

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 last school year (2017/18) including any planning undertaken prior to the school year starting (timeframe **June 2017 – June 2018**).

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	West Dunbartonshire
Project Lead/Contact	Julie McGrogan

End Year Progress Report

Remember: this is an End Year progress report, the timeframe is **June 2017 – June 2018**.

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?	All early years, primary and secondary establishments (mainstream and specialist)
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The following questions apply to these long term outcomes

What specific long term outcomes has your local authority identified for the Attainment Scotland Fund?

- Increase attainment
- Reduce the poverty related attainment gap between SIMD 1+2 compared to SIMD 3-10
- Increase attendance and reduce exclusions in selected groups
- Reduce significant difference between achievement in literacy and numeracy
- Broaden engagement activities for children and young people
- WDC strategic outcomes:
 - A narrowing of the poverty related attainment gap for all children and young people in West Dunbartonshire
 - Improved outcomes for all learners in our community - with a priority on schools and Early Learning & Childcare Centres
 - Improved outcomes when creating and supporting positive destinations for our young people
 - More opportunities exist for involvement of our young citizens
 - Improved parental engagement across all schools

What evidence are you collecting to measure these long-term outcomes in your authority? Please specify the type of evidence you are collecting

Quantitative evidence

- Reduced attainment gap as evidenced for the INPLA (Inspection of Local Authorities) inspection in December 2017
- Achieved a Curriculum for Excellence level (ACEL)
- Early years literacy and numeracy baseline
- Uptake of STEM subjects within the Senior Phase
- Attendance of targeted cohorts of young people, including late coming
- Numbers of teachers taking part in Collaborative Action Research (CAR) projects
- Numbers of counsellors and other workers in secondary schools to support emotional well-being of young people
- Numbers of parents engaged with our establishments

Qualitative evidence

- Strategic approach to literacy, numeracy and STEM across all sectors
- WDC Improvement Framework annual review
- HMle Inspection reports highlighting Attainment Fund Scotland projects
- School improvement reports as part of the WDC Improvement Framework
- School Standards and Quality reports
- Lifelink Attainment Report 2018
- Literacy and numeracy moderation reports and maths intervention reports from RA team (SEAL)
- Increased confidence of our most disadvantaged parents to engage in family learning in a school environment
- Attitudinal data, e.g. Myself as a Learner
- Case studies, e.g. Multi Agency Family Hub in secondary, SEAL approach to numeracy in primary and consultation of stakeholders.

Engagement evidence

- Participation measures in projects, i.e. numbers of children, staff and parents / families

What did this evidence show so far?

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

Improved Learning

Case study evidence and attitudinal studies show that children and young people are more engaged with their learning, e.g. increased attendance among the targeted cohort as part of the secondary Family Hub project when engagement with a vulnerable parent led to increased attendance of the young person.

As part of the Transitions project in primary there has been a focus on use of Word Aware at the early stages, this has enabled this staff group to develop their skills in vocabulary development and their enthusiasm for trying out the methodology in their establishments.

Analysis of the use of SEAL approach to maths has resulted in positive comments from teachers about young people's attitude to learning, e.g. *"The learners involved are all displaying a highly motivated and positive attitude towards maths and their confidence in their own ability has improved"*.

Raised Attainment

In Literacy, the Local Authority average in ACEL across all levels has improved from 73.1% in 2016 to 77.6% in 2017 to 79.4% in 2018.

- In Reading, the Local Authority average in the BGE across all levels has improved from 73.7% in 2016 to 77.6% in 2017 to in 78.5% 2018
- In Writing, the Local Authority average in the BGE across all levels has improved from 67.1% in 2016 to 75.1 in 2017 to in 73.5% 2018
- In Listening and Talking, the Local Authority average in the BGE across all levels has improved from 78.5% in 2016 to 83.8% in 2017 to in 86.1% 2018

In Numeracy, the Local Authority average in ACEL across all levels has improved from 70.9% in 2016 to 74.8% in 2017 to 75.9% in 2018.

