



**Glasgow City Council**

**Children & Families Development Committee**

**Report by Executive Director of Education**

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**Item 2b**

**28<sup>th</sup> April 2016**

**GLASGOW'S IMPROVEMENT CHALLENGE 2015 – 2020**

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

**Purpose of Report:**

To update the Committee on raising attainment in literacy and numeracy through targeted support and interventions in primary schools as part of Glasgow's Improvement Challenge.

**Recommendations:**

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

Ward No(s):

Local member(s) advised: Yes  No

Citywide:

consulted: Yes  No

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

1.1 119 primary schools have been selected on the basis of the percentage of children in each school living in the most deprived postcodes and local knowledge. The 119 primary schools have been put into clusters of between three and five primary schools. There are over 31,000 children in the selected primary schools of which nearly 21,000 live in the 20% most deprived postcodes.

1.2 The schools are in 30 cluster groupings. Due to the difficulties with recruitment (national shortage of teachers), the clusters were split into two halves. Almost all of the clusters in phase 1 were able to be staffed to support their planned interventions, with some clusters in phase 2 receiving some additional staffing during the year.

1.3 From August to October, we worked with two clusters intensely to develop their plan and model. This work was then able to be shared with other clusters to help them with their planning. Schools submitted individual improvement plans directly focussed on literacy or numeracy in relation to the Challenge and raising attainment. The GIC leadership team collated cluster plans to highlight over-arching themes, identify enquiry approaches and share innovative practice. This provided an analysis of need and enabled training to be appropriately targeted.

1.4 Two new roles were developed:

- Challenge Leaders of Learning - experienced teachers in the cluster primary schools who know the children and their context. They work in their own school or across the cluster schools on targeted interventions.
- Challenge Link – designated quality improvement officers or members of the Directorate who take a challenge role with the cluster.
- Clusters in Phase 1 identified their Challenge Leaders of Learning (CLOLs). A training base has been established in Thornwood Primary School and a training programme was developed matched to needs. The following programme was put into place
  - *Challenge Leader of Learning Induction – 18 September*
  - *Setting the Climate for Improvement – 23 October*
  - *High Quality Teaching and Learning – 20 November*
  - *Numeracy Focus Day – 4 December*
  - *Literacy Focus Day – 11 December*
  - *Numeracy Focus Day – 5 February*
  - *Numeracy Focus day – 12 February*
  - *Literacy Focus Day – 19 February*
  - *Literacy Focus Day – 11 March*

- 1.5 Positively even when schools were unable to secure additional staffing to release their CLOL they ensured that their CLOL attended the training. The training has been offered out to all schools not just those selected to be part of GIC. The uptake has been so strong that we have had to split attendees into two training groups, with approximately 40 participants overall for each session.
- 1.6 Education Scotland appointed an attainment advisor to each local authority involved in the Attainment Challenge. Regardless of the size of the local authority or the numbers of children living in areas of deprivation 1.0 FTE attainment advisor was allocated. In the case of Glasgow, an existing Glasgow Headteacher took on the role, which was positive as she already had extensive knowledge of education in the city. She has been working closely with the seconded Headteacher and Depute. She has been focusing on assessment approaches, use of data and measuring impact. She has worked with our research team on how we can use SEEMIS to gather Curriculum for Excellence (CfE) levels which would allow additional analysis. She has also been visiting schools to provide additional support and to gather evidence of progress to enable the sharing of good practice. A summary of the findings is included as Appendix 1.
- 1.7 During October to March the GIC leadership team visited schools to discuss progress and to observe CLOLs in action. This enabled the team to monitor progress, and highlight examples of good practice to share with other establishments. For example, a school in the North East was using a very innovative means of incorporating Suzanne Zeedyk's Adverse Childhood Experiences to give a holistic and rounded view of children in SIMD 1 and 2. This has now been shared with all schools to allow them to focus their supports. Visits also allowed further support or guidance to be offered to schools and colleagues timeously – discussions from which have prompted the team to offer training for Headteachers around action enquiry.
- 1.8 Progress with Phase 2 has been hampered by difficulties to recruit. We have looked creatively at existing staffing and encouraged schools to be solution-focused. For example, some schools have identified part-time staff in their school and have got their agreement to increase their time to either be the CLOL or cover for the CLOL. We are building in the additional staffing required into the staffing meetings for 2016/17 in an effort to try to ensure that we have sufficient staffing to meet the requirements of GIC.
- 1.9 Schools in Phase 1 have been progressing with their improvement plans, refining and evolving them. For example, in one cluster of four schools –
- Headteachers meet every four weeks with CLOLs to share practice and ideas
  - The CLOLs also meet regularly and have observed each other in their own schools. They report that this has been very helpful.

