



**Glasgow City Council**

**Report by Executive Director of Education**

**Item 2**

**September 2018**

**Glasgow's Improvement Challenge 2015 – 2020**

***Raising attainment in literacy and numeracy through targeted support and interventions in schools and nurseries***

**Purpose of Report:**

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

## **Raising attainment in literacy and numeracy through targeted support and interventions in primary schools**

We have continued to build on the support and challenge provided through our Leaders of Learning team who are led by a seconded headteacher. The headteacher and team were based in Thornwood Primary School where training rooms had been established. The headteacher works very closely with Glasgow's Attainment Advisor who is a seconded Glasgow headteacher.

There are two main workstrands – *Literacy for All* and *Glasgow Counts*.

### *Literacy for All*

- Increased practitioner knowledge and confidence in teaching of literacy leading to improved learner experiences particularly those living in the 20% most deprived postcodes.
- Improved analysis of data to evaluate impact of interventions in closing the gap and identify gaps/next steps for learners, particularly those living in the 20% most deprived postcodes.
- Partnership working will be enhanced to support establishments in the meeting of learners' needs and the development of family learning.
- Raised attainment in reading and writing across schools and in particular for learners living in the 20% most deprived postcodes.

### *Glasgow Counts*

- Increased practitioner awareness and understanding of numeracy and maths subject knowledge building enhanced confidence in teaching and learning which leads to an improved experience in the classroom for learners.
- Challenge Leaders of Learning and senior leadership teams will have improved confidence in gathering, presenting and analysing appropriate data to evaluate the impact of interventions to close the poverty related gap.
- Partnership working will be enhanced to support establishments in the meeting of learner's needs and the development of family learning.
- Raised attainment in numeracy across schools and in particular for learners living in 20% most deprived postcodes

## **Training**

A comprehensive programme of core training in reading and 'reading into writing' has been delivered this session. Building on the success of last year's programme, a clear focus on pedagogy and collaboration has been integrated into the programme.

All core training sessions for reading and writing have been delivered to 107 practitioners, primarily Challenge Leaders of Learning (CLOLs) and some Pupil Equity Funding (PEF) funded practitioners. Delegates evaluated all sessions very positively. The sessions highlighted as being of most help were:

- Routes through Writing
- Meeting Learners' Needs
- Reading Strategies
- Non-Fiction genres
- Multimodal texts

In addition, a universal offer of twelve twilight sessions have been attended by 325 delegates representing 53 schools. Where appropriate, individual schools have been encouraged to attend in order to meet their Glasgow's Improvement Challenge (GIC) needs.

There were 19 schools who do not receive CLOL additionality based on their demograph, however, they have been supported to participate and almost half (47%) have engaged with the twilight programme for Literacy for All. A trial where three schools come together and receive a bespoke 3-part training package from the Leaders of Learning team is being planned. This may provide a model for further engagement. Similarly, three other schools of the 19 will participate in a 'Sumdog Spelling' trial. This will support spelling attainment and assist the schools in data analysis. Additional individual support has been offered to senior leadership teams (SLT), as appropriate.

Using the banner of 'Collaborative Connections', CLOLs have been shown how to use the Peer Observation of Learning Leading to Improvement (POLLI) tool. This uses a Growth coaching model and provides a structure, similar to lesson study, which allows practitioners to look at learners and learning to bring about improvements.

Through the GLOW survey, most of the CLOLs see the benefits of collaboration on a regular basis with a third meeting at least termly. 45% have used the Growth model to structure meetings and ensure they remain solution-focussed. The POLLI approach is consistently rated on average 3.95 out of 5 (where 1 was not very effective and 5 was extremely effective) by the CLOLs. Collaborative tasks planned within training sessions and the CLOL GLOW group also provide additional platforms for collaboration. Taken altogether, this evidence continues to provide us with confidence that collaboration is making a difference in almost all of our primary schools.

The Collaborative Connections approach was recently shared with Attainment Advisors and Project Leads from Challenge Authorities and has been made available on the Education Scotland National Improvement Hub.

## **Support**

Support visits have been undertaken this term to support CLOLs to identify what is working well and where they may need further support. All clusters have now had their visit and areas of effective practice have been identified by the LOL team. Areas of concern and support have been fed back to the

leadership team of GIC and support has been planned where necessary using the established risk matrix and GCC Area Tracker. This has ensured continuity between GIC and QIO teams and ensures schools are supported by the correct personnel.

When practitioners were asked about how useful they found the visits, an average rating of 4.35 out of 5 (where 1 was not very effective and 5 was extremely effective) was returned.

### **Impact on Learners' Experiences**

Considerable time has been taken to ensure that Literacy for All training is impacting on learners as well as staff confidence, knowledge and skills. In a recent survey, all CLOLs agreed with the statement 'I can see improvements in learners' experiences as a result of taking forward Literacy for All in my establishment.' CLOLs support visits have ensured evidence is available to underpin this statement.

One key area of evidence of improvements for learners is through learner conversations. A session was designed to support CLOLs in designing appropriate learning conversations to provide evidence of impact. This information forms part of the triangulated evidence gathering within the 'How Good is our Project?' (HGIOP) document.

### **Gathering evidence**

Schools are being asked to increasingly evidence the impact of their interventions on raising attainment and closing the poverty-related attainment gap. In response to this, a range of sessions were designed to support CLOLs in evidencing progress and added value. These sessions were adapted for SLTs.

Almost all CLOLs attended the 'Measuring Impact' day. This was supported by almost all schools sending a headteacher or deputy headteacher to the adapted session for senior leaders. This has enabled greater consistency and clarity.

The majority of schools who have PEF-funded posts, also sent those colleagues to a follow-up day.

A new system of Challenge Link Peer Reviews has been put in place with headteachers meeting in clusters in October to discuss their data, as presented on the new FOCUS tool which has been developed by Education Services. A second round of visits, with a focus on impact and progress of GIC and PEF activity also took place. In addition, verification visits allow Challenge Links (members of QIO and directorate teams) to quality assure progress in their allocated schools. This is an increased level of rigour and although a time-consuming programme, is recognised as being of considerable benefit to schools.

The HGIOP reporting tool has been revised this session to allow CLOLs to use and analyse data in a concise and meaningful manner. Additional workshops have taken place to explore examples. Most CLOLs have attended

this session. This allowed CLOLs to feel reassured and supported. A few CLOLs have requested additional support via drop-in sessions where they are taken through the best ways to gather and interpret evidence.

All primary schools have taken part in two Cluster Peer reviews with their Challenge Link. These have focussed initially on data from FOCUS and on progress / impact with GIC and PEF activity.

Recent support visits show that CLOLs have an increased understanding of how to use evidence to show impact of their interventions and how to illustrate whether their attainment gap is closing. The HGIOIP documents will illustrate this at school level in the spring term.

### **Partnership working**

Links with a number of partners continue to enrich the training programme. This range of partners continues to grow and relationships deepen.

Work with Glasgow's Dyslexia Support Service (GDSS) has continued and extended with training being provided on phonological awareness, family learning and writing. English as an Additional Language (EAL) services have also begun supporting CLOLs through providing training.

The *Read, Write, Count* initiative from Scottish Government has been augmented by the development of a Literacy for All session with additional, accessible materials. These include Family Club planners, a parent-friendly app, take home key fobs and 'read-alouds' to reduce barriers to family learning. Forty-nine Child Development Officers (CDOs) received this training and a further 26 CLOLs attending a drop-in session. Practice is being shared across Twitter. All of the Family Learning Officers (FLOs) attended this training and have promoted the materials within their partner / link schools. They are working with the Leaders of Learning team to develop similar materials for the P4-7 boxes.

Additional Family Learning sessions (Family Film and Channel Chat) were designed and delivered to 36 CDOs to build on cultural capital and engage both parents and children. This session was positively evaluated and highlighted the need for further opportunities for CDOs to network and collaborate. A GLOW community has already been established to facilitate the collaboration.

### **Raising attainment through music**

All P1-4 children across the city are benefiting from the GCC Music Skills Progression Pathway. This provides direct specialist provision from Youth Music Initiative (YMI) Tutors with a focus on team teaching, upskilling and increasing confidence of class teachers resulting in higher quality music curriculum for all learners. All staff have access to Early – Second Level music Skills Development Programme and supporting resources via Youth Music Initiative Tutors and on GLOW which is supporting skills progression and improved learning and teaching in all Primary Schools.

A comprehensive training programme has been offered to primary teachers which is resulting in further improved teacher confidence and skills to deliver a higher quality music curriculum in schools. The impact of this training can be evidenced by the increased number of primary teachers delivering music in their classroom and also through direct observation of improved quality of delivery. Discussions with teachers has shown a deeper understanding of music skills and how these can be transferred across other areas of the curriculum to assist in closing the poverty related attainment gap.

To further support raised attainment, provision is being increased in Session 2018 – 2019 where all Primary School Children in the city will receive a block of specialist music annually from Primary One to Seven and Music CLPL will be provided for all teachers by YMI tutors who are allocated to each school.

### **Music4All**

Music4All is currently delivered from P5-7 in 104 Primary Schools across the city covering Samba, Tin Whistle, Guitar, Ukulele and Choirs. These opportunities have been full resourced, training is given to schools to ensure high quality and increased opportunities for young people. A series of professional development opportunities for primary teachers to develop their skills and confidence in music, which is resulting in increased opportunities for young people to learn a musical instrument in primary school.

Links have been formed with the Museum Service, Historic Environment and Glasgow Life European Championships to develop opportunities for children to perform in venues across Glasgow e.g. Riverside Museum, The Tall Ship, The People's Palace and Scotland Street Museum. Partnerships have increased the opportunities for children to showcase their improved skills and confidence through public performances which has additionally contributed to increased family engagement.

A few schools have now made links with Music4All to enhance family learning through weekend classes and activities. This has further enabled Music4All to ensure equity in music provision and assist in closing the poverty related attainment gap. Links with the Instrumental Service have improved leading to improved transitions between primary and secondary schools.

### **Early Years Music Research Project**

Nine nurseries have been fully engaged in the Early Years Music Research Project and pre and post assessments have been completed. This project is intended to evidence the impact of Music on early phonological awareness and in addition children's social skills, listening and readiness for learning.

Music was delivered by a Youth Music Initiative Tutor in 3 Nurseries, Child Development Officers were trained to deliver the programme in 3 Nurseries and 3 received no additional music as a control group.

Glasgow Psychological Services are in the process of analysing the results which will be used to ensure that music provision in the city is the highest quality, guide the provision of high quality CLPL and target the areas which

will have the biggest impact in closing the poverty related attainment gap through the development of Music Skills.

Pre-questionnaires including SIMD and EAL data for children involved are being collated to allow analysis of the data in terms of the added value of music, particularly in spoken language and phonological awareness.

### **CREATE4East Baby Strings Project**

Through PEF funding, four Primary Schools in the Eastbank Learning Community initiated a Strings Programme to raise attainment in the early stages in particular the Health and Well Being of children and early Phonological Awareness.

Initially all Primary Two children were given a violin, viola or cello and weekly tuition from an Instrumental Service Strings Tutor. Primary One received a year of skills development in preparation for receiving their instruments and they will be allocated instruments in August 2018.

All schools report that this has improved the children's self-esteem, confidence, listening skills, relationships, behaviour as well as overall readiness to learn. Assessments have shown direct impact on children's Phonological Awareness and this will continue to be monitored.

The children performed at National Events, City Spring Concert and a concert in Eastbank Academy which showcased the high quality String Provision across all Primary and Secondary Schools.