ACEL achievement in 2019 will improve the robustness of this data, as it will enable the measurement of a specific cohorts progress over time, e.g. P1 in 2016 will be P4 in 2019.

Narrowed the gap

In the BGE, Maths Attainment for all deciles increased. The percentage increase for deciles 1 and 2 was slightly higher than all other groups.

Although, improvement is evident in some areas and stages there are areas where work is still required. Attainment has increased and the gap is starting to close but there is work that still needs completed.

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

INPLA report

- Staff and partners working effectively together provide a wide range of support for children, young people and families which is leading to improvements in literacy,

numeracy and health and wellbeing.

- Many children, young people and families demonstrate a strong desire to positively engage in new projects and different ways of learning. As a result, they are increasing their achievements and developing skills for learning, life and work.
- A well thought-out strategic approach to career long professional learning is supporting practitioners to improve their practice through collaboration, engagement in research, critical reflection and skills development.

Scoping reports for INPLA inspection

- West Dunbartonshire has an improving record of raised attainment in Literacy and Numeracy the BGE and Senior Phase.
- West Dunbartonshire is beginning to reduce the poverty related attainment gap in the BGE and Senior Phase
- A strategic commitment to an evidence informed approach to improvement is supporting outcome focused approach to delivering excellence and equity
- Informed by national priorities and the local context, the Local Authority provides clear strategic direction to education leaders about the priorities for improvement
- West Dunbartonshire has developed a coherent strategy for building teacher capacity and capability
- A range of high quality professional learning activities to support narrowing the poverty related attainment gap
- The promotion of online platforms as a mode for all staff and pupils to share and learn
- West Dunbartonshire has a high profile strategic commitment to improving the outcomes and life chances of children, young people and communities
- Clear direction, guidance and framework to support headteachers to lead and manage SAC and PEF
- Parenting programmes provide opportunities for parents and carers to build capacity in supporting their children
- WDC Education Service has very good systems for tracking and monitoring data focusing on raising attainment and closing the poverty related attainment gap 3-18
- WDC Education Service has very well developed approaches to evaluating the quality of learning, teaching and assessment 3-18
- At establishment level, there is emerging good practice of educational research supporting professional learning, improving pedagogy and facilitating the sharing of good practice
- WDC Education Service has improved the quality of learning, teaching and assessment 3 – 18 via a range of strategic approaches to improving pedagogy
- As a result of approaches to self-evaluation, analysis and evaluation of data and strategic approaches to improving learning, the Education Service and the majority of establishments have successfully raised attainment
- As a result of approaches to self-evaluation, analysis and evaluation of data and strategic approaches to improving learning the Education Service and establishments have successfully narrowed the poverty related attainment gap
- Corporate, education and establishment senior leaders provide effective strategic direction and systematic planning to improve learning, raise attainment and narrow the poverty related attainment gap
- Communication of objectives and actions within the strategic planning framework is very effective and supports localised improvement planning cycles
- In alignment with the National Improvement Framework, approaches to planning

and scrutiny are significantly enhanced by very good use of digital technologies

- WDC makes very good use of research and data to plan and lead improvements aimed at improving outcomes for all children and young people
- To improve outcomes for learners, WDC operates under a coherent governance framework at all levels, in which there is clarity of both responsibility and accountability
- Projects and actions are a direct result of self-evaluation activities at all levels and in all establishments
- Delivery Plans, Project Plans and Action Plans are clearly documented and communicated with stakeholders
- Elected Members on the Educational Services Committee scrutinise the Raising Attainment papers and are clear on their focus and responsibility
- Robust systems are in place for the effective management and monitoring of finance, ensuring strong financial governance and delivery of best value at both corporate and project level
- WDC provides the conditions and environment for leaders to make innovative decisions on available spend, based on research and self-evaluation activities
- WDC has effective systems to monitor and evidence the extent to which spend has led to improved outcomes

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

- Continue to ensure self-evaluation provides clarity about which interventions add the most value to children's and young people's attainment and achievements and take steps to formalise exit or continuation strategies as appropriate.
- Building on the current good practice, improve planning with parents, carers and children and young people to ensure they are fully involved in discussions and decisions which affect their learning.
- Long term sustainability will require investment in Continuous Professional Learning to ensure all staff have the necessary knowledge and expertise in the interventions for equity.
- Ability of vulnerable families to sustain their engagement with interventions whilst facing complex social and economic disadvantage.

