



Glasgow City Council

Report by Executive Director of Education

Item 6

September 2018

Glasgow's Improvement Challenge 2015 – 2020

Raising attainment in secondary schools through providing additional supported study and mentoring, and taking a closer look at learning and teaching

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 sixth of a series of six papers five of which covers each of the strands of Glasgow's Improvement Challenge.

Raising attainment in secondary schools through providing additional supported study and mentoring, and taking a closer look at learning and teaching

In June 2016, the Deputy First Minister announced that secondary schools would now be able to bid for money from the Attainment Fund. Following consultation with headteachers, it was agreed that Glasgow would seek the full amount suggested per school and then download the money direct to the schools using an agreed methodology which took into account pupil roll, deprivation and English as an additional language. There was a fixed amount in the formula in order to benefit small schools. Each school then submitted proposals for 2016/17. For 2017/18, schools were not asked to submit new proposals, instead we asked them to consider their plans for Pupil Equity Funding alongside their attainment challenge allocation and their core funding.

Over the last few years, our schools have successfully demonstrated that they can raise attainment and more young people than ever before are achieving qualifications. In 2017/18, the Committee report on SQA attainment and School Leaver Destination Report (included as appendices for the paper on the workstrand on improving literacy and numeracy) demonstrates very positive outcomes for young people. Our attainment in SQA examinations continues to increase with improvements evidence in all measures by the end of S5.

The paper on attainment in the broad general education, also included as an appendix for the paper on improving literacy and numeracy, shows a more variable picture for secondary schools. Evidence from discussions with schools is that staff in secondary schools have had to cope with a number of changes in SQA qualifications which has meant that there has been not as much time spent on sharing the standards for literacy and numeracy. This was identified as a priority for 2017/18 and some work has been done in this area, but it is clear from the outcomes that more discussion needs to take place.

During 2017/18, an experienced headteacher was seconded two days a week to provide an increased level of support and challenge to leadership teams in secondary schools. Throughout the year, she visited schools and provided targeted support to individual schools. She provided increased training opportunities on the use of Insight to senior leaders and Principal Teachers/Faculty Heads. These were very positively evaluated. In addition, she worked with colleagues to improve their approach to using data to track the performance of pupils and to use the data effectively to influence decisions on the curriculum.

All schools across the city were asked to complete Education Perspective Reports. These reports which are built around HGIOS4 quality indicators provide schools with a structured approach to self-evaluation. During summer 2018, quality improvement officers and the Directorate moderated them and provided brief feedback. Schools were asked to include reference to their use of additional funding, including pupil equity funding, in the reports to enable an analysis to be undertaken and interventions identified.

Supported study and/or Saturday school and study weekends continued to be used in all secondary schools to very good effect. Pupils were targeted and tracked and many benefited from the additional support. The increase in the proportion of

Highers being achieved is strong evidence of the success of these additional opportunities for study.

Secondary schools used their additional funding to create a number of additional principal teacher posts. In 2017/18, most of these posts continued and a notable number had been given responsibility for 'raising attainment'. The seconded headteacher created a forum for these principal teachers to come together to share practice and to review the effectiveness of the interventions being used.

The remits for these staff members include:

- Raising attainment either at BGE or senior phase
- Promoting wider achievement
- Developing the young workforce
- Transition and enhanced transition
- Learning and teaching
- Developing literacy or numeracy
- Developing STEM
- Promoting nurture
- Tracking and monitoring
- Supporting EAL
- Family engagement.

Most schools have highlighted additional activities and time allocation to support literacy both for individual pupils and to develop literacy across the curriculum. Pupils have been able to receive one to one time and have additional support within literacy departments.

There are now MCR Pathway Coordinators in all 30 secondary schools. The Impact Report 2018 (included as an appendix) provides a range of very positive indicators focusing on particular on care-experienced young people. The staying-on rate has increased for the targeted group resulting in more positive school leaver destinations and contributing to the overall success in raising attainment.