### **Glasgow Counts**

#### **Training**

This session, the Glasgow Counts team have developed further the progression framework. This framework will support tracking and aid planning for progression through early to second level maths and numeracy. This was in response to a focused consultation with CLOLs who have been using the materials within the past year. The updated version is now available on GLOW to all Glasgow schools. Updates were provided to all headteachers at area forums.

Year Two of the Glasgow Counts programme has included content aimed specifically at meeting learners' needs in partnership with the Glasgow Dyslexia Support Service (GDSS) and PEPASS team. The evaluative feedback from the input was extremely positive, particularly regarding GDSS input. Almost all delegates stated in the exit survey that the content had been immediately relevant to their planning and teaching needs. Additional drop in clinics for CLOLS to have further support in this area have just recently taken place. A 'Meeting Learners' Needs' section has been created and populated on the GLOW tile.

#### **Collaboration**

Encouraging collaboration and creating networks of support for CLOLs has been a key theme within year two of Glasgow Counts professional learning programme. A Collaborative Connections approach to foster joint working within schools and across clusters has been introduced, replicating the Literacy for All model and is already having a positive impact: Most (89%) of the Glasgow Counts CLOLs indicated that they saw the value in collaborating and made time to meet with colleagues. Of the 89%, the majority (65%) - are meeting regularly. This has developed into moderation activities, visits to classrooms across the cluster and a sharing of resources.

Developing practice with colleagues through use of the Growth model or Lesson Study has been promoted through professional learning events as above and through support visits. Most (83%) of the Glasgow Counts CLOLs indicated that this would be a beneficial approach. POLLI (Peer Observation of Learning Leading to Improvement) has been developed to enhance observations of targeted children and to encourage professional dialogue. When asked to evaluate how useful the POLLI approach would be, respondents rated it as 3.95 out of 5 (where 1- not very effective, 5 – extremely effective).

Part of the on-going support for schools and CLOLs is the support visit. This session, to promote further collaboration, the visits have taken place as a group within the GIC clusters. The visits facilitate sharing good practice and identifying areas where practitioners need further input. When asked how useful they found the support visits, a rating of 4.32 out of 5 was returned (where 1- not very effective, 5 – extremely effective).

### **Playful Pedagogy**

An increasing number of primary schools have introduced 'playful pedagogy' approaches into the early stages of primary school. In over 60 primary schools these approaches are being supported by child development officers (CDOs). Pupil Equity Funding has been used to support this development. Experienced CDOs were recruited from local nurseries to work in the primary schools. This was seen as a very valuable professional development opportunity for CDOs.

In the classrooms, desks have been removed to allow more space for children to learn through play. Play areas have been developed in open spaces and outdoors. Teachers report increasing confidence and language development at P1. These approaches build much more effectively on children's prior learning experiences at nursery.

In order to ensure that these experiences are consistently high quality, a former HMI who is an early years/primary specialist has been delivering professional development and providing direct in-class support to schools across the city. This work has been evaluated very positively. This work is now at capacity for next session with a further 50 schools applying to be included in professional learning and ongoing support for session 2018-2019.

### **Impact on Learners' Experience**



In a recent survey the CLOLs were asked about the impact of the training on their practice. They were asked to rate the statement-- *'The Glasgow Counts approaches are making a difference to staff confidence in the teaching of numeracy and mathematics'*. All agreed with the statement, with 45% stating that they strongly agreed.

All CLOLs can see improvements in learners' experiences as a result of using Glasgow Counts approaches in their establishment *with* 47% stating that they strongly agreed with the statement.

## **Secondary Schools**

This year has seen improved engagement from secondary schools with the Glasgow Counts Programme. The Glasgow Counts team have provided information to Principal Teachers of Maths at business meetings and have responded to requests for support and resources from individual schools; presenting at departmental meetings, modelling S1 lessons and sharing teaching resources. A new secondary-specific core training programme is currently under development and courses will be taking place across the authority in May 2018, involving 14 schools. It is a priority to engage with all our secondary establishments to ensure that the excellent work started in our primary schools continues throughout the BGE and beyond.

## **Using data**

A key feature for development this session across Glasgow's Improvement Challenge is that CLOLs and SLTs will have improved confidence and skill in gathering, presenting and analysing appropriate data to evaluate the impact of interventions to close the poverty related gap. At the end of the training sessions:

- Almost all CLOLs and SLT had a very good understanding of the Glasgow Context and the factors contributing to the poverty related attainment gap.
- Most CLOLs were highly confident in creating clearly defined outcomes to raise attainment in collaboration with SLT and measuring outcomes through gathering data, with most of them feeling confident about the expectations of reporting on the school's work within GIC.
- Most understood how the HGIOP contributes to evidence for the Challenge Link report and understood how to use evaluative language when compiling the report.
- Almost all SLT were highly confident in creating clearly defined outcomes to raise attainment and most were highly confident in measuring outcomes and gathering evidence for reporting about the schools work with GIC and PEF.
- Almost all SLT had a very good understanding of how the HGIOP contributes to the Challenge Link report.

All CLOLS were made aware of the streamlined HGIOIP for use in session 17/18. There has been additional input on collecting, recording and analysing data for individual CLOLS at drop in twilight sessions.

Additional sessions were specifically delivered for newly appointed principal teachers (funded by PEF) to ensure they were aware of the expectations in terms of evidence gathering and reporting on progress.

### **Partnership working**

Partnership working has been enhanced to support CLOLS and schools with the development of family learning in numeracy. The Read Write Counts materials have been supplemented to develop the approaches to the Counts section in Glasgow Counts. This has been shared with CLOLS and CDOs to support family learning activity. All CLOLS via the GLOW groups are now able to access the supplementary material (activities for books, counting board games/questions, key fobs, the app, practical guidelines for running family sessions). In partnership with the Family Learning Officer team and teachers from one cluster, effective strategies for implementing a family learning approach are being developed, with the newly introduced Read Write Counts materials for P4-P7 classes.

### **Raising attainment**

Clear evidence is available that attainment raised and the poverty-related attainment gap was closing for children in targeted groups across almost all primary schools.

All primary schools have taken part in two Cluster Peer reviews with their Challenge Link. These have focussed initially on data from FOCUS and on progress / impact with GIC and PEF activity.

A robust sample of the mid -year Challenge Link Reports has highlighted that the majority (83%) of primary schools across the city are able to evidence an early indication of positive impact from interventions within literacy and numeracy development for targeted children. After incorporating the Glasgow Counts approaches into teaching and learning for all classes and additional support for targeted groups, one school evidenced:

*“raised attainment in maths particularly in classes where children are now using it for the second year. In P1 attainment in maths is 83% which is up on this stage last year. But in P2 where children have had Glasgow Counts for two years there is 100% attainment predicted. P4 attainment in maths is predicted at 100% and in P5 91%. There are significant issues in P3/2 with 9 children not yet on track for numeracy. We have taken steps to add staffing to support raising attainment in this class.”*

Within literacy in a North West school using the GDSS Assessments, it was clear that:

*“51% of children required additional input in relation to Literacy, specifically phonological awareness. 38% of children are from SIMD 1&2. All targeted children took part in the ‘Playing with Sounds’, a GDSS intervention with*

*teachers, parents and children. Of this group 100% are making progress and 56% are now on track compared to 0% in October 2017.”*

Collaboration within and across schools is consistently a key highlight for the majority (87%) of primary schools in the city. Not only are CLOLS seeking additional opportunities to work together and learn from each other within their clusters but along with their SLT they are encouraging and providing opportunities for all staff to network and collaborate. One Challenge Link reported that:

*“There is positive impact of collaborative working, seen in the sharing of LfA and GC training and strategies with Early Years staff to support the development of literacy and numeracy skills in the youngest children. There are effective examples of peer observation programmes with regular in house professional learning opportunities including shadowing. Teachers are moderating within learning community and other partnership schools. Staff have visited other schools within and out with our local authority to develop understanding and to share expertise. Weekly programmes of team teaching with CLOL and other teaching staff is a common feature. CLOLs provides “drop in” / clinic opportunities for staff to “top up” their skills.”*

Finally a few establishments are regularly using their PEF spend to up-skill Support for Learning Workers with after school training, mainly focusing on Literacy and Numeracy strategies. The Tapestry programme has now been extended in Glasgow to include SfLWs.

The majority (87) of schools are continuing to evidence consistency of approaches in developing effective learning and teaching in literacy and numeracy. One school has developed an effective model for the development of whole school reading strategies:

- *Modelling – set an example (CLOL )*
- *Monitoring – analysing and acting on data relating to pupils’ progress*
- *Dialogue – creating opportunities for staff to talk with colleagues about the learning and teaching (facilitated by coaching/team teaching)*

*“Early indications show that the collaborative approaches outlined above are having a positive impact on children’s achievement. Staff also indicate that they feel more confident in teaching reading and that the interventions are having a positive impact on children’s learning. There is a positive trend in reading data across the school which shows that our interventions are having a positive impact. “*

In another school with a key numeracy focus, observations of teaching and learning in numeracy highlighted that the almost all teachers were demonstrating very effective Glasgow Counts approaches and that most children in classes were supported and challenged as appropriate in numeracy. This is supported further by the Lesson Study approach in staff development across the cluster which impacts on teaching and learning. The school was evidencing Improvements in the use of and understanding of mathematical language in all classes where the majority of pupils were able to explain thinking and reasoning in maths using the language of maths at every

stage. Staff teaching second level, report that using a Concrete-Pictorial-Abstract (CPA) approach supports children's understanding and is having a positive impact on pupil progress. In this school most staff are making use of Sumdog to improve children's mental ability. Training in this has been provided for parents to support learning at home and there has been an increase in take up at home. Across the authority we have detailed evaluation of the positive impact of the use of the Sumdog resource.

Appendix 1 is the Committee report on Curriculum for Excellence levels for 2016-2018.

Appendix 2 is the Committee report on performance in SQA examinations.

Appendix 3 provides a summary of the evaluation of Sumdog for 2017/18. Positively, there is increasing evidence that use of Sumdog is helping close the attainment gap.

Appendix 1



**Glasgow City Council**

**Education, Skills and Early Years**

**City Policy Committee**

**Report by Executive Director of Education**

**Contact: Michele McClung Ext 73556**

**ATTAINMENT: CURRICULUM FOR EXCELLENCE 2017/18**

**Purpose of Report:**

To provide the Committee with information on the performance of pupils through the broad general education through Curriculum for Excellence levels.

**Recommendations:**

The Committee is asked to consider the content of the report, note the positive outcomes for young people across the city and the focus on improving further.

Ward No(s):

Citywide: ✓

Local member(s) advised: Yes  No

consulted: Yes  No

## 1 Broad General Education P1 to S3

- 1.1 Curriculum for Excellence defines five levels of learning. The first four levels are described in the experiences and outcomes, with progression to qualifications described under a fifth level, the senior phase.
- 1.2 Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and aptitudes. The framework is however designed to be flexible in order to permit careful planning for those with additional support needs, including those who, for example, have a learning difficulty and those who are particularly able or talented.

Level	Stage
Early	The final two years of early learning and childcare before a child goes to school and P1, or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third/Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework Level 4.