2. Progress in individual workstreams

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

Workstreams:

1. Early Level Play and Learning and Family Learning Hub
2. Maths and Numeracy
3. School Improvement Partnership Project (SIPP / CAR)
4. STEM
5. Multi Agency Hub
6. Enhanced BGE
7. Skills Academies

The following table to be repeated for each work stream

1	Transitions 1: Early Level Learning and Family Learning Hub
Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.	
<p>€ Primary schools only</p> <p>€ Secondary schools only</p> <p>€ Both, in primary and secondary schools</p> <p>€ <u>Early Years and Primary</u></p>	
<i>Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.</i>	
<i>Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.</i>	
<i>Remember: Your timeframe is from June 2017 to June 2018</i>	
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.)
All staff in early years will have knowledge of word aware as an approach to develop vocabulary in the early years and be able to evidence this in their practice with children.	<ul style="list-style-type: none"> • Five nurseries have been part of an extended pilot for whom data on all children within these nurseries has been collected using a bespoke vocabulary assessment which is individually administered. Across each of these 5 nurseries, analysis of assessment shows a statistically significant

	<p>improvement of taught vocabulary, pre to post assessment.</p> <ul style="list-style-type: none"> • Questionnaire feedback from training of all early years' staff provides evidence of positive impact of training and examples of how staff are going to take approach forward within their own establishments. • Ongoing coaching and mentoring sessions with early stages teachers has provided evidence of practice within nurseries and identifies where further training is needed. • Questionnaire feedback from parents attending one nursery reveal all parents very positive about word aware and see the approach as improving links between home and school.
<p>To increase family learning through the provision of a range of group and individual learning opportunities for parents (open to all parents).</p> <p>To enhance parental skills in the management of behaviour thus improving relationships and readiness for learning (targeted intervention for parents of children aged 3-8 years with elevated SDQ scores).</p>	<ul style="list-style-type: none"> • Numbers of parents who have attended evidence based parenting programmes (Incredible Years). • Number of parents who have completed more than one module of accredited child development course. • SDQ questionnaire scores pre and post completion of groups show improvements.
<p>To enhance the skills of primary HTs to work to engage with parents thus improving learning and attainment in the longer term.</p>	<ul style="list-style-type: none"> • Fifteen HTs attended training on Solihull approach with questionnaire feedback highlighting high levels of satisfaction with training and examples given of how training would impact on their practice.
<p>To promote continuity in approaches between home and school by providing Incredible Years Teacher Classroom Management Training (IYTCM) to primary teachers.</p>	<ul style="list-style-type: none"> • Eight teachers and 5 early years' workers completed 6 day training. • Questionnaire feedback on each session, pre and post course show improved confidence in managing behaviour and drawing up behaviour plans. • Improved scores on SDQ for target pupils.
<p>Improved quality in the provision of play based learning experiences at early level</p>	<ul style="list-style-type: none"> • Feedback from training • West Dunbartonshire School Improvement Visits

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 2017 to June 2018

Commentary on the evidence of impact has been included in the previous section.
Key highlights:

- *Word Aware*: Impact data from a further 148 pre-school aged children has demonstrated statistically significant effect on the vocabulary that they have been taught pre- to post test. This statistically significant result was shown in the sample overall and for each of the 5 individual nursery establishments involved. Data of impact of word aware is now available for approximately 250 pre-school children.
- Continued impact on practice of initial word aware training on early years workers as evidenced in the activities that they have been undertaking to promote vocabulary and literacy within their establishments.
- Number of parents taking up the opportunity to be part of an Incredible Years group and the feedback on impact on this which they have given.
- Number of parents taking part in accredited child development course and the impact that they report this has on their lives.
- Working with early years teachers to develop and promote their knowledge and skills in vocabulary development and their enthusiasm for trying out the methodology within the nurseries that they are working.
- Play Based Learning - The task based approach, built into the training course, demonstrated that participants have a deeper understanding of the pedagogy of play and Building the Ambition.
- Improved play based approaches to learning at the early stages (ELC – P3);
- Continuous provision of child centred learning to support children’s cognitive, social and emotional development and holistic approach to learning in some schools and ELCs.
- Baseline assessment results in literacy and numeracy show improving trends.

