEC planning pathway by linking resilience factors to the wellbeing indicators and provides a robust evidence base for planning and intervention. Staff feedback highlights the usefulness of using this framework in planning, target setting and identifying interventions. Pre and post training questionnaires indicated increased staff confidence in assessing children's difficulties in learning and health and wellbeing. In addition their confidence in implementing interventions/support strategies in both learning and health and wellbeing has also increased.

Video Interaction Guidance (VIG)

VIG is an evidence informed strengths based therapeutic approach to improving relationships within families through the promotion of attuned, sensitive interaction. Psychological Service continues to lead and coordinate a training programme to ensure long term accessibility of VIG across North Lanarkshire. Feedback on the impact of VIG is gathered through interviews with families completed in collaboration with the VIG guider at the end or at the point of a naturally occurring break in the intervention. Analysis of film footage also documents the changes in adult/child relationships.

Between June 2018 and June 2019, 50 additional families have received therapeutic support through VIG giving us a total of 330 families for the duration of the project. 83% of these families live in areas of SIMD 1-3. Associated outcomes for these families continue to be 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 child or children in terms of improving relationships, deepening understanding of children's needs and increasing confidence on behalf of both the parent and child.

Significant progress has been made in terms of ensuring the long term sustainability of VIG across NL. As a result of a long term intensive training programme delivered in conjunction with AVIGuk we can now independently provide training to Accredited Practitioner level under both the new and old pathways. Our newly qualified Advanced Supervisor can now begin to supervise Trainee Supervisors.

Eye Movement Desensitisation and Reprocessing (EMDR)

A small number of identified pupils who have experienced trauma have been referred to Psychological Services EMDR practitioners. Positive impact on children and young people's wellbeing as a result of this specialised therapeutic intervention have been reported.

Developing a sustainable model through a focus on work force capacity and increased staff skill (e.g. Solihull Approach, VIG).

Continuing integration of relational approaches to health and wellbeing based on evidence and ongoing positive evaluations.

Adaptations to implementations in light of evaluations with a view to long term sustainability. Scottish Attainment Challenge approach has helped to inform the direction of the North Lanarkshire's Health and Wellbeing Strategy.

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific workstream going forward.

Challenges:

Physical Active Health (PAH):

Low return rate for some parental consent forms in the physical active health programme meaning some significant data could not be included in the evaluation.

CAMHS:

There is further potential to increase joint working and understanding of impact. Forward planning with the schools could increase opportunities to achieve better uptake of CAMHS offers.

4	**Leadership: Self Improving Schools (SIS) Initiative** **Video Enhanced Reflective Practice (VERP)** **Video Interaction Guidance (VIG)**

Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.

Primary schools only (SIS)
Both in primary and secondary schools (VERP and VIG)

Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.

Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.

Remember: Your timeframe is from June 2018 to June 2019

Outcome (i.e. what the workstream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	Evidence Collected (e.g. focus group with parents, online survey etc.)
1. Self- Improving Schools (SIS) **Improving Head Teachers' confidence and proficiency in accessing and understanding a range of data; analysing, interrogating and responding to data in partnership with their comparative schools. This will result in improved practice and a narrowing of the poverty-related attainment gap.**	Internal Evaluations Research Report ACEL Data
2. VERP **Improving children and young people's health and wellbeing and attainment with particular reference to reducing the poverty related attainment gap by:** Enhancing the quality of interactions and relationships with children Increasing pupil engagement and confidence in discussions Improving teaching behaviours Embedding and deepening knowledge and skill in line with additional training provided in conjunction with VERP e.g. ASD, nurture.	Internal Evaluations Research Report

What does this evidence show on the extent to which the above outcomes have been achieved to date? *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, just put 'N/A'.*

Outcome 1. Improving Head Teachers' confidence and proficiency in accessing and understanding a range of data.

The North Lanarkshire self-improving school system was first established in 2015/16 and continues to evolve and develop. The importance and potential impact of self-improving schools cannot be underestimated; indeed, research evidence suggests that formal

collaboration between schools can play a significant role in pupils' outcomes *(Education Governance: Next Steps, 2017).*

Last session, there was a shift to a greater level of autonomy for Family Groups in relation to the working of the self-improving schools programme.

Family groups set shared priorities, with the most common including "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" and "to develop the content and structure of the curriculum to meet the particular needs of the school".

In these most common priorities, there was a clear increase in family group's confidence ratings after having a meeting which focused on them.

From the meeting feedback, it was clear the family groups all had very valuable and productive discussions regarding the priority they were focussing on. These included involving other members of staff in the family group work, sharing good practice, visiting each other's establishments and sharing and comparing data.

Outcome 2. Improving children and young people's health and wellbeing and attainment with particular reference to reducing the poverty related attainment gap.

VERP is an approach to professional development that enhances attuned interactions through a specific way of using video reflection. It is based on the same method, principles and values as VIG.

In response to an identified need at authority level, VERP training has been offered to Additional Support Needs Assistants (ASNAs) across all sectors. To date, 58 ASNAs have participated.

In line with previous data, 98% of participants report making positive changes to their practice as a result of taking part in the training and 99% 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 (e.g. literacy and numeracy) and health and wellbeing (e.g. nurture). Over the last year 100% of participants reported it was valuable to combine VERP with other training.

Supporting psychologists to train as VERP facilitators has helped establishments embed VERP as a tool for ongoing self-improvement and CLPL.

Can you share any learning on what has worked particularly well?

SIS
The empowering and collaborative nature of family groups has resulted in a self-sustaining model where Head Teachers, and in some instances other staff, are learning from each

other. As a result of the success of the self-improving school system, we will be extending leadership opportunities across the authority.

VERP
Feedback from participants indicates that providing training at the beginning of the academic year for primary and secondary teaching staff maximises opportunities for longer term positive outcomes for pupils who are a direct focus of the VERP training.

Offering VERP to ASNA staff in this academic year has been a great success. Releasing ASNA staff to engage with the training has had a positive impact on their own practice and associated outcomes for pupils which are very much in line with those reported across the board.

Can you share any learning on what has worked less well or could be improved?
Please include in here any risks to this specific workstream going forward.