- All four schools agreed to use GL-assessment to provide baseline assessment in literacy. This has had mixed results. One school feels they have over-assessed as all the pupils were assessed and they now have too much information which is proving time-consuming to analyse and action. Another school used the assessment in a much more targeted way and identified a group of children across stages using teachers' judgement, literacy assessment and the range of other factors which impact on children's learning, such as bereavement, poverty, parental engagement, family alcohol misuse, family drug misuse. The school has linked with a local third sector organisation to provide targeted after school homework support.
  - All are focusing initially on literacy and all are working hard to engage all staff in the school in GIC.
  - There are three CLOLs, one shared between two smaller schools and one in each of the other two schools. They are forming a strong teaching team. Each works with small groups of pupils providing targeted support. They have been observing learning and feel that next, they have a key role to work alongside colleagues to improve their skills.
  - The headteachers are planning in-service days jointly and intend to have a joint day where teachers will share practice across the four schools.
  - They feel that they are better placed this year to influence their WTA (working time agreement) for 2016/17 more effectively.
  - They feel the CLOL training and the strategies employed by them has had a positive impact on practice across the school, with many teachers adopting new and improved approaches to learning and teaching which are already having a positive impact on learners.
- 1.10 In January our Challenge DHT secured a headteacher's post in Edinburgh. Recruitment has been a challenge as any appointment requires to be backfilled. A replacement will take up post in April 2016.
- 1.11 The secondment of a Headteacher to the post of Development Officer for Creativity and Expressive Arts has resulted in a Creative Network being developed which aims to transform children's lives through the Arts and Creativity. This work builds on the success of the Headteacher in her own school using music and the arts to raise attainment.
- 1.13 There are now five Creative Learning Networks:
- Philosophy with children
  - Partnerships
  - Music for All
  - Youth Music Initiative
  - Arts and the Tramway

- 1.14 All, within these networks, will work in partnership to improve attainment and achievement, develop skills in creativity and innovation which in turn will promote self esteem and develop life skills for future employment. Glasgow Life partners will support in the delivery of the networks along with colleagues from the School of Art and Conservatoire. Glasgow Museum and Library Service have also linked their development work with the priorities in Glasgow's improvement Challenge.
- 1.15 In March, all primary headteachers attended an *Equity for All* conference to consider the theme of assessment in Scotland and social justice. Additional input was provided from Scottish Government on using SIMD data supported by case studies from three primary headteachers. A creativity presentation described work on Creative Learning Networks being developed across the city and Philosophy for Children projects in partnership with Strathclyde University. Headteachers participated in shaping year 2 plans on the themes:
- *Family Learning – helping our parents be better able to support their child's learning*
  - *Play, Physical Activity and Sport*
  - *Raise attainment and close the gap – year 2*
- 1.16 The feedback from each of the clusters has been collated and will be used to inform future support and plans.
- 1.17 Our social media presence is through Glow and Twitter and are proving highly effective. We use them to share training materials and to showcase the work of our children and young people. A GIC newsletter was circulated to all schools and nurseries to share updates, successes and partnership working across our city.
- 1.18 As part of our GIC strategy, we wanted to up-skill all primary support staff to ensure they feel equipped to support the Challenge within their schools. Recognising that they are a key resource for GIC, the Leaders of Learning offered all primary schools the chance to send their Support for Learning Workers to attend training on Effective Questioning and Growth Mindsets. These areas were chosen as it was felt they would have immediate impact on children in terms of learning and teaching and also to provide our Support for Learning Workers with effective development opportunities. Around 220 Support for Learning Workers attended the training with an overwhelming positive response with staff actively engaged and contributing to dialogue about how we can best support our young people. The feedback very positive but revealed the number of staff who had not previously considered the importance of the way they talked to learners or how and why they used praise.
- *'Think before you give praise. Now I will praise the effort'*

- 1.19 Many commented on how important they saw Growth Mindset as a motivational tool, but also now realised the need to let pupils make mistakes and learn from this.
- 1.20 At the request of the Scottish Government, all schools were asked to undertake the New Group Reading Test (NGRT) with all P4 and P7 pupils. This was purchased by Scottish Government and was to be used by end of March 2016. This assessment is undertaken on-line allowing the analysis and feedback to be produced automatically. The aspiration was that the test would be available from January but the timescale slipped and not all schools have been able to undertake the assessment with all P4 and P7 pupils. A number of schools experienced challenges and reported concerns. For example, if there were larger groups of children using the ICT suite to complete the assessments then the system was very slow which disconcerted children and could impact on their results. Plans then had to be changed and smaller groups were used which took more time but did improve the speed of the system. The language used in some of the questions was unfamiliar to children, particular concerns were raised about children with English as an additional language.
- 1.21 We are planning to work with headteachers during May to moderate the outcomes from the assessment and match it to teachers' professional knowledge of children's progress. We will also provide training for headteachers to support them in analysing the data from the NGRT which will inform their plans for improvement and the children's next steps in learning.

## **2. Impact**

- 2.1 It is too early at this stage to be able to evaluate the impact of interventions. We have very much viewed this year as building the foundations. Challenge Link officers are starting to get to know their clusters and during the summer term they will be beginning to gather further evidence with an increasing focus on impact.
- 2.2 Data gathered from the New Group Reading Test and teachers' data on CfE levels will be compared and used to inform practice for 2016/17.

## **3. Policy and Resource Implications**

### **Resource Implications:**

<i>Financial:</i>	The funding model is set out in the first paper presented to Committee <i>Glasgow's Improvement Challenge 2015-2020 Setting the context</i> .
<i>Legal:</i>	In line with relevant legislation
<i>Personnel:</i>	Additional staff have been involved alongside core education staff as set out in the report.

*Procurement:* n/a

**Council Strategic Plan:** Learning City

**Equality Impacts:**

*EQIA carried out:* Not carried out. The thrust of the initiative is to improve equity for those whose lives are affected by poverty.

*Outcome:*

**Sustainability Impacts:**

*Environmental:* n/a

*Social:* n/a

*Economic:* n/a

**4. Recommendations**

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

## **Appendix 1 SUMMARY REPORT FROM ATTAINMENT ADVISOR (AA)**

### **Background**

In January 2016, it was decided to collect information on how schools had used data to target interventions and how they planned to measure impact as part of Glasgow's Improvement Challenge.

The eight schools within pilot clusters 1 and 12 were identified and focussed visits by the AA were arranged.

A set of six questions (Appendix 2) were established and disseminated ahead of the visits to inform and guide the professional dialogue.

Schools were invited to include members of the Senior Leadership Team (SLT), and / or Challenge Leaders of Learning (CLOLs) in the visit as appropriate.

Each visit lasted approximately 2-3 hours and staff were extremely engaged in the dialogue.

### **DATA USED TO IDENTIFY TARGET GROUPS OF CHILDREN**

- All schools had used the SIMD information to inform their selection. However, it was repeatedly noted that the data didn't reflect the picture of the community and that the new data due in 2016 may better reflect the communities the schools serve.
- All schools had used their local knowledge of families to augment the SIMD information which had been used **as part** of a holistic assessment of children's needs.
- Four schools had created matrices / spreadsheets to collate information already existing about children. Typically this would include data on :
  - Attendance
  - Late-coming
  - FME
  - Staged intervention
  - Health issues
  - EAL – language acquisition
  - Social Work involvement
  - SIMD
- Almost all schools have a high percentage of children with EAL, ranging from 53%-100%. This meant that stages of language acquisition was a key data set for all schools.

- One school had based targeting of children almost exclusively on stage of language acquisition.
- One school had extensively used the indicators of adverse childhood experiences to inform targeting of children.
- As literacy was the curricular focus for all schools, additional assessment information had been sought using a variety of formative, summative and standardised assessments.
- Five of the schools had used either GL Assessment or PM Benchmarking as their primary assessment tool.
- Glasgow Dyslexia Support Service assessments and their material Getting Started was also used in five schools.
- Active Literacy Kit (ALK) and Stages of English were each used in one establishment to provide baseline assessment and progress measurements.

## **DATA USED TO DETERMINE INTERVENTIONS**

- All schools had a clear idea of the intervention they had planned to do before collecting data on which children would be targeted, using data collected to refine the intervention. eg six schools had decided to address phonological awareness and used the data collected to group children according to developmental need / phonological gaps.
- As yet there was no clear evidence of research being used overtly to identify relevant interventions, but all schools had used local knowledge and professional dialogue with teachers to decide on the interventions required.
- Three schools with high % of children with EAL had chosen to create a flexible grouping model for classifying their children as the primary intervention. Children were grouped according to stage of language acquisition and class teacher, EAL teacher and CLOL were being used to teach across groups. This model was carefully monitored in the schools with a view to up-scaling if successful.

## **MEASURING IMPACT AND GATHERING EVIDENCE OF PROGRESS**

- All schools had identified impact measures as part of their Challenge Improvement Plans and received feedback on these early in the programme.
- Almost all schools had identified an assessment tool to measure children's progress through the intervention programme. These were: Glasgow Dyslexia Support Service (GDSS) checklists, ALK checklists, commercially-produced standardised assessments.

- One school had not identified a particular assessment tool but was using 'teacher expectations' as their measure, expecting to see improved progress through normal school tracking conversations.
- Schools planned to gather a range of evidence and data to illustrate impact. Almost all schools saw their normal school tracking procedures as contributing to this evidence.
- Half of the schools were planning to monitor attendance, late-coming and other wellbeing indicators such as exclusions or attendance at clubs as well as attainment data.
- Two schools had extensively used the indicators of adverse childhood experiences when targeting children and planned to use this throughout the school to add to their ASL picture.

## **FURTHER DATA**

- All schools will benefit from updated SIMD data which might better reflect their communities.
- Readiness to learn information was available in one school but this was not consistent.
- One school suggested a longitudinal study of the children participating in the Challenge – where are they at 16 years old?

## **ADDITIONAL SUPPORT GOING FORWARD WITH THE CHALLENGE**

- Five schools specifically mentioned the benefits of a 'critical friend' undertaking a rigorous, coaching conversation. Further sessions with GIC Cluster Headteachers or Challenge Links will contribute to this provision.
- Three schools mentioned the benefit of having a calendar of activity, but recognised some activities are planned in response to need.
- Two schools requested a 'Show and Tell' session for CLOLs to discuss what is working well and what the early signs of impact are.
- Two schools requested additional literacy input for CLOLs taking more time to present excellent GDSS materials and input on EAL. The request also included more innovative approaches which CLOLs might try as a test of change.
- One school suggested a monthly drop-in clinic with Susan Binns and Sharon Hayward. Headteachers and CLOLs could drop in to share experiences or seek advice.

## **RECOMMENDATIONS**

- Continue to use a holistic approach to identifying targeted children, with a clear focus on deprivation.

- Identify interventions using school self-evaluation or research based evidence, matched to the needs of the targeted children.
- Continue to underline the importance of not over-testing children as a primary impact measure.
- Using indicators of wellbeing and wider achievement as well as academic attainment will show broader impact for targeted children.
- Consider the school, cluster and city information requested and the possibilities of how schools can access and engage with this.
- Consider the suggestions for Glasgow's Improvement Challenge from the participating schools and whether any may be accommodated within future plans.

## APPENDIX 2

### Glasgow's Improvement Challenge

#### School Data Visit Sheet

<b>School:</b>	<b>Headteacher:</b>
<b>Date:</b>	

What data do you already have access to which might have informed the targeting of children to receive support within The Challenge?

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To what extent did this data inform the support / interventions planned?

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What measure of impact have you planned to evidence children's progress and closing the gap?

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What data / evidence are you gathering to show this impact? How can you evidence what is working and what is not?

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Is there other data which would be useful moving forward?

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Are there any ways in which further support / collegiate work would assist you using data and evidencing impact within The Challenge?

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Any other information:

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