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

- Embedding practice in a small number of nurseries and working closely with them to develop skills.
- In terms of scaling up word aware approach, working with early stages teachers to further develop their skills to enable them to coach and mentor in nurseries.
- Introducing the Solihull approach as the basis to understanding parents and promoting an understanding of how best to promote positive relationships between home and school.
- West Dunbartonshire Council continues to train all early stages teachers, early years practitioners, P1-3 teachers and learning assistants, in order to improve on the quality of experiences and outcomes for learners.

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.

- Pace of change to scale up the Family Hub to a larger number although the model has influenced the content of a number of PEF Plans

2	Maths / Numeracy : To improve Numeracy attainment and To close the attainment gap between pupils from the most and least deprived areas
Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.	
<ul style="list-style-type: none"> • Primary schools only • Secondary schools only <p>*Both, in primary and secondary schools</p>	
<i>Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.</i>	
Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.	
<i>Remember: Your timeframe is from June 2017 to June 2018</i>	
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.)
Improved attainment and achievement in maths and numeracy at early years, primary and secondary	<ul style="list-style-type: none"> • CfE Data • SEAL Case Studies • Locally developed assessments
High quality experience of learning in maths / numeracy	<ul style="list-style-type: none"> • On line surveys using google forms • Feedback from professional learning sessions • Authority Moderation reports
Increased parental engagement and family learning opportunities	<ul style="list-style-type: none"> • Parent focus groups and feedback
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'.	
<ul style="list-style-type: none"> • West Dunbartonshire's Early Level Numeracy Benchmarking Tools show that in 2017-18 an increased percentage of P1 children achieved the expected benchmark for four aspects of numeracy, compared to 2016-1. This means there 	

has been a sustained improvement over the last three years in Data and analysis and Fractions, decimals and percentages.

- Children who were in nursery in 2017 who are now in P1 have made progress with the biggest gains in money and number and number processes.
- Improved attainment in maths by stage:
- At P1 achievement of a level in numeracy has remained steady in 2016 and 2017 at 81 % but increased in 2018 to 84 %.
- At P4 achievement of a level in numeracy has increased to 71 % in 2017 from 61 % in 2016, but remained steady in 2018 at 71 %.
- At P7 achievement of a level in numeracy has increased steadily over the three years (2016-18) from 61 % to 64 % to 66 %.
- At S3 achievement of a level in numeracy has remained steady over the three years (2016-18) at 83 %.
- Case Studies of 7 school involved in the SEAL interventions with 21 P6 pupils showed more than 10% increase in attainment in core aspects of numeracy.
- 70% of schools have staff trained in SEAL approach. The majority of staff reported that the training had developed their understanding of skills progression and connections in maths / numeracy.
- Maths Challenge Teachers are established in every school.
- Increased number of homework clubs, open afternoons and family drop in sessions for parents focussing on maths / numeracy.
- Consistent approaches to delivery of maths / numeracy between early learning, primary and secondary.

