



Glasgow City Council

Report by Executive Director of Education

Item 3

September 2018

Glasgow's Improvement Challenge 2015 – 2020

***Improving children's health and wellbeing through nurturing approaches
and increased participation in physical activity and sport***

Purpose of Report:

To update the Scottish Government and Education Scotland on the progress being made in Glasgow on Glasgow's Improvement Challenge as part of the Scottish Attainment Challenge. This is the third of a series of six papers five of which covers each of the strands of Glasgow's Improvement Challenge.

Improving children's health and wellbeing through nurturing approaches and increased participation in physical activity and sport

The physical activity and sport workstream is delivered by the Physical Education Physical Activity and School Sport Team (PEPASS), with three Physical Education Lead Officers (PELOs) supporting the implementation of a detailed and ambitious action plan across primary, secondary and additional support for learning (ASL) schools. The PEPASS identified priorities are:

- Develop an understanding of the importance of physical literacy (engaging through movement) in raising attainment at early stages. Physical, mental, emotional, social, (Learning, Life, work)
- Active Play Partnership with Inspiring Scotland, Strathclyde University
- Developmental Physical Education (DPE)

The Active Play programme is delivered by go2play, along with partner charities PEEK, Jeely Piece and in 2017/18 FARE were included too. Active Play is designed to increase physical activity levels for primary-age children by introducing active games and play into schools.

The programme involves weekly Active Play sessions in school, separate from PE and break time, for primary 4 pupils. This programme in partnership with the PE Lead officers, builds on the Physical Literacy intervention targeted at early level.

Pupils from primary 6 and 7 are engaged in the Play Champions programme which teaches them to take a leading role in facilitating play for younger pupils.

Strathclyde University are engaged in a PhD research project to evaluate the programme of planned interventions. Active Play is a positive way of increasing children's physical activity levels as children can engage in it for extended periods of the day. Furthermore, recent interventions have evidenced that active play has been successful at improving almost all children's fundamental movement skills. Having good fundamental movement skills can increase the likelihood that children will be more physically active. Both active play and fundamental movement skills has recently been linked to improved cognitive performance, related to attainment.

Across the 14 schools in Cohort 4 of Go2Play, most (88.8%) 33 out of 36 practitioners reflected they had improved their knowledge and understanding, confidence and delivery (3 practitioners reflected that their first evaluation was too high). Through coaching in context and peer observation, PELOs have reported an increase in staff confidence in delivery and knowledge, enhancing learners' experiences.

11 City CPD sessions were delivered with an attendance of 178 practitioners. Almost all of practitioners evaluated they have improved their knowledge and understanding, confidence and delivery. Evaluations from cluster twilight support from a further 90+ practitioners has evidenced that almost all practitioners have evaluated they have improved their knowledge and understanding, confidence and delivery.

Headteachers have observed enhanced learners' experience due to growth in practitioners' knowledge and confidence. This has result in increased motivation and engagement in children to engage and participate both during and out of school activity. This change in pedagogy has resulted in children being more physically

challenged and being more physically engaged throughout lessons. Children are active and developing skills to work independently, developing creativity and imagination. Almost all, (13 of the 14) schools in cohort 4 (Aug-Dec 2017), have shown an increase in the number of individual children participating in out of school hour activity clubs.

Across four sample schools, where family sessions were also delivered, improving children's health and wellbeing through a nurturing approach, more individual children are attending out of school hour clubs demonstrating an increased levels of physical activity.

- Sandwood Primary has shown an increase from 38% to 46%
- Cardonald Primary has shown an increase from 59% to 70%
- St. Joseph's Primary has shown an increase from 39% to 45%
- St. Marnock's Primary has shown an increase from 52% to 71%

The National average figure in 2016/17 for individual children attending out of school hour clubs delivered was 43% (source: SportScotland July 2017) compared to Glasgow's average in 2016/17 figure of 49% (Pri 65%/Sec 30%/ASL 79%) Almost all (91.6%) of the 41 practitioners (14 practitioners am/27 practitioners pm) expressed an improvement in current knowledge and understanding/confidence/practice in linking learning in PE to other curricular areas or aspects of learning.

Appendix 1 is a full progress report on all five cohorts to date from Inspiring Scotland.

In addition to this work, our Active Schools Coordinators continue to increase the amount of physical activity being undertaken in our schools (data available from Sport Scotland monitoring in late August 2018). Our Active School Coordinators have all received training from Leaders of Learning on literacy and numeracy to enable them to enhance children's core skills in literacy and numeracy while participating in physical activity.

Our strategic approach to developing nurture continues to be led by Glasgow Psychological Services (GPS) with our priority continuing to be to embed nurturing approaches across all schools and nurseries as part of Towards a Nurturing City. The priorities for GPS are

- Nurturing Communication
- Implementation Science
- Numeracy Evaluation
- Early Years Music Research Project
- Step Towards Alcohol Misuse (STAMPP) Evaluation

Nurturing Communication materials were piloted in 2015 and adaptations were made in relation to the feedback from stakeholders. Following the completion of the roll out training in June 2018, an evaluation will be set up. A range of evaluation approaches will be used including:

- Focus Groups with pupils – June 2018
- Data on children collated
- Summary evaluation document to be completed by August 2018.

Glasgow's work on nurture remain internationally renowned. The current iteration of Nurturing Communication materials will be showcased at national education psychology conferences.

A range of professional learning sessions have been designed and delivered with Family Learning officers. These have focussed on using action enquiry and implementation science tools to lead to improvement. Post evaluation focus groups will inform future activity. Plans are in place to offer coaching support to the FLO team through Family Learning Area groups in the new term.

In partnership with CREATE, the early years music project looks at the effects of a pre-school music skills programme in selected Glasgow nurseries. The outcome being tested is that teaching music in an integrated way, following a prescribed curriculum will have a positive effect on pre-school children's literacy outcomes. Baseline assessments in phonological awareness have been completed for all participating children and the music programme is currently being delivered. Quality assurance visits with the CDOs are being supported by a music specialist. Two programme models are being trialled: delivery by trained CDO and delivery by music specialist.

Glasgow Education Services, in conjunction with Liverpool University, undertook a 6 year long randomised control trial in Glasgow secondary schools (RCT) which looked at whether psycho-educational materials influenced the behaviour and attitudes of young people in relation to alcohol and its use.

- The outcome of the RCT indicated that the input significantly reduced the self-reported intake of alcohol for young people who were part of the experimental group and their attitudes were safer and more informed. This was particularly relevant for those young people in SIMD 1 & 2.

Glasgow Education Services and Liverpool University then went on to match attainment data to this cohort after the RCT was complete:

- The variables of academic self-efficacy, emotional self-efficacy and attendance were analysed in relation to tariff score & SIMD.
- SIMD influences tariff score to a statistically significant degree (using a Glasgow cohort of 3812).

Academic self-efficacy, attendance and emotional self-efficacy all have a statistically significant effect on raising the tariff score above what would have been predicted by SIMD. This information was found using a reduced cohort of 639.

The STAMPP evaluation is complete and the outcomes have been published in peer reviewed journals (McKay & Dempster, 2016; McKay, Andretta & Cole, 2017; McKay, Sumnall, Harvey & Cole, 2018 etc).

In light of the above outcomes from the STAMPP research, GPS are carrying out a piece of research looking at academic self-efficacy, academic self-esteem and

attendance as predictors of attainment in Glasgow schools. GPS are undertaking a 'drill down' on the information that has been generated by the matching of the RCT information with the attainment data set. Using the tool of FOCUS, GPS will identify which schools are getting attainment results which are higher than would be predicted by their SIMD figures. 3 secondary schools have been identified. Stakeholder groups with staff and pupils will examine what is perceived to support increased attainment in these establishments. Explicitly asking questions about academic self-efficacy, emotional self-efficacy and attendance. Headteachers will be approached to discuss whether the aspects above (self-efficacy etc.) are linked to the school improvement plans.

Includem have continued to provide targeted support to vulnerable families based in two secondary schools in the city. Psychological services carried out a validated self-evaluation of the service which is being finalised and can be submitted.