



Glasgow City Council
Education, Skills and Early Years

City Policy Committee

Report by Executive Director of Education

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Item

<date of meeting>

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 Committee 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.

Recommendations:

The Committee is asked to consider the contents of the report.

Ward No(s):

Citywide:

Local member(s) advised: Yes No

consulted: Yes No

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

- 1.1 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. The Committee reports on SQA attainment and School Leaver Destination Report demonstrate very positive outcomes for young people. The updated reports for 2018/19 will be presented to the Committee at their next meeting. Our attainment in SQA examinations continues to increase with improvements evident in all measures by the end of S5.
- 1.3 The Committee report on attainment in the broad general education will continue to show a more variable picture for secondary schools. Secondary schools are engaged in the process of developing literacy and numeracy approaches and a number have appointed Principal Teachers of Literacy to support this development or to identify strategies to support groups of young people. They are also developing their approaches to assessment and moderation to ensure consistency of standards across all teachers and classes. This is identified as a priority for 2019/20.
- 1.4 Using Scottish Attainment Challenge funding, schools have significantly extended the range of supported study activities they have run to support young people in their studies in the senior phase. Schools have gathered views of young people about supported study and adapted their approaches in response to the feedback. These have included running classes at different times in the school day – before the start of the day and lunch time. For example, Bannerman High School changed the timing of Support Study to Twilight in response to feedback that young people preferred to go home and then come back rather than stay on immediately after school. Some have introduced breakfast homework clubs which prove to be very popular.
- 1.5 There has been an increase in Saturday schools with all schools offering these. Schools have used additional funding to provide lunch for young people who attend and this has contributed to increased and sustained attendance at these classes. An increased number of schools have run residential study camps providing targeted support and activities combined with outward bound activities. Schools have used funding to ensure that cost is no obstacle to young people participating in these activities.
- 1.6 As a response to some of the challenges of poverty, schools have used additional funding to provide supervised facilities for homework and study for young people for whom there are no suitable areas for study at home. They also have provided food and transport as a response to barriers to attendance at supported study.
- 1.7 All schools have used tracking data and information to provide support for targeted groups of young people. Using the findings of research, this support has been provided on a one to one or small group basis to ensure maximum impact.

- 1.8 Two worthwhile initiatives have been in Govan High School and Whitehill Secondary School. In Govan High School, classes were run in the local library, Ibrox Study Centre and Housing Association facilities for young people who were disengaging from school to support them to achieve qualifications. A Principal Teacher of Raising Attainment and the Year Group Head have set and run night school classes two nights a week. These were primarily targeted at young people who were finding the school challenging due to mental health. The classes started with 8 young people and has now extended to 20 young people attending each night. These classes ensured all young people who left school at the end of S4 left with qualifications.
- 1.9 There are now MCR Pathway Coordinators in all 30 secondary schools. The Impact Report 2018 <https://mcrpathways.org/2018/06/21/mcr-pathways-impact-report-2018/> 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.

2 Learning and teaching

- 2.1 Two headteachers have continued to lead developments in learning and teaching across the city. One of these headteachers has been seconded two days a week to develop and expand the programme. The priorities of the programme in 2018/2019 were.
- Increased development of the Deputy Headteachers' understanding and practice of systems leadership.
 - Improve engagement in collaboration between schools through the Deputy Headteachers working in trios to improve teaching and learning in their own and trio schools.
 - Pilot system of Validated Self Evaluation visits to evaluate the impact of the strategy on the experience on learners in schools.
- 2.2 There was continued work in developing the Deputy Headteachers' development, understanding and practice of systems leadership i.e how our senior leaders extend their reach beyond their individual school. There were 4 sessions where the deputies came together to listen to presentations from leading experts including Peter DuWitt; Anton Florek and Professor Christine Forde.
- 2.3.1 As part of the trios, each Deputy Head visited each other's schools to observe learning and teaching; discuss with groups of staff on how their teaching had improved and discuss with groups of young people to listen to how their experience in classrooms has improved. Some of the areas of focus in schools were: Bannerman High School's focus on improving boys' attainment in the school; St. Thomas Aquinas, Springburn Academy and Holyrood focus on learners' experiences of differentiation, questioning and pupil led learning.
- 2.4 Several schools including Smithycroft Secondary School; Notre Dame High School and Shawlands Academy have also organised learning conferences

involving young people sharing and evaluating learning and agreeing next steps.