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

- SEAL, Growth Mindset and Number Talk
- Maths strategy promoting breadth, depth and challenge
- Maths Attainment Team (dedicated team implementing small tests of change leading to authority wide interventions and improvement)
- Enhanced Transition Project
- Local Learning Community approach and Maths Challenge Teachers

***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.***

- Middle stages of primary continue to show a lack of sustained improvement

- Continue to invest in the development of maths specialist teachers in primary

3 School Improvement Partnership Project (SIPP/ CAR)

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

- € Primary schools only
- € Secondary schools only
- € **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 2017 to June 2018

Outcome (i.e. what the workstream is aiming to achieve) <i>(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i>	Evidence Collected (e.g. focus group with parents, online survey etc.)
Improved learning and teaching leading to high quality learning experience in all establishments	<ul style="list-style-type: none"> • West Dunbartonshire School Improvement Framework • Evidence from lesson study approach
Empowered teachers and school leaders resulting in self improving school improvement programme (phase one primary teachers, phase two early years practitioners and probationers, phase three headteachers)	<ul style="list-style-type: none"> • Annual SIPP Survey (using google forms) • Numbers of school involved in process • CAR leads evaluative reports • INPLA evidence
Teacher research supporting evidence based approaches to interventions phase one primary teachers, phase two early years, phase three probationer teachers and headteachers	<ul style="list-style-type: none"> • CAR projects and evidence • Feedback from teachers • INPLA Evidence

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 2017 to June 2018

- 83% of CAR participants state that their learning and teaching and the quality of experiences has improved for learners.
- Language development increase in pre school children
- Differentiation - children feeling included- variation of HWB techniques
- Increase in resilience and confidence in children.
- Children demonstrating their strategies- metacognition
- Improved engagement with children and parents
- Children using resources better. Focused on children who were not choosing specific areas of the nursery.
- Some parents seemed more engaged. Improved baseline results due to working with parents and children. Children knew more rhyme and singing along, buzz words and linking props to rhyme
- Enhanced problem solving skills in learners
- Conditions for collaboration and school improvement developed as a result of CAR approach supporting the delivery of school improvement programmes using peer heads and peer schools. Leading to a new model of school improvement introduced August 2018.
- Majority of schools have staff trained in CAR approach as part of school partnership programme
- All headteachers and heads of centres experience of a school improvement trio
- SIPP (CAR) core element of West Dunbartonshire Probationer Programme (all probationers involved)
- Local authority moderation of literacy and numeracy led by practitioners

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

- SIPP Leads Network Group led by lead officer supporting consistency in professional learning, planning, evaluation and reporting
- Local Learning Community(LLC) model of SIPP
- Lead personnel for SIPP in each (LLC)
- Collaboration with The Robert Owen Centre and Argyll and Bute Council
- Probationer programme for CAR
- West Dunbartonshire Moderation framework based on CAR principles
- Collaboration with GTCS to provide training on practitioner enquiry and The Standard for Full Registration
- Headteacher Secondee as lead co-ordinator
- Funding to release teachers to collaborate and conduct lesson studies in partner schools
- Strategic 5 year framework starting with class teachers, then schools, LLC,

authority wide approach

**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.**

- Level of commitment by a small number of headteachers to the approach attributed to lack of professional learning about CAR / SIPP.
- Building in to collegiate calendars time for teacher collaboration, and lesson study
- Commitment to provide teachers to cover to release staff to engage in partner school visits

4 STEM

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

- € Primary schools only
- € Secondary schools only
- € **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 2017 to June 2018

Outcome (i.e. what the workstream is aiming to achieve) <i>(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)</i>	Evidence Collected (e.g. focus group with parents, online survey etc.)
Improved staff confidence and skill in the BGE (all mainstream and specialist schools)	<ul style="list-style-type: none"> • School inspection reports • WDC School Improvement Programme reports
Improved quality of learner engagement (all mainstream and specialist schools)	<ul style="list-style-type: none"> • School inspection reports • WDC School Improvement Programme reports
Improved STEM skills developed (all mainstream and specialist schools)	<ul style="list-style-type: none"> • School inspection reports • WDC School Improvement Programme reports

Increased numbers of pupils engaged in STEM in Senior Phase (all mainstream and specialist schools)	<ul style="list-style-type: none"> • SQA Data • N/A at present
<i>Increased number of young people entering STEM Careers</i>	<ul style="list-style-type: none"> • N/A

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 2017 to June 2018

- The initiative to develop STEM Hubs has been reported positively in school inspection reports since 2015:

'Through using the inspire and challenge hub there is a strong approach to science within the school....Children speak very positively about the resource and are excited to learn in the dedicated space.'