## 2 Assessing progress

- 2.1 A key priority across the city is to “**develop approaches for arriving at a shared understanding of the standards and expectations for the broad general education**” (Building the Curriculum 5, Education Scotland).
- 2.2 The materials on Glasgow’s intranet *Glasgow Online* offer practical support in the process of ‘sharing the standard’ for all involved in moderation, at establishment, learning community and city level. These are the foundation for professional activities in this area. We have engaged in a lot of activity to support teachers’ understanding of assessment with the emphasis firmly placed on the teacher’s professional judgement of a child’s progress.
- 2.3 Understanding and sharing the standard is a process which has been developing over the last few years. As we continue in this process it is expected that all teaching and early years staff in Glasgow have opportunities to:

- engage in moderation activities at establishment level;
- engage in one or more moderation activities at learning community level;
- demonstrate understanding of the assessment principles of Breadth, Challenge and Application as they apply to the whole process of planning, learning and teaching and assessment;
- seek evidence of progress in what pupils SAY, WRITE, MAKE and DO;
- develop confidence in the expectations of the Experiences and Outcomes at different levels;

In doing so staff should be able to track pupil progress and state with confidence when each pupil achieves a level in all curriculum areas.

2.4 Moderation is, first and foremost, about all teachers and early years staff engaging in professional dialogue to arrive at a shared understanding of the standards and expectations which children and young people are expected to achieve in their learning.

2.5 It involves teachers and early years' staff working together to:

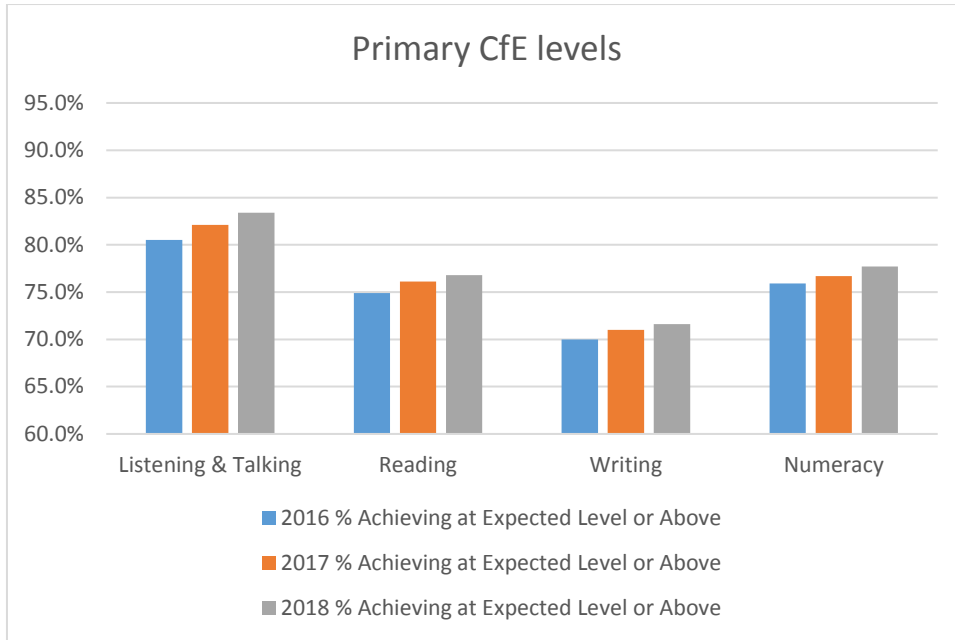
- Plan learning, teaching and assessments
- Check that assessments are valid and reliable
- Sample evidence from learners' work
- Agree strengths in learners' performance and next steps in learning
- Provide feedback to inform improvements in practice

2.6 Establishments and Learning Communities are asked to set aside time throughout the year for moderation activities.

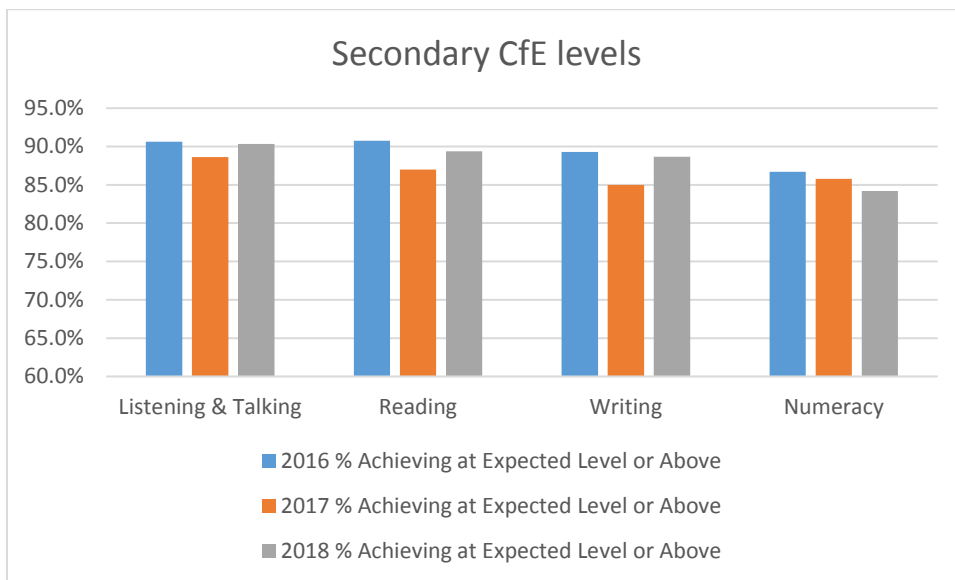
2.7 The graph below shows the city's performance for the last three years in primary schools. The totals do not include the Gaelic primary schools. The data shows an improving pattern.



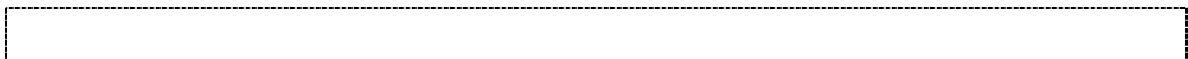




2.8 The graph below shows the performance on data taken from S3 at secondary schools. The graph shows a more uneven pattern of performance. As identified as a priority last year, we have been working more intensely with secondary schools over the last year to develop a greater understanding of 'achievement of a level'.

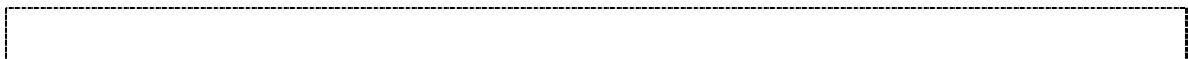
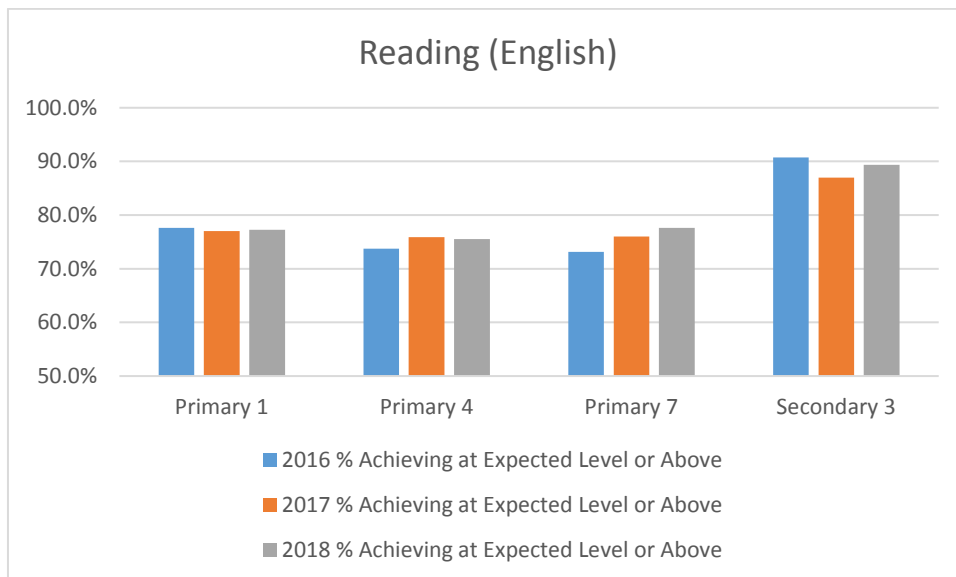
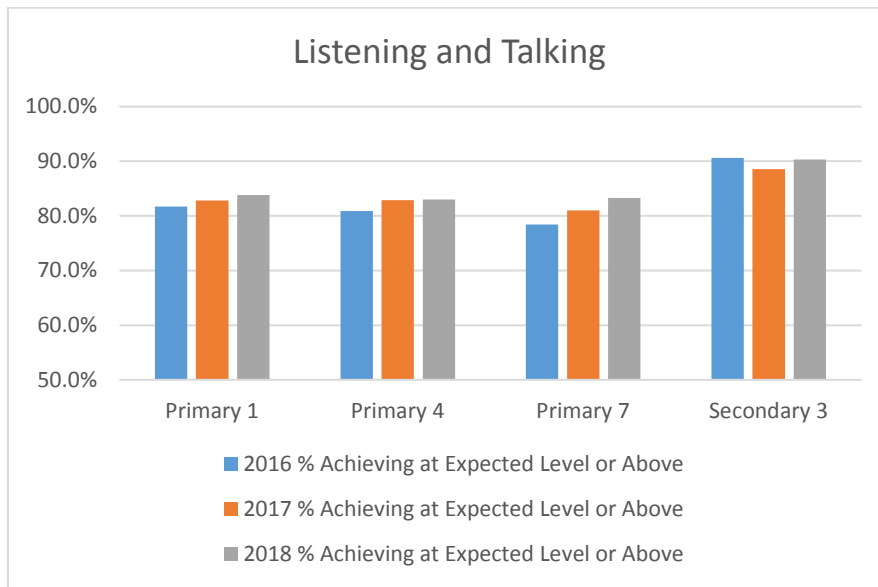


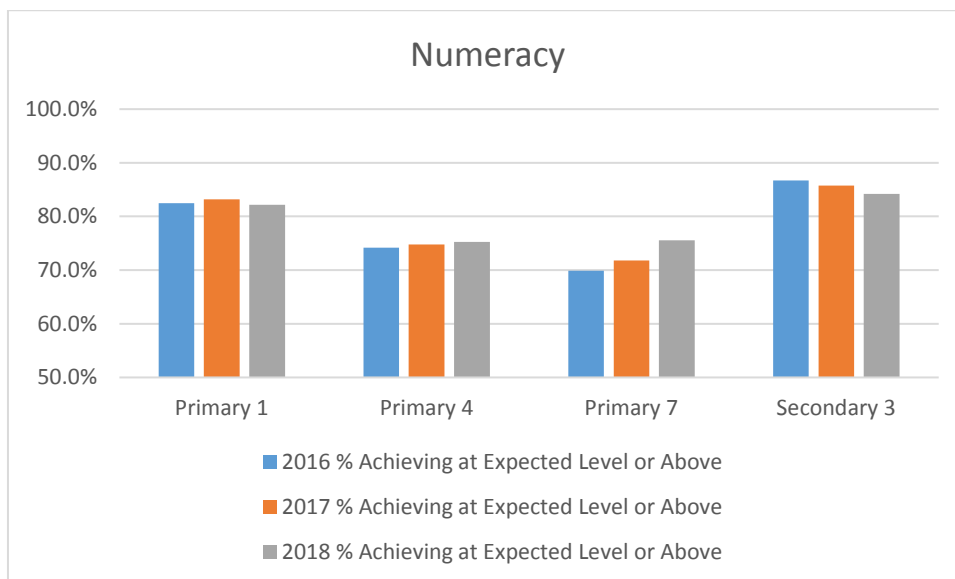
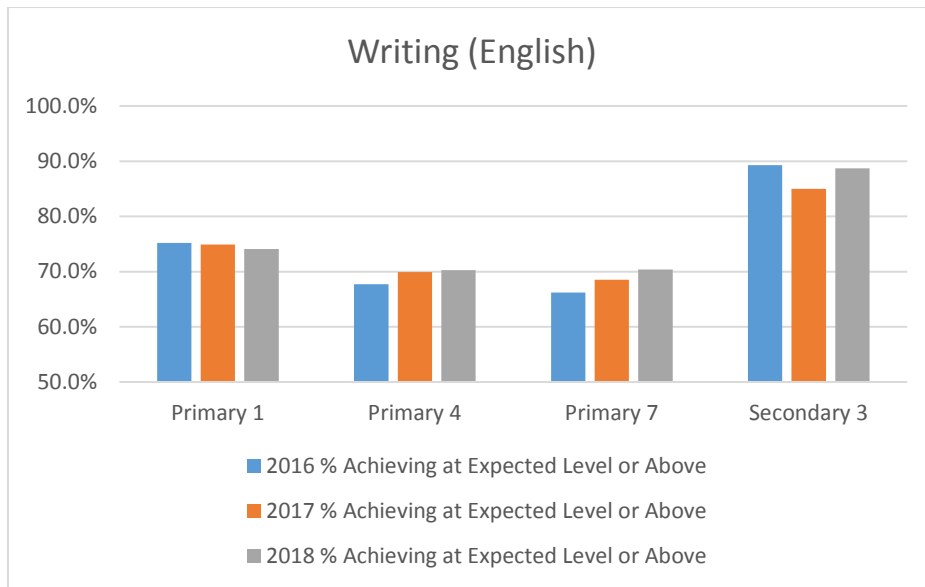
2.8 While the primary figures show an increase, the secondary figures show a slight decrease overall for literacy and numeracy. Closer analysis and



discussion with secondary schools attribute the decrease to improved approaches to moderation and assessment in 2017, that is, teachers are developing a greater understanding of the standards required for pupils to demonstrate achievement of a level.

2.9 The data is gathered in by stage. The graphs show the data by stage for each of Listening & Talking, Reading, Writing and Numeracy.





2.10 Around 20% of the pupils in our schools have English as an additional language (EAL). A number of them are at the early stages of acquisition, therefore, where a school has a notable number of pupils with EAL then we would expect their levels to be lower, particularly at the early stages.

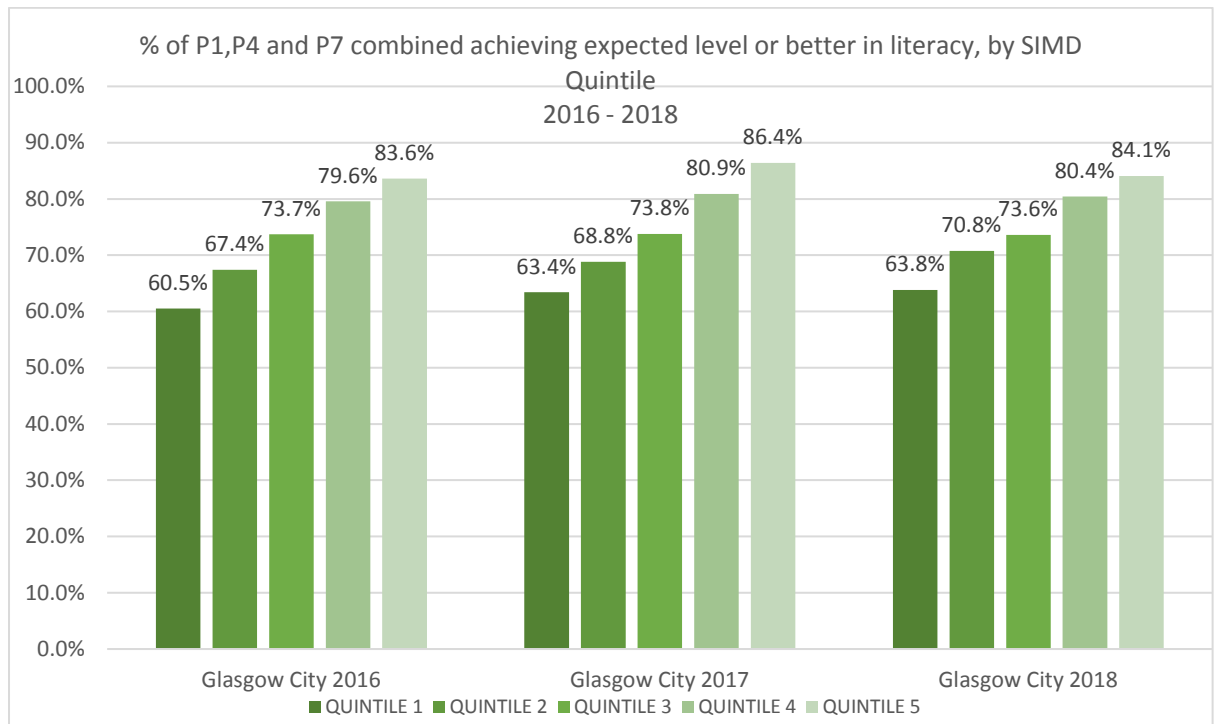
2.11 Our new tool *Focus* has been used very effectively by primary schools in the last year who have not previously had an on-line analysis tool, unlike secondary schools. It aims to help primary and secondary schools with their analysis of pupils' progress using CfE levels. *Focus* is a secure site for the use of schools. It allows schools to analyse CfE levels using a range of factors, such as deprivation using SIMD, EAL, free school meals, ethnicity and care-experienced. There is also the ability to look at comparator schools. The aim of the tool is to promote greater focused discussion among senior staff and teachers on schools' performance. Similar to the long-standing approach taken



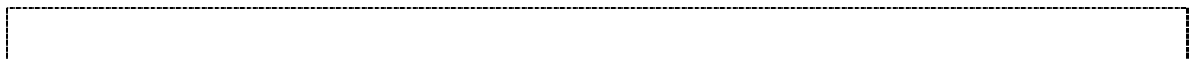
with national qualifications. The Appendix shows some of the graphs that are available.

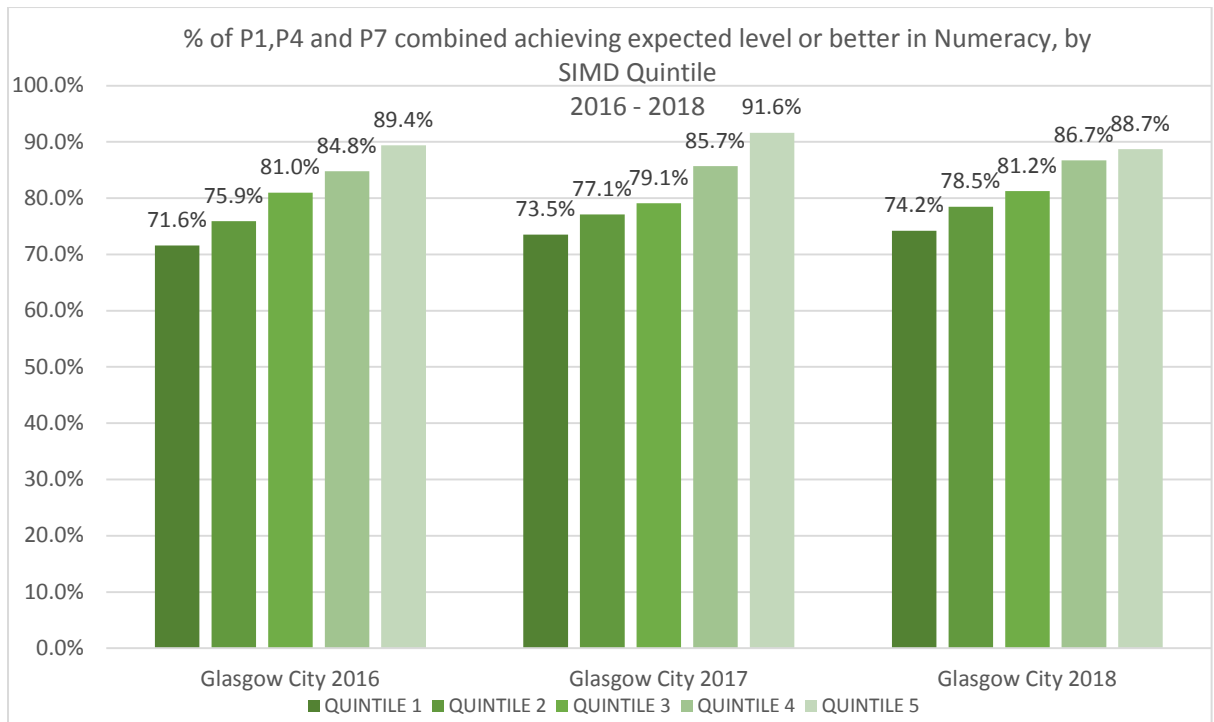
### 3 Attainment versus deprivation

3.1 The graphs in this section considers the combined performance of P1, P4 and P7 pupils grouped using their postcodes. Quintile 1 is the 20% most deprived postcodes and Quintile 5 is the 20% least deprived postcodes.



3.2 The graphs show that attainment in literacy continues to be linked to deprivation. However, the gap between those living in the 20% most deprived and those living in the 20% least deprived is closing. It is worth noting that 58% of pupils are living in the 20% most deprived postcodes compared to 6% of pupils living in the 20% least deprived postcodes.





3.3 The above graph shows that similar to literacy, performance in numeracy continues to be linked to deprivation and that the gap between those living in the 20% most deprived and those living in the 20% least deprived is closing.

#### 4 Policy and Resource Implications

##### Resource Implications:

*Financial:* Glasgow receives additional funding from the Scottish Attainment Fund as a Challenge Authority.

*Legal:* In line with the Standards in Scotland's Schools etc. Act 2000

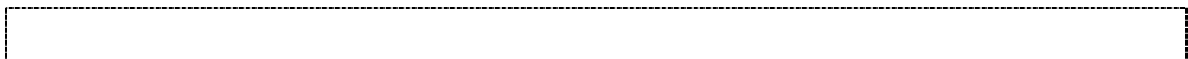
*Personnel:* Additional staffing has been deployed in schools using the additional funding.

*Procurement:* Not applicable

##### Council Strategic Plan:

Excellent and Inclusive Education

##### Equality Impacts:



*Does the proposal support the Council's Equality Outcomes 2017-22* Yes, outcome 9 – barriers to participation in learning are reduced.

*What are the potential equality impacts as a result of this report?* Limited impact

**Sustainability Impacts:**

*Environmental:* Not applicable

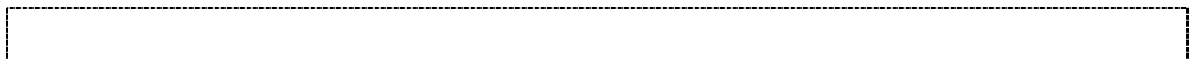
*Social:* If our young people achieve positive outcomes in their lives this will have a positive impact on the longer term social and community life of Glasgow.

*Economic:* Young people who are better educated are able to contribute more positively to the growing economy of the city.

*Privacy and Data Protection impacts:* Not applicable

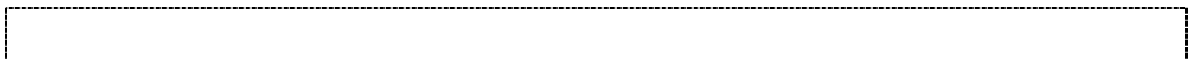
**5 Recommendations**

- 5.1 The Committee is asked to consider the content of the report, note the positive outcomes for young people across the city and the focus on improving further.



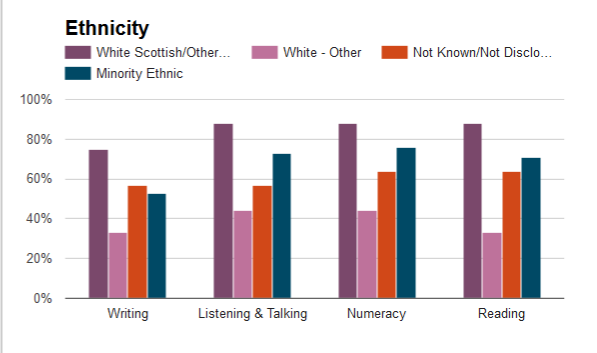
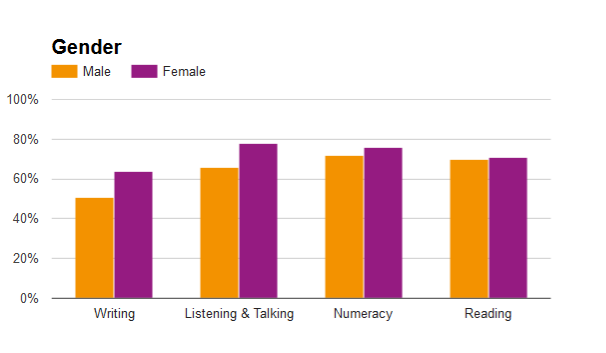
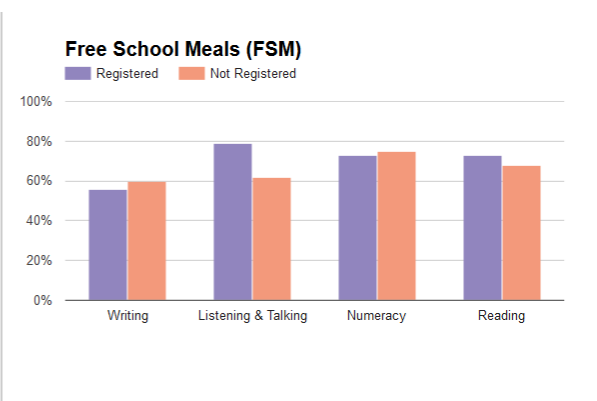
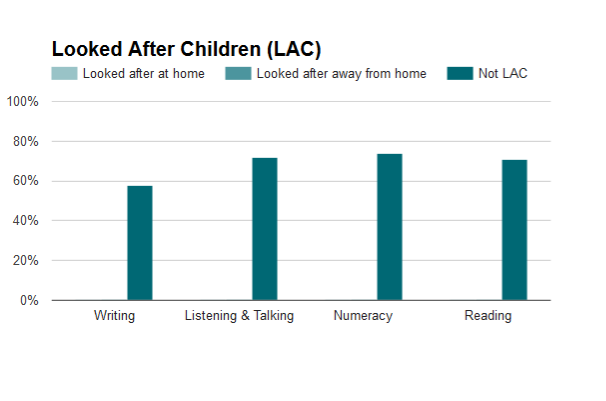
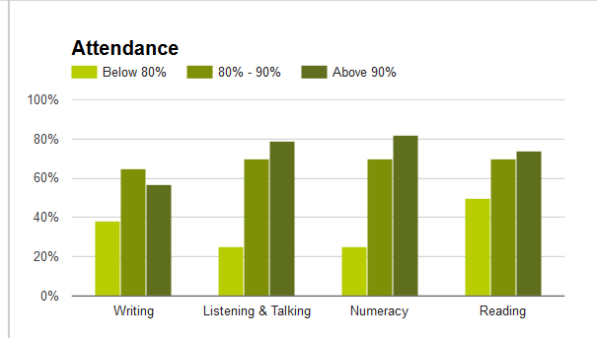
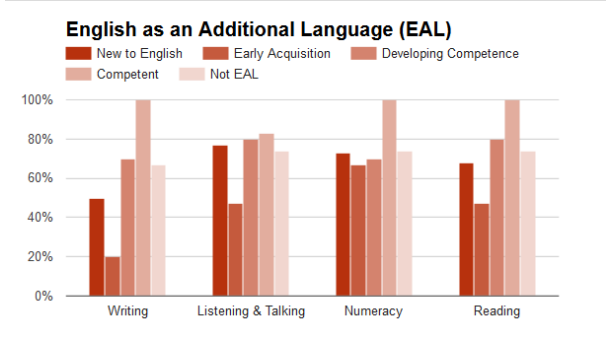
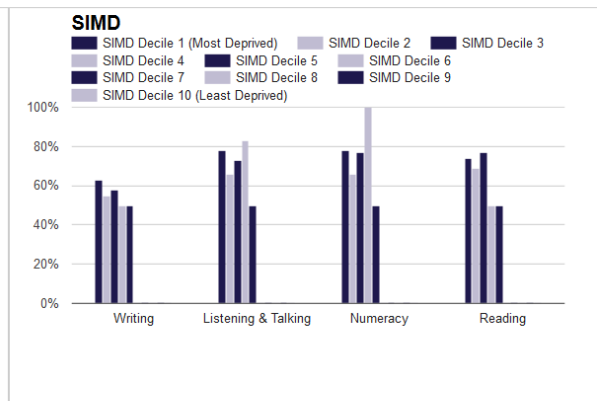
## FOCUS tool

### Equity Profile



# Pupils achieving expected CfE levels in 2017/2018

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**Glasgow City Council**

**Education, Skills and Early Years**

**City Policy Committee**

**Report by Executive Director of Education**

**Contact: Maureen McKenna Ext: 74551**

**ATTAINMENT : NATIONAL QUALIFICATIONS 2017/18**

**Purpose of Report:**

To provide the Committee with information on the performance of pupils in national qualifications in the senior phase.

**Recommendations:**

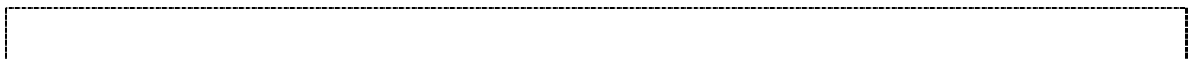
The Committee is asked to consider the content of the report, note the positive outcomes for young people across the city and the focus on improving further.

Ward No(s):

Citywide: ✓

Local member(s) advised: Yes  No

consulted: Yes  No



## **1. Background**

- 1.1 Insight is the analytical tool available for all schools across Scotland. A number of new indicators have been included which allows attainment data at school level and at city level to be viewed in different ways.
- 1.2 Most of the data presented on Insight is single year data. Further work on the presentation of the data is needed to be able to show year-on-year progression which is critical for performance analysis.
- 1.3 This report has used data taken from Insight, but presented in ways which show year-on-year progression.
- 1.4 The analysis offered in the paper has been based on cumulative data by the end of S5, and by the end of S6, over the last three years. Data on S4 has not been included at city level because some schools have chosen not to present groups of young people for national qualifications in S4 and instead focus on qualifications by the end of S5. One school does not present the entire year group for national qualifications in S4. This affects the meaningful relevance of the data as the percentages are based on the total number of pupils in the year group. Analysis of individual school's performance has taken place through Heads of Service meeting with groups of headteachers through the Local Improvement Groups.
- 1.5 Insight allows the comparison of the performance of the authority or individual schools with their virtual comparator. Virtual comparators are created using data from pupils with similar characteristics such as SIMD<sup>1</sup> postcodes, additional support needs and gender.
- 1.6 The awards are gathered in terms of SCQF<sup>2</sup> levels, Appendix 1 shows the full SCQF framework.

## **Breadth and Depth Indicator**

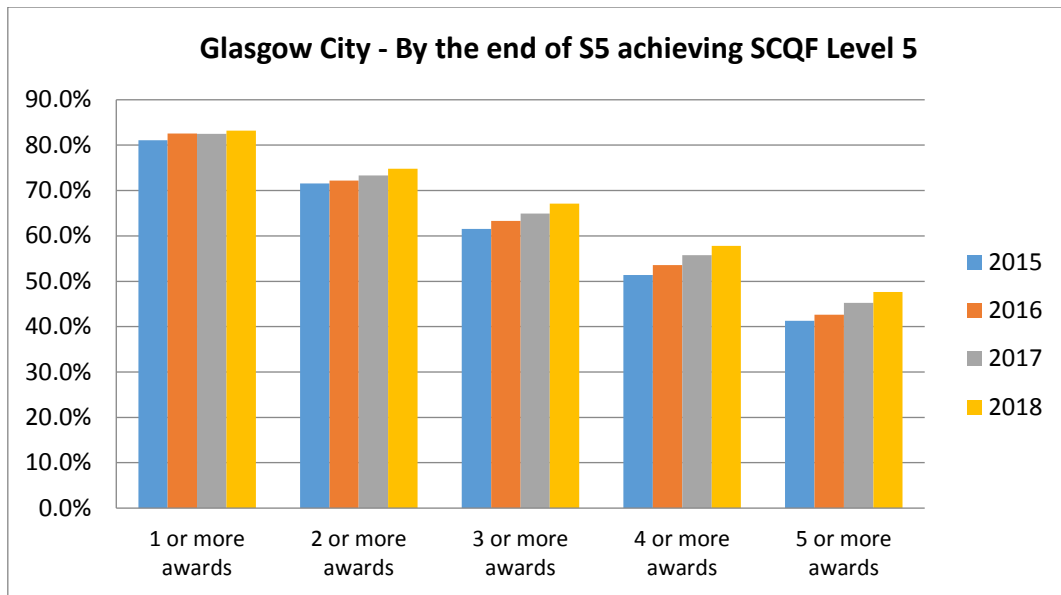
### **2 By the end of S5**

- 2.1 This indicator looks at the number of awards that young people have achieved by the end of a year. Insight allows you to compare performance with the local authority's virtual comparator authority as well as against national figures. It also allows the user to use a range of filters such as gender, EAL, additional support needs or minority ethnic.
- 2.2 The data in Insight is pre-appeal for 2018 and includes all awards including those achieved in other schools, colleges and the Advanced Higher hub.

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<sup>1</sup> Scottish Index of Multiple Deprivation

<sup>2</sup> Scottish Credit and Qualifications Framework, further information available on <http://scqf.org.uk/>



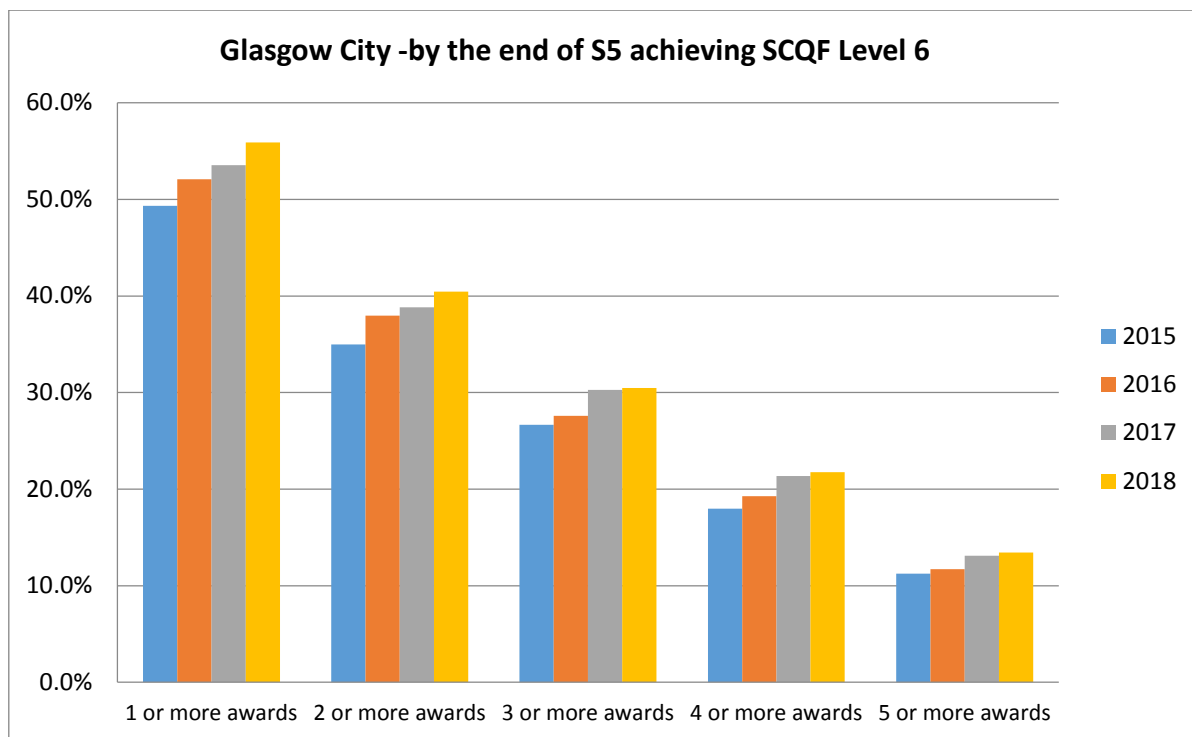
Data from 2018 is pre-appeal, data from 2015 to 2017 is post-appeal.

SCQF level 5 by the end of S5 Glasgow and Virtual Comparator	2015	2016	2017	2018	2015 VC	2016 VC	2017 VC	2018 VC
1 or more awards	80.2%	81.8%	82.5%	83.2%	74.2%	75.8%	77.9%	78.3%
2 or more awards	68.5%	69.7%	73.3%	74.8%	63.1%	65.8%	68.9%	69.6%
3 or more awards	59.6%	60.4%	64.9%	67.1%	54.3%	57.3%	60.9%	62.0%
4 or more awards	49.9%	51.4%	55.8%	57.8%	46.0%	49.0%	52.8%	54.3%
5 or more awards	42.4%	43.4%	45.2%	47.6%	37.3%	39.9%	44.3%	45.3%

SCQF level 5 by the end of S5 National	2015	2016	2017	2018
1 or more awards	84.6%	85.3%	85.8%	86.5%
2 or more awards	77.0%	78.1%	79.0%	79.9%
3 or more awards	69.9%	71.5%	72.7%	73.8%
4 or more awards	62.4%	64.5%	65.7%	67.0%
5 or more awards	53.5%	55.6%	57.2%	58.6%

2.3 As can be seen from the tables above, Glasgow performs consistently better than its virtual comparator but remains below the national figures. It can also be seen that Glasgow is closing the gap with the national figures.

2.4 In 2007, the percentage achieving five or more awards at SCQF level 5 by the end of S5 was 33% which represents a 44% increase.



Data from 2018 is pre-appeal, data from 2015 to 2017 is post-appeal.

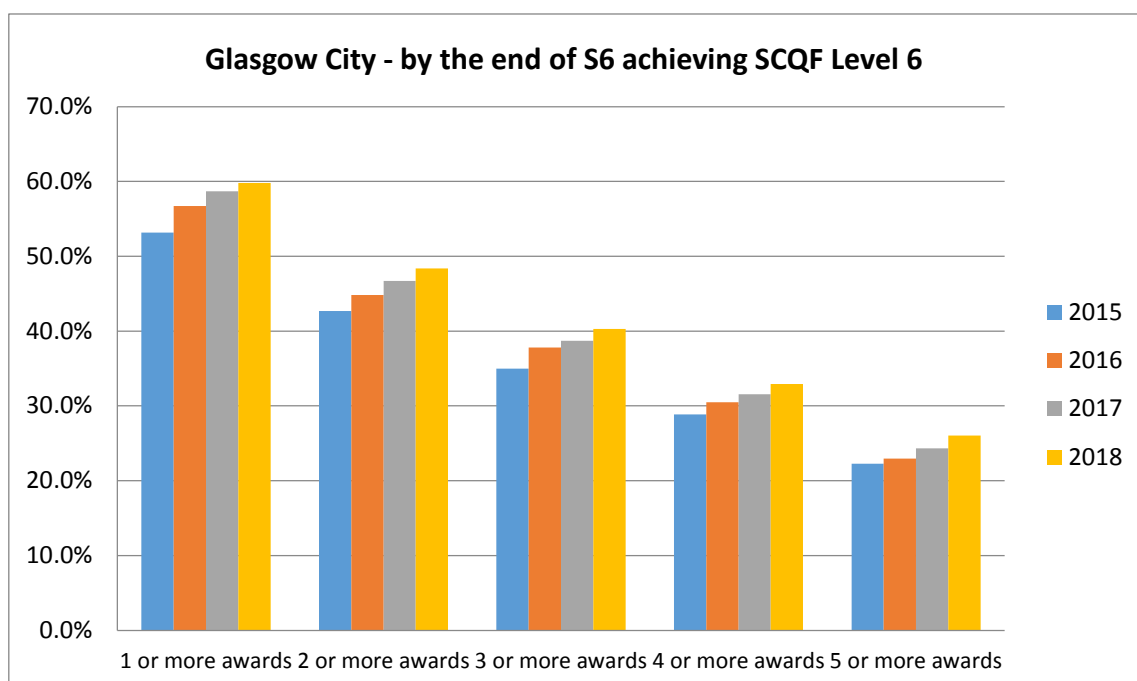
SCQF level 6 by the end of S5 Glasgow and Virtual Comparator	2015	2016	2017	2018	2015 VC	2016 VC	2017 VC	2018 VC
1 or more awards	49.4%	52.1%	53.5%	55.9%	41.7%	43.7%	46.7%	47.3%
2 or more awards	35.0%	38.0%	38.8%	40.5%	30.3%	32.6%	35.4%	36.3%
3 or more awards	26.7%	27.6%	30.2%	30.5%	22.7%	24.4%	26.7%	27.9%
4 or more awards	18.0%	19.3%	21.1%	21.8%	15.8%	17.2%	19.2%	19.6%
5 or more awards	11.3%	11.7%	12.9%	13.4%	9.3%	10.2%	11.6%	12.0%

SCQF level 6 by the end of S5 National	2015	2016	2017	2018
1 or more awards	57.5%	59.1%	59.7%	60.4%
2 or more awards	45.9%	48.1%	48.5%	49.5%
3 or more awards	37.0%	38.8%	39.5%	40.4%
4 or more awards	27.8%	29.2%	30.1%	30.7%
5 or more awards	18.0%	18.8%	19.4%	20.1%

2.5 By the end of S5, Glasgow has continued to improve and performs consistently better than its virtual comparator authority. While the figures remain below the national figure the gap has closed across the four years.

2.6 In 2007, only 28% achieved one or more Higher – in 2018 the figure was 55.9% representing an increase of 100%. In 2007, only 5% achieved five or more Highers – in 2018 the figure was 13.4% which represents an increase of 168%. Nationally, in the same period the increase is 55% for one or more Higher and 101% for five or more Highers. Therefore, Glasgow is improving at a faster rate than nationally.

### 3 By the end of S6



SCQF level 6 by the end of S6 Glasgow and Virtual Comparator	2015	2016	2017	2015 VC	2016 VC	2017 VC
1 or more awards	53.2%	56.7%	58.7%	42.6%	47.1%	48.8%
2 or more awards	42.7%	44.8%	46.7%	34.0%	37.8%	39.2%
3 or more awards	35.0%	37.8%	38.6%	27.7%	31.1%	32.6%
4 or more awards	28.9%	30.5%	31.4%	22.8%	25.6%	26.7%
5 or more awards	22.3%	23.0%	24.3%	17.7%	19.8%	20.7%

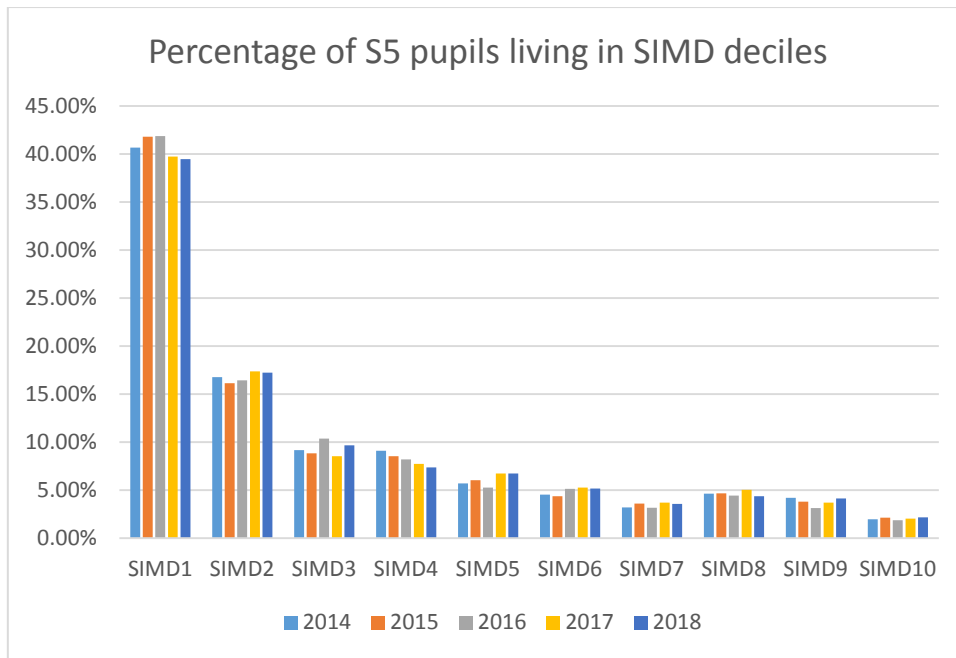
SCQF level 6 by the end of S6 National	2015	2016	2017
1 or more awards	59.3%	62.6%	63.4%
2 or more awards	50.7%	53.6%	54.7%
3 or more awards	44.0%	46.8%	47.7%
4 or more awards	37.7%	40.1%	40.8%
5 or more awards	30.8%	32.6%	33.5%

- 3.1 By the end of S6, Glasgow continues to perform better than its virtual comparator for Higher awards and below the national figure. The gap has closed with the national figure for one or more award but not for the other measures.
- 3.2 In 2007, by the end of S6, 18% achieved three or more Highers, in 2017 it was 38.6% which represents an increase of 114%. Nationally, in the same period the increase is 61%.

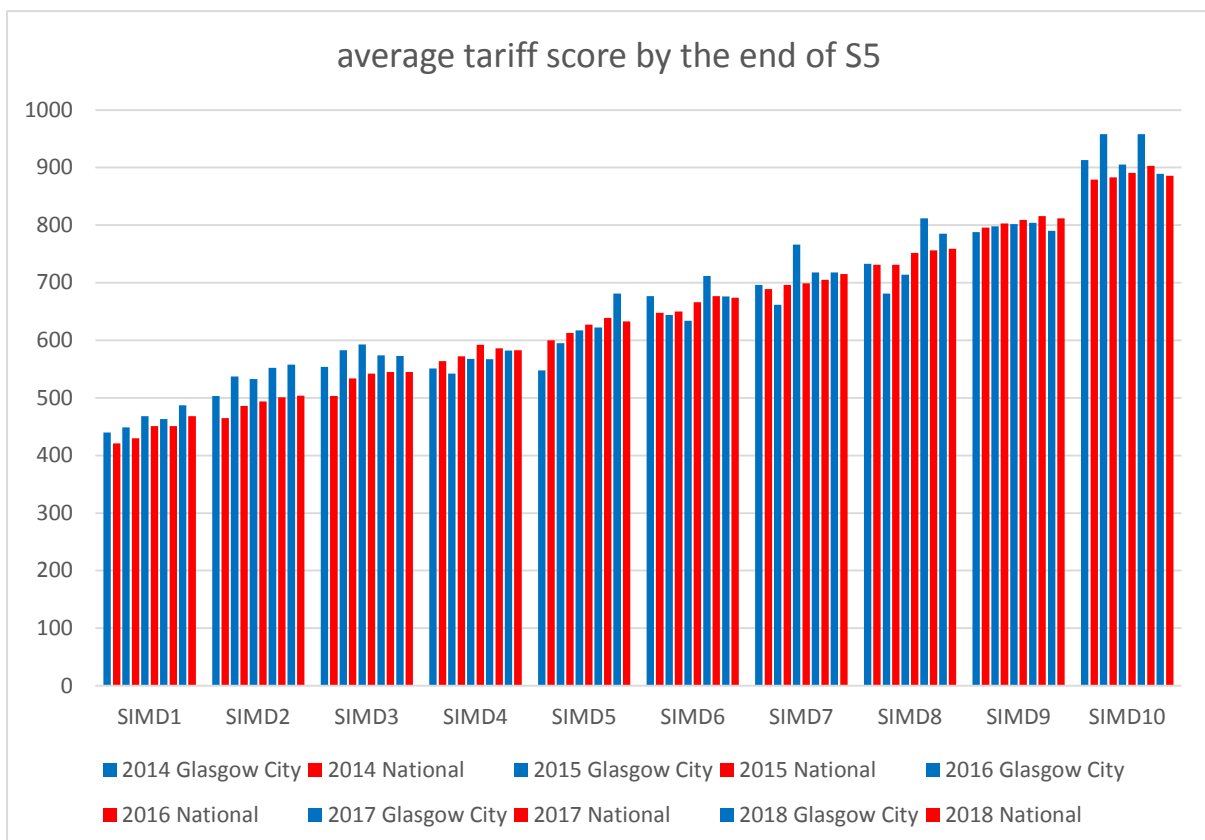
### Attainment versus deprivation

#### 4 By the end of S5

- 4.1 This statistic allows us to take into account pupils' postcodes and allows us to consider the impact of deprivation on attainment. The Scottish Index of Multiple Deprivation (SIMD) is used. The attainment measure being used is 'average tariff score'.
- 4.2 Glasgow has the highest percentage of children living in poverty in Scotland and the SIMD profile of the city is quite different from other local authorities, with notably high percentages living in SIMD1 (10% most deprived postcodes) compared to SIMD10 (10% least deprived postcodes).
- 4.3 The graph below shows that around 40% of S5 pupils in Glasgow live in the 10% most deprived postcodes with only 3% living in the 10% least deprived postcodes.



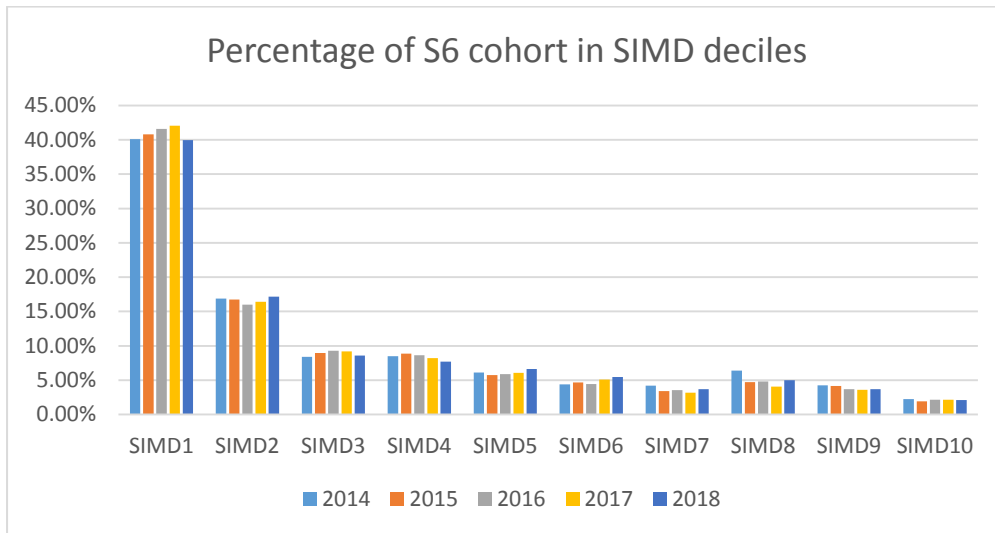
4.4 The graph below shows that attainment continues to be linked to deprivation with pupils in SIMD10 having a higher average tariff score than those in SIMD1. Positively, for SIMD1 and SIMD2, which represents over 55% of S5 pupils the average tariff score is increasing overall.



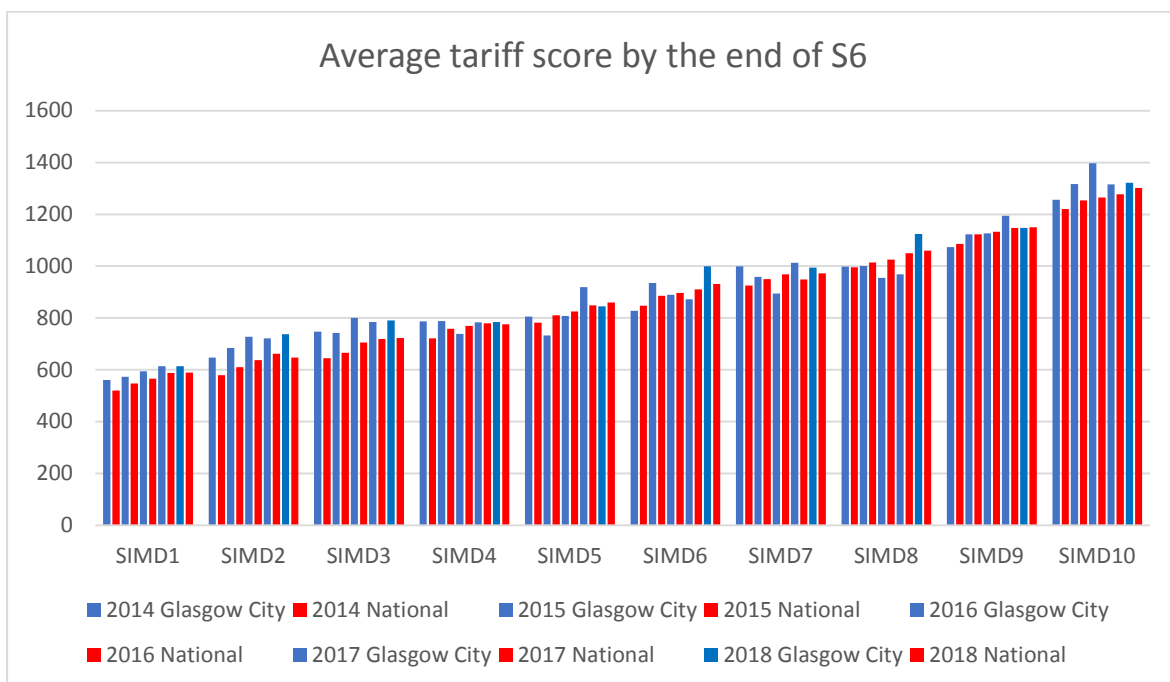
4.5 The above graph compares Glasgow's performance to the national one taking into account deprivation. It can be seen that for SIMD1, SIMD2, SIMD3 that Glasgow consistently performs better than the national figures.

## 5 By the end of S6

5.1 The graph below shows that similar to S5, more than 40% of S6 pupils live in the 10% most deprived postcodes. Positively, the proportion is increasing which shows that more young people from the most deprived postcodes are recognising the value of staying on at school to gain better qualifications.



5.2 The graph below shows as similar pattern to S5. The average tariff score has continued to increase over the last five years for SIMD1, SIMD2, SIMD3 and SIMD10 and for these deciles which contain around 70% of S6 pupils Glasgow performs better than the national average tariff score.



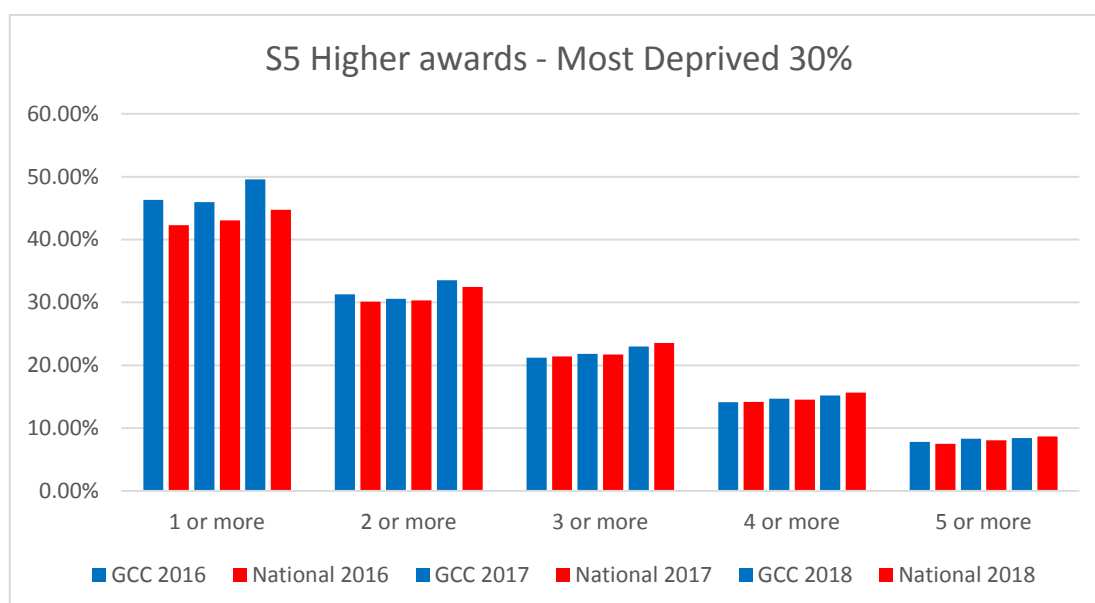


## 6 Breadth and depth attainment versus deprivation

6.1 The Insight tool allows comparisons to be made by using a filter on the least deprived 30%, the most deprived 30% and the middle 40%. As the focus nationally and locally is on closing the poverty-related attainment gap, the tables and graphs below consider Higher attainment by the end of S5 of the most deprived 30% and the least deprived 30%.

### Most deprived 30% Higher by the end of S5

	GCC	National	GCC	National	GCC	National
	2016	2016	2017	2017	2018	2018
1 or more	46.3%	42.3%	46.0%	43.1%	49.6%	44.7%
2 or more	31.3%	30.1%	30.6%	30.3%	33.5%	32.5%
3 or more	21.2%	21.4%	21.8%	21.7%	23.0%	23.6%
4 or more	14.1%	14.2%	14.7%	14.5%	15.2%	15.7%
5 or more	7.8%	7.5%	8.3%	8.0%	8.4%	8.7%



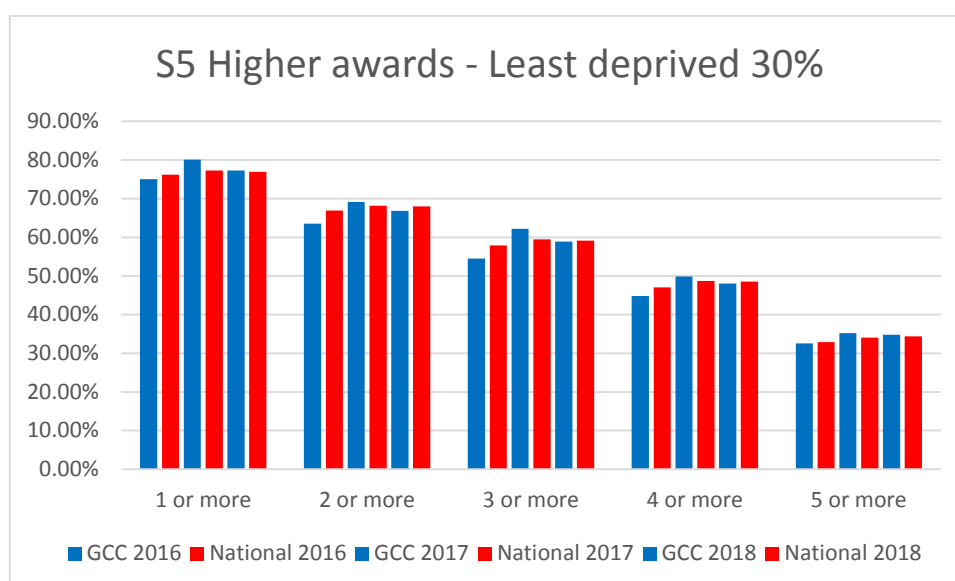
6.2 The table and graph show that Glasgow performs notably better than the national figure for one or more Higher. For three or more and five or more Highers, the figures are broadly in line with the national figures.

6.3 It is worth noting the numbers in each category. For 2018, there are 439 S5 pupils in the 30% least deprived category and 3033 S5 pupils in the 30% most deprived category. That is, equivalent to 11% of the S5 pupils in the least deprived 30% compared to 66% in the 30% most deprived.

**Least deprived  
30%**

**Higher by the end of S5**

	GCC	National	GCC	National	GCC	National
	2016	2016	2017	2017	2018	2018
1 or more	75.06%	76.22%	80.12%	77.30%	77.30%	76.93%
2 or more	63.51%	66.89%	69.18%	68.19%	66.87%	68.00%
3 or more	54.50%	57.87%	62.23%	59.49%	58.90%	59.16%
4 or more	44.80%	47.02%	49.90%	48.71%	48.06%	48.55%
5 or more	32.56%	32.85%	35.19%	34.05%	34.76%	34.40%



6.4 The table and graph above show that Glasgow performs broadly in line with that national figure for one or more, three or more and five or more Highers.

## 7 Policy and Resource Implications

### Resource Implications:

*Financial:* Glasgow receives additional funding from the Scottish Attainment Fund as a Challenge Authority. Schools also receive Pupil equity Funding based on the numbers of children entitled to free school meals.

*Legal:* In line with the Standards in Scotland's Schools etc. Act 2000

*Personnel:* Additional staffing has been deployed in schools using the additional funding.

*Procurement:* Not applicable

**Council Strategic Plan:** Excellent and Inclusive Education

**Equality Impacts:**

*Does the proposal support the Council's Equality Outcomes 2017-22* Yes, outcome 9 – barriers to participation in learning are reduced.

*What are the potential equality impacts as a result of this report?* Limited impact

**Sustainability Impacts:**

*Environmental:* Not applicable

*Social:* If our young people achieve positive outcomes in their lives this will have a positive impact on the longer term social and community life of Glasgow.

*Economic:* Young people who are better educated are able to contribute more positively to the growing economy of the city.

*Privacy and Data Protection impacts:* Not applicable

**8 Recommendations**

- 8.1 The Committee is asked to consider the content of the report, note the positive outcomes for young people across the city and the focus on improving further.

## Appendix 1

SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	Apprenticeships & SVQs
12			Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship SVQ
10			Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship
9		Professional Development Award	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Technical Apprenticeship SVQ
8		Higher National Diploma	Diploma Of Higher Education	Higher Apprenticeship Technical Apprenticeship SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ
6	Higher, Awards, Skills for Work Higher			Modern Apprenticeship Foundation Apprenticeship SVQ
5	National 5, Awards, Skills for Work National 5			Modern Apprenticeship SVQ
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award	SVQ
3	National 3, Awards, Skills for Work National 3			
2	National 2, Awards			
1	National 1, Awards			

## Appendix 2 From *Insight technical information*

### Virtual Comparators

Insight allows schools to compare their performance to the performance of a virtual comparator. The virtual comparator is made up of pupils from schools in other local authorities who have similar characteristics to the pupils in your school. It allows you to see how the performance of your pupils compares to a similar group of pupils from across Scotland to help you undertake self-evaluation and improvement activities.

#### a) Methodology for leavers-based Virtual Comparators

For each pupil in the cohort of interest (e.g. S4 pupils in School A), 10 matching pupils are randomly selected without replacement from other local authorities based on the following characteristics:

- Gender
- Additional support needs:
  - No additional support needs
  - Additional support needs but spend 80% or more of their time in mainstream education
  - Additional support needs and spend less than 80% of their time in mainstream education

- Latest stage is defined as 'stage of leaving' for leavers and 'latest stage attained in current year' for August attainment. For leavers before 1<sup>st</sup> May in S5 (includes S4 leavers). After 1<sup>st</sup> May in S5, S6.
- Scottish Index of Multiple Deprivation vigintile.

This allows virtual comparators to be produced for the target cohort of interest. So, if school B has 20 school leavers all of which have the same characteristics, 200 different pupils with these same characteristics from schools in the other 31 local authorities will be selected to compare them to. The maximum cohort in a school for which a virtual comparator is produced is the senior phase (S4 to S6).

The leavers-based virtual comparator is created from all of the matched pupils meaning that it will have ten times as many pupils and that the characteristics of the virtual comparator will match its target group. Analysis revealed that four matches per target pupil would have been perfectly adequate but we have chosen to select ten matches for even greater precision.

The characteristics were selected due to their significance in explaining variation in the attainment and destinations of leavers. Independent advice concluded that these variables were highly statistically significant and that they seem to strike a reasonable balance between matching a pupil appropriately and not having so many variables that matching some individuals is hard to achieve. There are few instances of pupils having missing data for these characteristics. The most common characteristic to be missing is SIMD data zone (affecting less than 0.5% of records). Missing data zones are due to missing or invalid postcodes and in these cases, the data zone for the pupil's base centre is used as a proxy.

The latest stage is included even though it is a combination of an input and an output measure. For example, if a pupil does not stay on to S5 then they do not have the option of taking higher or advanced higher qualifications, so will have lower attainment. However by having lower attainment the pupil would be less likely to stay on. In addition, in some local authorities, college provision is widely available and preferred so many pupils leave at the end of S4 and continue their education at college instead of staying on to S5 and S6.

Note that filtering for characteristics which aren't used for Virtual Comparator matching (e.g. LAC) will still display the school filtered for that characteristic and the Virtual Comparator pupils which match those school pupils. However the Virtual Comparator pupils may not have the same LAC category.

Starting in the September 2017 update, Insight will use SIMD 2016 data as part of Virtual Comparator for the latest year of data (2017). Therefore this will start to be reflected as the measures in Insight are updated with the latest data. This means that for 2017 data included in the September update, the Virtual Comparator will be using SIMD 2016 as part of the matching process. No historic data will be re-calculated so all years prior to 2017 will continue to be based on SIMD 2012.

#### b) Methodology for stage-based Virtual Comparators

The virtual comparator for stage based measures is more complicated. When considering attainment within one stage (e.g. calculation stage = S5 and basis stage = S5), the VC will be based on 10 matches to each pupil in S5. For measures where the calculation stage and basis stage are different (e.g. S6 based on S4) this is less

straightforward. In defining the virtual comparator for these measures, consideration was given to whether the VC should be built from the matches for the pupils when they were in S4 or at their point of exit from school. Following consultation through the Statistics Working Group, it was felt that the leaver based measures already adequately capture a comparison at the point of exit. It was therefore agreed that these types of measure should be compared with the S4 virtual comparators to consider how both sets of pupils progress by the time of reaching S5 or S6. This means that the matched pupils can have left at different points in the senior phase when compared to your own pupils, offering a richer understanding of the situation in the school. However this also results in the situation where sometimes, within an SIMD decile, the number of candidates is not 10 times the number in the school. This happens because some pupils move between S4 and S6 and therefore change decile. As a result, whilst these pupils would have been matched to the same decile in S4, by the time we reach S6 some of their datazones and therefore deciles have changed. You will still find that the total number of VCs for the school is always 10 times the number of pupils.

#### c) Methodology where insufficient pupils match characteristics

For a very small number of pupils (most likely those with additional support needs that spend less than 80% of their time in mainstream education), we may run out of pupils to match to. Where this happens, we:

- Collapse by gender in the first instance (so that we are picking from both male and female pupils that match the other characteristics)
- Move into the neighbouring SIMD vigintiles.
- For pupils with ASN who are less than 80% mainstream it may also be necessary to collapse by stage.

Learning from the preview editions of the tool, we have strengthened the implementation of the selection methodology to reduce the number of instances in which the characteristics for matching need to be widened in this way resulting in many fewer inexact matches.

#### d) Difference between leavers and August attainment methods

It is not possible to carry forward August attainment virtual pupils picked on the latest stage in current year into the leavers' matches. This is because some of the virtual comparators will not have left school and so will have no destination (there will also be issues of bias as the comparators could have stayed on, so may have had better attainment to start with). It is also not possible to use stage of leaving when picking virtual comparators for August attainment as we do not have leaver information at that time. Virtual comparators for these two groups are therefore picked separately.

This means that stage of leaving is not controlled for in the stage-cohort analysis and therefore, in certain cases, a school could perform consistently above its VC on the leavers analysis and consistently below it on the cohort analysis. In the stage based measures when you are considering, for example, S6 of S4, the matched pupils in your virtual comparator may have left at different points in the senior phase when compared to your own pupils. The difference between the two offers a richer understanding of the situation in the school.

#### e) Development of the Methodology

The methodology implemented in the tool was developed by the Scottish Government in consultation with stakeholders, which includes independent advice from Professor John McColl at the University of Glasgow. Other options were considered and we have taken forward a methodology which was found to be both appropriate and easily accessible for end users.

Regular health checks on the virtual comparator methodology have been performed and have provided reassurance that it is performing as expected.