Two headteachers have continued to lead developments in learning and teaching across the city. Depute headteachers from all secondary schools are participating in a very well-structured programme which focuses on improving learning and teaching. The group meet regularly and work in trios. All secondary schools had to select an approach for their school from *Making Thinking Visible*, *Pedagogy and Equity* and *Co-operative Learning*. The aim for 2017/18 and for 2018/19 is:

- 1) Working in trios to support and evaluate the practice being developed through *Making Thinking Visible* and *Pedagogy and Equity* (Tapestry), *Co-operative Learning*, and the development of *Teacher Learning Communities*.
- 2) Reflecting on the impact in classrooms: examining the quality of Learning and Teaching and writing HGIOS 4, Q12.3 *Learning, Teaching and Assessment* section of the EPR.

The overarching aim being to promote and facilitate excellent learning and teaching in every secondary classroom in Glasgow via four sessions and further development of the allocated trios. The programme will continue to include time for collaborative

reflection and sharing of practice and impact of the citywide professional learning programmes. For 2018/19 there is to be a further focus on:

- **Systems Leadership:** how our senior leaders extend their reach beyond their individual school via working in trios, to influence practice more widely in order that every school improves.
- **Building capacity and sustainability:** The nature of DHT leadership required to build capacity in our middle leaders, our learning communities and in making this focus on continuous improvement in Learning and Teaching a sustainable way of working in Glasgow.
- **Meeting learners' needs:** Examination of the extent to which the new approaches and practices in our classrooms are improving learning and teaching to meet the needs of our increasingly diverse groups of children and young people.

This programme has been exceptionally well-evaluated with increasing impact in classrooms. The comprehensive approach with the element of choice for schools has been very positive. This activity was complemented by further sessions on learning and teaching for a broader range of staff from primary and secondary schools through *Making Thinking Visible* and *Pedagogy and Equity*. This work has been so successful it has been opened up to early years staff and support staff for 2018/19.

Examples of the use of additional funding from Education Perspective Reports:

Hyndland Secondary School

PEF / GIC funding was used to increase staffing, thereby allowing Principal Teachers of Pastoral Care greater time (three protected periods) to meet as a group, with the Education Liaison Officer and with link depute headteacher in order to:

- Analyse attendance records by house group
- Identify particular students for whom attendance was a concern
- Identify and analyse concerning attendance patterns
- Explore appropriate strategies to encourage better attendance
- Meet with pupils and parents as appropriate, and employ strategies to encourage better attendance

A PT 1 Post was created. The remit of the post focused on-m

- Identifying underperforming pupils in senior phase (in particular, S4)
- Putting in place a number of support mechanisms, such as:
- Creation and co-ordination of personal study time support classes for senior (targeted) pupils across the school

Expansion of the use of study weekends (detailed in separate document) with specific aim of engaging targeted pupils.

King's Park Secondary School

We continued our two Lead Teacher posts, using our Attainment Funding, focusing on Learning and Teaching. They have initiated our 'Monday Muse' – a weekly e mail

sent to all staff detailing an aspect of learning and teaching that they can employ in their classrooms. They have also led sessions with our Middle Leadership Team on how to lead Learning and Teaching in their department (using HGIOS 4 challenge questions).

Twelve staff are taking part – and leading – the Tapestry programmes in Pedagogy and Equity and Making Thinking Visible. They are then leading Teacher Learning Communities across the school, as well as In-service Day sessions for our whole staff, where all staff are exposed to the strategies being showcased.

School Improvement Plan and Inset evaluations re Pupil Equity Funding (PEF) investments were supportive of our learning and teaching Lead Teacher posts.

Nurture base has been established: 10 pupils, identified through Boxall Profile, attend every morning and last period on a Friday. We funded a Nurture Teacher (0.5) as part of our PEF.

Attainment Funding was used to employ an Inclusion Mentor to support an identified group of pupils, with a view to ensuring more equity and improved attainment. This has helped to ensure targeted young people are accessing a curriculum suitable to their needs, with a potential to gain qualifications.

Appointment of a Developing the Young Workforce Teacher to promote more opportunities for pupils within the world of work and wider achievement. Pupils in S3 now have the opportunity to engage with Duke of Edinburgh training.

PEF Broad General Education focus groups in Numeracy established with Maths specialist working on pupil confidence and skills in Maths.

Knightswood Secondary School

Our PEF planning involved rigorous analysis of data, wide and detailed consultation with staff and communication with parents and pupils. We clearly communicated our final plan which means almost all staff have a clear understanding of our context and how it has shaped our shared vision of the future.

Since session 14/15, leaders have also worked in development teams of 6-7 subject PTs with additional PEF funded Eagle's Wings sessions to develop capacity and impact on school improvement which are increasingly PT led and positively reviewed.

PEF and Attainment Challenge funding has supported significant improvement in attainment for bottom 20% and achievement for targeted groups.

All Senior Phase pupils receiving PEF funded targeted support gained results significantly higher than previous cohorts. These include personalised learning programmes, in school and off-site tuition, and targeted departmental support.

PEF funded L&T development. All staff attended 8 TLC workshops (75 mins) this year and they have welcomed the same for next session. All teachers had one unscheduled visits from a member of SLT and the majority had more than one from SLT or a PT.

Our many targeted inputs have a positive impact on wellbeing of almost all participants. These include a PEF funded additional day of School Counsellor time which has been very positively evaluated and a PEF funded pilot in Youth Mindfulness.

Lourdes Secondary School

PEF funding was used to appoint PT Nurture to allow pupils to access Nurture Provision and to embed Nurturing principles throughout school.

We have established a Welcome Room to support 2 core groups of S1-3 pupils. 10 members of staff have been formally trained in Nurture.

The school counselling facility was increased to ensure that pupils had access to trained professionals who delivered person-centred counselling every day. The counsellors worked closely with PTPCs to identify pupils who would benefit from this service. Young people could also self-refer. This was an invaluable resource and we had a waiting list of pupils throughout the year. Most pupils benefitted from 6 - 12 sessions; however this was increased if it was felt that the intervention was still required for individual pupils. Approximately 115 young people benefitted from this service.

Following review meetings with our Raising Attainment team, our targeted groups in the BGE (predominantly Scottish boys) are showing signs of improving their attainment due to developments in their own health and wellbeing and mindset.

Notre Dame High School

Supported by PEF funding, robust ongoing learning and teaching staff development program (Pedagogy and Equity) involving all teaching staff. TLCs meet to share good practice and as a result more creative teaching approaches are being used in most classrooms. PEF funded PT Learning and Teaching is leading staff through this programme. Investment in the parallel programme for SfL Workers is already evidencing their increased engagement in classroom interventions and decision-making.

PEF funding has provided additional staffing in Support for Learning, literacy and numeracy, facilitating literacy improvement groups and smaller class sizes. Senior pupils are engaged in providing additional support through Paired Reading activities. Breakfast club is ensuring that vulnerable young people have an appropriate start to the school day.

The Pupil Equity Fund has enabled us to increase our provision of support for mental health and emotional wellbeing. NHS and Third Sector partners deliver therapeutic support programmes to groups and one-to-one counselling and befriending for some of our most challenged or vulnerable pupils. All LAC pupils and pupils who have been identified as vulnerable have had the opportunity to experience wider achievement through residential experiences or outdoor learning programmes. 23 of our pupils in SIMD 1-4 have benefited from targeted outward bound programmes to support the development of confidence and self esteem. All staff have been made aware of SIMD data and this is increasingly being used to identify interventions for targeted young people and groups to improve attainment. Our SfL department has one additional FTE member of staff dedicated to supporting young people in class.

This has also enabled SfL to run small literacy groups for pupils identified on our tracking database as most in need of support and emotional literacy groups to targeted S1 pupils.

Shawlands Academy

Established PEF appointed working group to monitor pupil progress, range of interventions and wider opportunities especially for all especially those in low SIMD or have FME.

PEF finance has been used to appoint Principal Teachers of Literacy and Numeracy with a focus on improving outcomes for young people living in relative poverty.

The appointment, using PEF finance, of a number of Principal Teachers with a focus on improving outcomes for young people living in relative poverty, namely:

- Principal Teacher of Literacy
- Principal Teacher of Numeracy
- Principal Teacher of Early Levels
- 2 Principal Teachers of Family Learning
- 2 Principal Teachers of Developing the Young Workforce

Smithycroft Secondary School

Through PEF/AC funding an attainment coordinator was appointed to continue to support the development of CPD with a focus on learning and teaching. This has involved all staff in a variety of different activities. All are focused on improving the learners experience, including some led by learners themselves. The development of TLCs has further enhanced provision with all staff involved in professional discussions and developments. Discussions about PEF has ensured that we are focused on improving equity for our young people and we have more staff involved in Authority and national leadership development programmes.

Our PEF/AC investment in Raising Attainment coordinators with a specific one for Learning and teaching CPD, has led to a greater exchange of ideas and professional dialogue. The development of the study hub and peer tutoring programme has helped learners to make progress working with fellow learners. The development of STEM through a Stem coordinator has enhanced the curriculum

This session, through PEF/AC funding, all teachers and support colleagues have been reviewing their strategies and thinking, through their involvement in the TLC meetings. They have been increasingly using the new ideas and those from professional reading and research in their classrooms. There has been greater collaboration within departments and across the school and we will continue to build on this next session.

The PEF/AC funding of the Accelerated Reader programme to improve literacy has been engaging all learners in S1 to S3 in reading on a regular basis.

Through PEF/AC funding we introduced a range of initiatives to support improvement in attendance. This included a Breakfast Club run by one of our partners PEEK, a new attendance monthly reward prize initiative and targeting of

specific pupils within the 80-90% category. Through PEF/AC funding our local partners, Junction 12, ran a series of workshops and individual interventions to support improvements in mental health and wellbeing of specific young people. There was also investment in additional counselling sessions to support a number of young people who had been waiting for significant periods and this was impacting on their progress.

St Mungo's Academy

Masters credit level studies have been developed very successfully in conjunction with Strathclyde University, through PEF, on leadership development for staff at all levels. Interim evaluations are almost all positive and will continue until next year leading to an action research activity. Others have also engaged successfully in SCEL programmes of leadership development.

Practitioner enquiry was used very effectively by the majority of staff to support school improvement through improvement group collegiate activity. Outcomes were shared amongst staff and have been collated as a point of reference for further use.

S5 and 6 pupils engaged in Columba 1400 values based leadership development through PEF. They engaged very successfully in a number of leadership activities including contributing to staff meetings, inset days, primary transition and Senior Phase induction activities.

Almost all staff contribute to robust evaluation of the improvement agenda through quality assurance activities and summary perspective reports. 16 members of staff continue to be directly involved in leading initiatives to impact on the quality of learning and teaching including Making Thinking Visible and Philosophy with Children, both funded through PEF.

Similarly our FARE Family Liaison Officer, funded through PEF, has effectively responded with those YP and families on the cusp of disengagement by offering re-engagement programmes in home and at school. Family Learning opportunities have helpfully been made available to targeted groups of parents and carers to aid them in supporting their young people towards better engagement with their learning.

This session 2x PT Literacy and a PT Numeracy were appointed through PEF. Innovative practice emerged in both areas and was shared with staff across the school. An accelerated reading program was introduced in conjunction with paired reading provision and reciprocal reading strategies to ensure that learners of all abilities were supported in their progress.

The supported study program includes innovative elements of study weekends and focused after school sessions aimed at the development of a wider range of study skills. Pupil uptake of this provision has increased significantly this year. A strong focus on staff / learner collaborative working has allowed staff to tailor delivery of the provision in order to meet learner needs.