HMIe highlighted the STEM Hub programme as practice worth sharing: 'The 'Inspire and Challenge' hub was a driver to motivate and enthuse staff to 'regenerate' their environment and pedagogy. As a result of the changes to the physical environment and improvements to learning and teaching, teacher's are successfully developing children's scientific knowledge.'
St Patrick's Primary School Report June 18

'Learning through play and other recent developments including forest schools, STEM lessons and 'masterclasses' are providing children with a range of contexts to develop and consolidate learning and new skills.'

Goldenhill Primary School Report February 2017

'Children are highly motivated by learning in a range of contexts such as Forest Schools and the STEM Hub'

Edinbarnet Primary School Report January 2017

- West Dunbartonshire's School Improvement team report an improved the quality of learning in STEM in almost all primary schools and early learning and childcare centres.
- Increased number of parent events promoting STEM learning, careers and skills for learning, life and work

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

- Partnership working with Glasgow Science Centre to develop STEM Hubs
- Participation in the RAISE programme led by The Wood Foundation, Scottish Government and Education Scotland
- STEM co-ordinators and networks both locally and in partnership with national agencies and other local authorities
- Parent STEM Events held in schools led by pupils and staff
- Pupil STEM Events

- This project has influenced the content of PEF projects (for example, further work on Inspire and Challenge learning by Our Lady and St Patrick’s local learning community).

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.

It has been difficult to build on the initial small scale action research projects in three schools to directly attribute STEM learning to improved attainment in numeracy as was an initial objective, However, attainment in maths / numeracy has increased in West Dunbartonshire since 2015.

5 Multi Agency Hub

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

- € Primary schools only
- € **Secondary schools only**
- € 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 2017 to June 2018

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.)
Improved attainment and achievement for pupils residing in deciles 1&2	<ul style="list-style-type: none"> • CfE Levels • SQA Performance • Participation Measures
Improved attendance for intervention groups	<ul style="list-style-type: none"> • Attendance Data
Reduced exclusions for intervention groups	<ul style="list-style-type: none"> • Exclusion Data
Increased parental and family engagement	<ul style="list-style-type: none"> • Engagement Figures

in the school and wider school community

- Parent focus groups and questionnaires

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 2017 to June 2018

- Attainment data shows that at this mid way point of the Scottish Attainment Challenge the initial high level message emerging from the 2018 teacher judgement data is that since 2016 for pupils residing in SIMD 1&2 :
 - At P1 there is a 3% increase in the number of pupils attaining early level
 - At P4 the number of pupils attaining first level remains static
 - At P7 there is a 7% increase in the number of pupils attaining second level
 - At S3 there is a 2% increase in the number of pupils attaining at third level
- Improved attendance and reduced rates of exclusion for the pupils involved in intervention groups – in 2017-18 one school showed a reduction in exclusion from (0.07 to 0.04 % of school openings) and one reported a 'significant increase in attendance of a number of targeted young people'
- For identified groups there is evidence of a 7 % increase in numeracy attainment in comparison to their S1 cohort who increased in attainment by 3%
- Almost 100 young people have benefitted from pupil counselling service resulting in:
 - Staff are well established in the schools and feel integrated and supported to provide a high quality service to young people
 - Positive partnerships continue and are effective in providing holistic support to young people
 - The service is valued by both the young people and the schools.
 - Good core movement has been made indicating reliable change in their mental health and wellbeing
- 37 families have engaged with the family opportunities team based in the schools. Resulting in support being given with: debt / finance advice and support; housing support; crisis support (foodbank and school uniform); volunteering opportunities; employment pathways; learning opportunities (IT, interview skills, early years qualification)
- 40 parents have engaged in adult learner courses provided by school staff, West College Scotland and Working 4 U. 2 parents have secured employment.