- 2.5 Teacher Learning Communities are established in almost all schools and there is improved sharing of practice and professional conversation around learning, leading to increased challenge and impact in classrooms. A number of the leaders of these Teacher Learning Communities have achieved Professional Recognition from the General Teaching Council of Scotland.
- 2.6 In May/June 2019, eighteen secondary schools took place in the pilot VSE (Validated Self Evaluation programme) with six schools hosting and 12 schools from the trios visiting as a VSE team, supported by an Associate Assessor. Following the process, Evaluative statements were produced and recorded in school Education Perspective Reports and each school completed an evaluation of the process and the outcomes.
- 2.7 Examples of the use of additional funding drawn from Education Perspective Reports:

Rosshall Academy

'We have appointed three Principal Teachers of Raising Attainment who impacted on S4 learners who were in danger of underachieving. This session they have taken a strategic and holistic approach to raising aspirations and attainment for all learners.

The school has also created the 'Positive Pathways' programme to better meet the needs of learners. Offering a flexible approach to teaching and learning for an identified group of pupils who are in danger of becoming disengaged to ensure those learners are maximizing their potential and skills. This has led to partnerships being built and the pupils participating in the group achieving qualifications which include cookery skills, art and design, first aid, woodwork, literacy, numeracy and sports.

Appointment of two new roles within the school staff: 2 x Community Learning Development Officers (in partnership with Glasgow Life) to engage pupils who are in danger of underachieving in school and develop new opportunities currently unavailable. A Principal Teacher of Curriculum Pathways to help widen the accessibility to qualifications and wider achievement awards. Some of the partnerships funded by the Pupil Equity Fund are:

- Tennent's Training Academy
- SQA Accredited internal college partnership courses
- Rosshall Academy business partnership with The Village Hotel'

Lochend Community High School

'The school has developed an improved Wider Achievement programme which has supported the development of ethos and culture within the school. This has been driven by a Principal Teacher of Raising Attainment. Most learners now have Wider Achievement built into their curriculum. Almost all learners have welcomed the additional responsibilities this has provided increasing our learners' contribution to the school and wider community. This has improved their skillset, confidence and recognised achievement.

Principal Teacher of Literacy: To improve levels of literacy, the school appointed a Principal Teacher of Literacy who is working with Faculty Head English to support the continued use of Accelerated Reader. The Principal Teacher also is targeting more N4/5 Literacy presentations at an early stage in conjunction with English Faculty Head.

Principal Teacher of Numeracy: Through the Principal Teacher, all members of the maths department are linked with departments within the school to support the delivery of Numeracy. Staff regularly communicate with their link teacher to help in the delivery of Numeracy.

Almost all staff feel that events such as Numeracy Week have a positive impact on pupils (95%).

Employability Officer: The Employability officer develops partnership with business and leads the implementation of Developing the Young Workforce in the school. This post is making a major impact on our SLDR (school leaver) figures and him being integral to our opportunities for all group has a significant impact on how most of our pupils are thinking regards moving onto and increasing their attainment levels.'

Shawlands Academy

'The school has appointed Principal Teachers of Attainment and Achievement to organise targeted support and interventions for pupils with the greatest need in order to improve their attainment, achievement and support their mental health.

The appointment, using PEF, 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

These posts have a focus on *Getting It Right For Every Child* and support all pupils to be engaged in school life both in and out of the class. In addition, these posts will work with young people with greatest needs in S1-S3 in order to improve their literacy and numeracy levels, which will have a knock-on effect for the attainment and progress when they reach the senior phase.'

- 2.8 In session 2019/20, a bespoke leadership programme has been designed for secondary headteachers which will look in detail at their increasing role as leaders in their school communities.

3 Policy and Resource Implications

Resource Implications:

<i>Financial:</i>	Glasgow receives additional funding from the Scottish Attainment Fund as a Challenge Authority. Schools receive additional monies through Pupil Equity Funding.
<i>Legal:</i>	In line with the Standards in Scotland's Schools etc. Act 2000 and Education Act 2016
<i>Personnel:</i>	Additional staffing has been deployed in schools using the additional funding.
<i>Procurement:</i>	Not applicable

Council Strategic Plan:

Excellent and Inclusive Education 22, 28, 30 and 37

Equality Impacts:

<i>Does the proposal support the Council's Equality Outcomes 2017-22</i>	Yes, outcome 9 – barriers to participation in learning are reduced.
<i>What are the potential equality impacts as a result of this report?</i>	Limited impact

Sustainability Impacts:

<i>Environmental:</i>	Not applicable
<i>Social:</i>	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

4 Recommendations:

- 4.1 The Committee is asked to consider the contents of the report.