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

- Pupil and Family Support Workers / Family Link Workers
- Pupil Counselling Service

- Nurture and Nurture Base
- Pupil and Family Support Workers / Family Link Workers
- Family Opportunities Team

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.

- The Family Opportunities Team have experienced challenge in engaging all parents referred to them via self referral or referral by school staff.
- Group counselling sessions have not been as successful as individual sessions
- School collegiate calendars and improvement priorities make it challenging to allocate sufficient time in collegiate calendars for in depth training sessions on nurture and well being interventions for all staff.

6

Enhanced BGE

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

- € Primary schools only
- € **Secondary schools only**
- € 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 2017 to June 2018

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.)

Smooth transition into secondary school to support a cohesive curricular experience - 100 pupils

- Focus groups of pupils
- Focus groups of parents
- Educational Psychologist Report
- West Dunbartonshire Thematic Review

Identified groups of learners receiving targeted supported interventions with a

- CfE Data
- School based assessments

focus on developing their literacy and numeracy skills - 100 pupils	<ul style="list-style-type: none"> West Dunbartonshire Thematic Review
Collaborative planning within the BGE to improve quality of learning and teaching and personalised curricular experience (All secondary pupils with a particular focus on identified groups)	<ul style="list-style-type: none"> West Dunbartonshire Thematic Review (focus groups of staff, pupils, parents)
Increased number of young people gaining qualifications	<ul style="list-style-type: none"> SQA Data Wider achievement awards: Duke of Edinburgh Awards, John Muir Awards - N/A

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 2017 to June 2018

- The teaching team are also the pupil support volunteers, resulting in close monitoring and support for at risk pupils. This has improved attendance and levels of engagement in learning.
- Increased engagement by parents of pupils at risk through use of online parent forum and small group consultation, with a small number of key staff leading on this. This builds close supportive relationships between staff and vulnerable parents.
- Nurture training and smaller nurture classes have supported more sustained periods of learning and developed confidence and resilience with the target group of young people.

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

- Continuity of learning achieved by delivery of a consistent approach to social and emotional well being programmes between P7 and S1
- Establish an audit cycle to monitor progress in professional understanding and skill in applying literacy, numeracy across the curriculum
- Teaching teams planning collaboratively to support a cohort of pupils in their learning across curriculum areas ensuring appropriate differentiation. A key area of focus being the use of a wide range of motivating approaches to learning ensuring skills development in literacy, numeracy skills plus health and wellbeing.
- Close partnership work with families of identified young people starting in primary and moving into secondary (personalised model).

**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.**

- Reaching most vulnerable families and encouraging them to remain engaged
- Staff changes

7 Skills Academies

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

- € Primary schools only
- € **Secondary schools only**
- € 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 2017 to June 2018

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.)
Engaged pupils throughout Skills Academy, Hairdressing & Dance at all levels (BGE & Senior Phase)	<ul style="list-style-type: none"> • Improved attendance / behaviour / less exclusion. Click and go
To ensure every child leaves school with qualification suited to their needs. (BGE & Senior Phase) – NPA & National Awards.	<ul style="list-style-type: none"> • Attainment Tracking and Awards. • SQA - Tracking
Lateral Progression – More diverse range of subjects	<ul style="list-style-type: none"> • Robust, personalised and varied Curriculum
Online Learning – Open University modules – senior phase. (In progress)	<ul style="list-style-type: none"> • Google form collating courses undertaken and success rate.
Develop transferable competencies as well as skills & knowledge in a broad vocational area and Understanding of the workplace Positive attitudes to learning for	<ul style="list-style-type: none"> • Focus Group / Work experience / Surveys.

employability.

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 2017 to June 2018

- 43 pupils on target to receive qualifications by June 2019, the highest since course began
- Delivery of new projects / courses and learning aimed at personalisation and positive pathways
- Increase in the number of pupils engaging in skills based courses
- Positive destinations, including very positive feedback from work experience

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

- Hairdressing & cosmetology has worked extremely well in motivating disengaged pupils. Further Parent / teacher and Community engagement is planned in addition to initial engagement events.
- Construction / Dance / Hairdressing offer has increased levels of sustained engagement in learning for young people who find it very difficult to sustain concentration levels and display medium / high tariff behaviours
- Personalised Curriculum that caters that strives to cater to the needs of the pupils, opening opportunities for a positive pathway.

***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.***

- A wider offering of pathways to learning have been developed. Implementation of all of these is challenged by restrictions through timetabling. This is an identified area of next step for project implementation.

Scottish Attainment Challenge

Challenge Authorities Programme 2018/19

Mid financial year update 2018/19

Using the template overleaf, please provide an update on the financial status of each intervention / workstream. The total amount of expenditure across the interventions / workstreams should align with the total claim submitted in the combined quarter 1 and quarter 2 grant claim to be submitted alongside this document.

Like in previous reports, we ask that:

- in table 1 you provide a detailed update on spend against the overall allocation and the forecast total spend to March 2019; and
- in table 2 you provide a detailed update on FTE planned and recruited and the associated cost.

Note that this is a mid **financial** year update, so the timeframe is **April 2018 – September 2018**.

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

Local Authority	West Dunbartonshire
Project Lead/Contact	Julie McGrogan

Mid Year – Financial update

Not that this is a mid **financial** year update, so the timeframe is **April 2018 – September 2018**.

Intervention	Allocation	Combined Q1 & Q2 Claim	Forecast total spend to March 2019
Early Level : Play & Learning/Family Support Campus	252,926	141,539	283,078
Primary to Secondary Maths	588,502	238,997	477,994
SIPP	239,136	137,987	275,973
STEM	56,000	27,479	54,958
Other	53,928	37,785	75,570
Multi-agency Hub	471,113	240,584	481,167
Literacy & Numeracy	226,546	94,609	189,218
Skills Academy	155,664	102,928	205,857
Authority Total 2018/19	2,043,815	1,021,908	2,043,815

Staffing Breakdown	FTE planned	FTE in post	Planned Spend	Spend to date	Forecast total spend to March 2019
Teachers		16.7	975,000	487,574	975,148
Education/development officers		2.4	175,000	89,368	178,736
Educational Psychologists		4.0	160,000	80,363	160,276
Data analysis officers		1.0	40,000	20,477	40,954
Family/home link workers		6.0	160,000	81,688	163,376
Other : Professional Learning, Police Officer, Senior Phase Officers, Pupil Counselling, Lifelink Officer		15.0	280,000	142,281	284,562
Staff Total 2018/19		45.1	1,790,000	901,761	1,803,052

SCHEDULE 2

GRANT CLAIM FORM

Organisation: West Dunbartonshire Council

Bank details:

Account name:	No.1 Account
Sort code:	82-62-11
Account number:	00000821
Name:	Clydesdale Bank
Address:	47 High Street, Dumbarton G82

Programme: SCOTTISH ATTAINMENT CHALLENGE – CHALLENGE AUTHORITY PROGRAMME 2018/19

Total agreed grant for 2018/19: £2,043,815

Latest forecast of expenditure of grant for 2018-19: £2,043,815

Claim for Grant for the period from April to September : £1,021,907

We hereby claim grant of £ 1,021,907 in respect of the above period in accordance with the terms and conditions of the offer of Grant dated 2 May 2018 and the Schedules attached thereto.

Items of Expenditure

Please list in the table below all discrete items of expenditure relevant to the above period and the type of documentary evidence that has been submitted or will be made available on request to substantiate each amount.

Item (e.g. staffing, resources, training, intervention etc.)	Amount (£)	Paid Invoice (Y/N)	Other (please specify, e.g. certificate of payment in kind)
staffing	901,762	N	paybill
resources	31,877	Y	
training	39,800	Y	
Payments to other bodies	48,469	Y	
TOTAL*	1,021,908		

* Note the total should add up to the total expenditure claimed for the period.

Completed by: Joe Reilly

Position: Finance Business Partner

Contact Details: joe.reilly@west-dunbarton.gov.uk

Date: