![Education Scotland Foghlam Alba]

The Scottish Attainment Challenge: progress and future directions

Maria Walker, Strategic Director
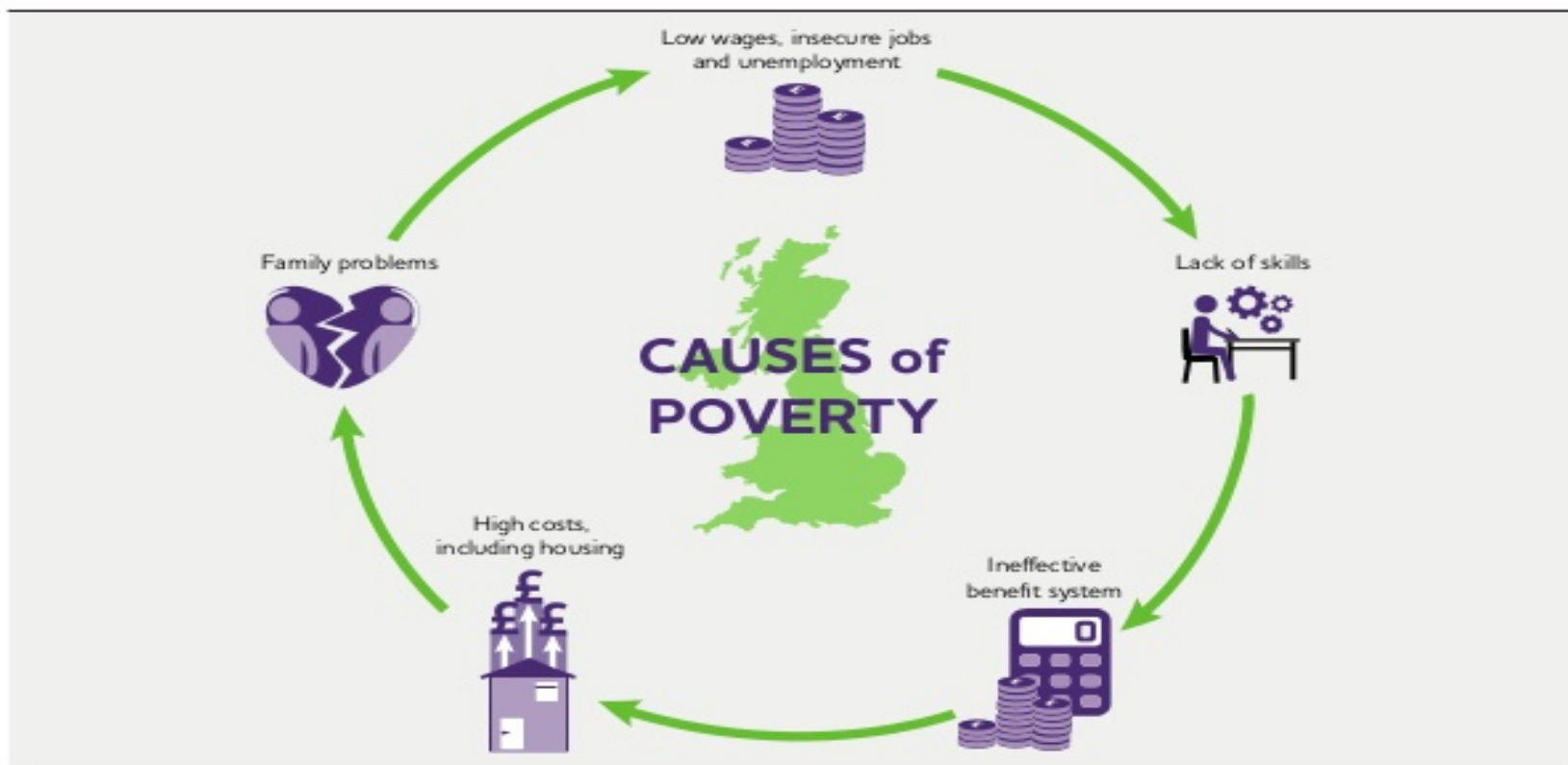**Patricia Watson, Assistant Director**

This session

- Overview of the Scottish Attainment Challenge.

- What we have achieved so far.

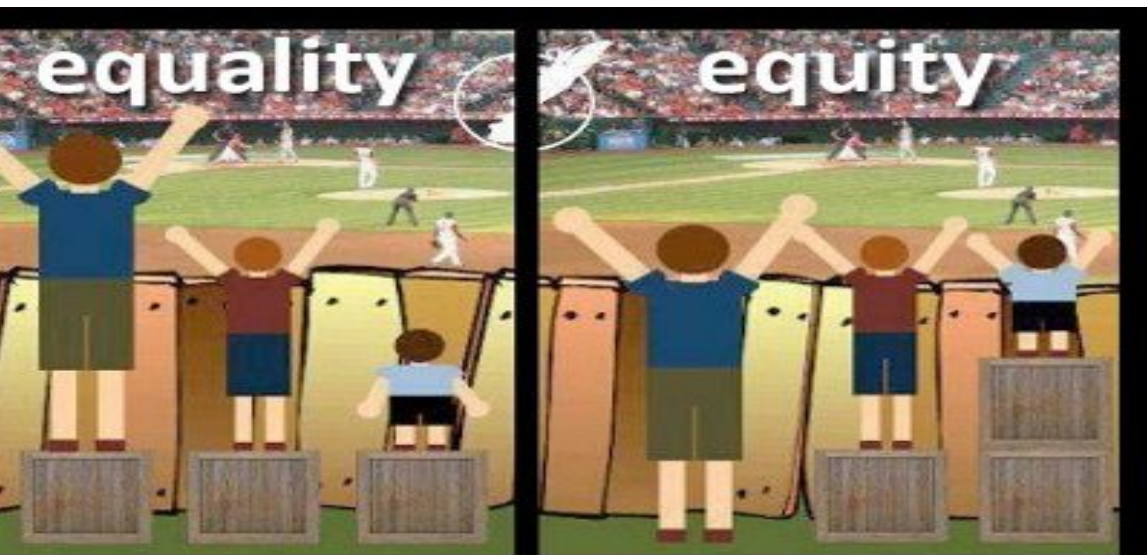- What we still need to address.

Poverty and disadvantage

Poverty is not caused by one thing

JRF JOSEPH ROWNTREE FOUNDATION

Equality
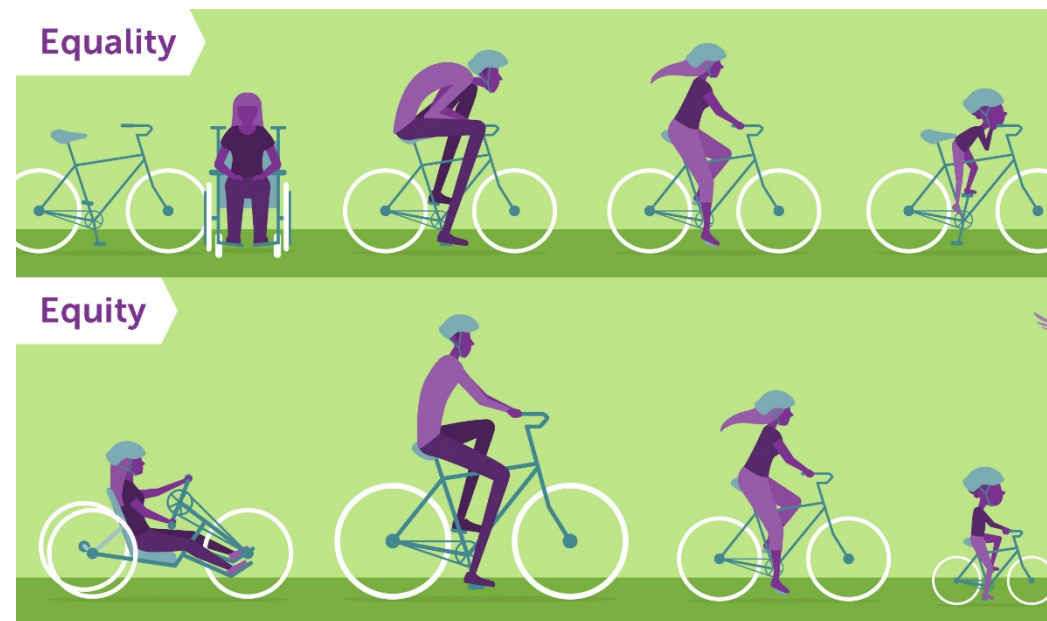
Equity

To ensure equity is to recognise different needs and take action to address specific barriers.

Identifying the barriers to learning for children living in poverty?

Each school needs to understand…

What are the barriers to learning for our disadvantaged pupils?

… and each school needs to take positive action
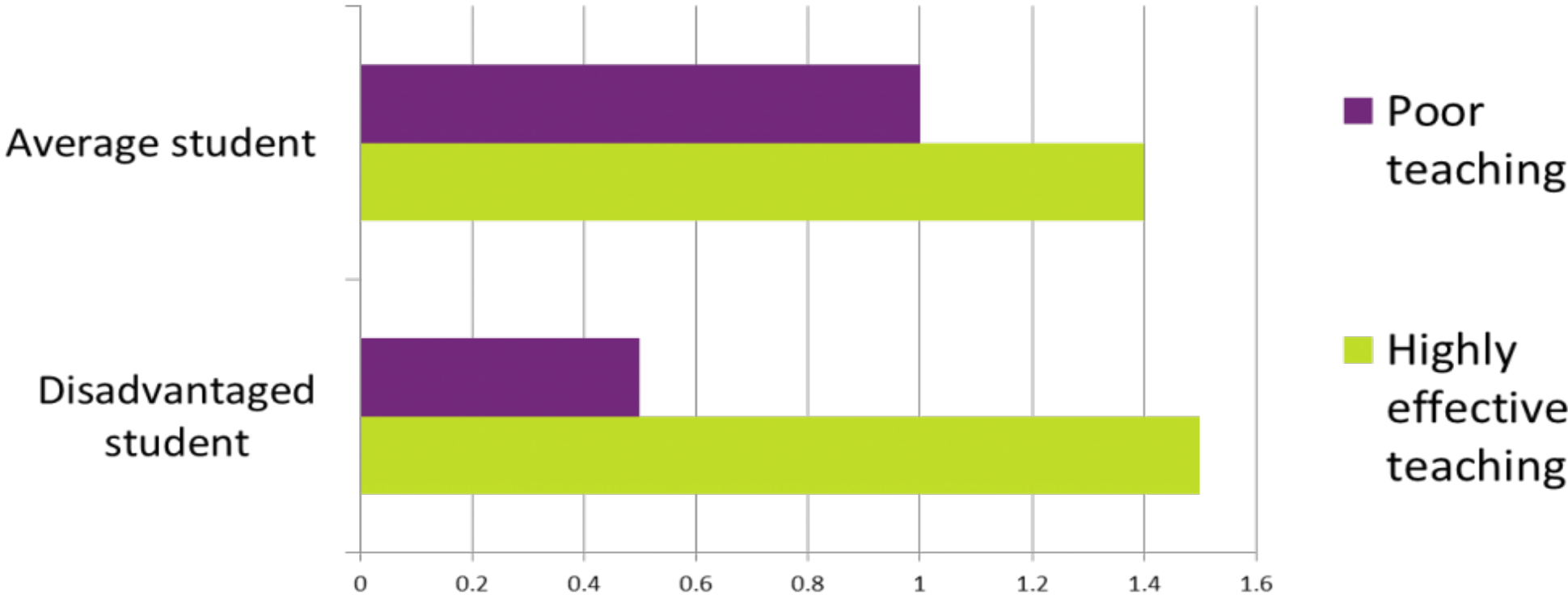
Factors that can impact on progress in learning

Parent's literacy and numeracy skills	Engaging parents	Supporting parental aspirations
Mental health/ readiness for school/need for play	Learning to learn	Social and emotional development
Nurture approaches	Participation in 'life' experiences	Access to opportunities for wider achievement

Adverse childhood experiences and nurturing approaches

Builds on children's resilience

Emphasises a child-centred, rights based approach

Promotes an inclusive, nurturing school ethos and culture

Nurturing approach

ACES informed approach
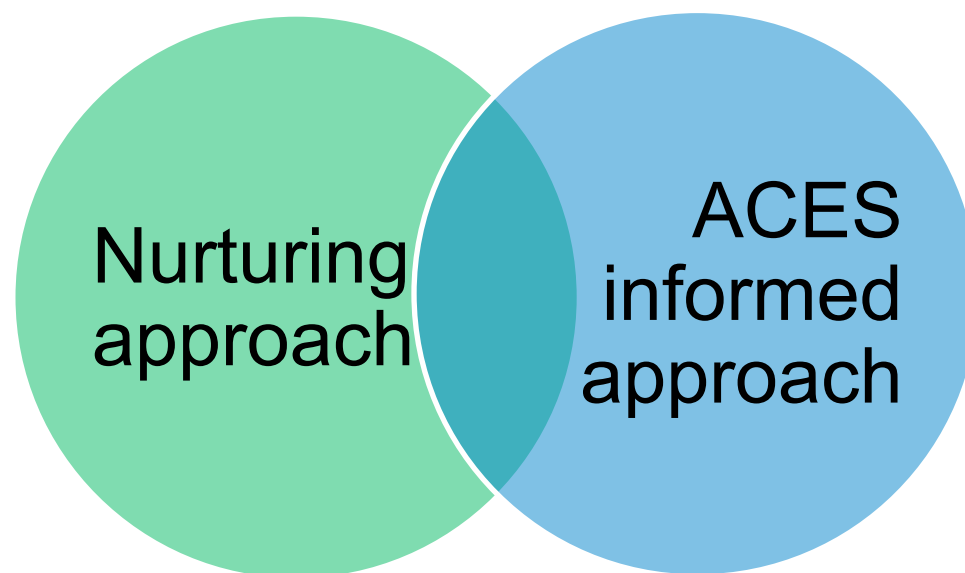
Focuses on an understanding of attachment

Highlights impact of early stress and trauma on developing brain and later life outcomes

Recognises the importance of relationships to heal and support

THE SCOTTISH ATTAINMENT CHALLENGE

SCOTLAND: THE BEST PLACE IN THE WORLD TO LEARN

SAC levers

Learning and teaching

Leadership

Families and communities

Launched 2015 by the First Minister.

Backed by £750 million over 5 years.

Prioritises improvements in literacy, numeracy, health and wellbeing.

Focuses on raising attainment and reducing the attainment gap between those children.

Programme has evolved over time…

2015/16

7 Challenge Authorities and 57 primary schools

2016/17

9 Challenge Authorities and 74 primary/secondary schools

Innovation Fund

2017/18

Introduction of PEF - funding goes to 95% of Scottish schools

2018/19

Care experienced fund introduced and continuation of PEF, Challenge Authorities and Schools' Programme

2019/20

EDUCATION GOVERNANCE: NEXT STEPS
EMPOWERING OUR TEACHERS, PARENTS
AND COMMUNITIES TO DELIVER EXCELLENCE
AND EQUITY FOR OUR CHILDREN

TheScottishGovernment
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getting
it right
for every child

Children and Young
People (Scotland) Act
2014

Developing the Young Workforce
School/Employer Partnerships
Guidance for schools
September 2015

Education
Scotland

smarter
scotland

Building the Ambition
National Practice Guidance on Early Learning and Childcare
Children and Young People (Scotland) Act 2014

The Scottish Government
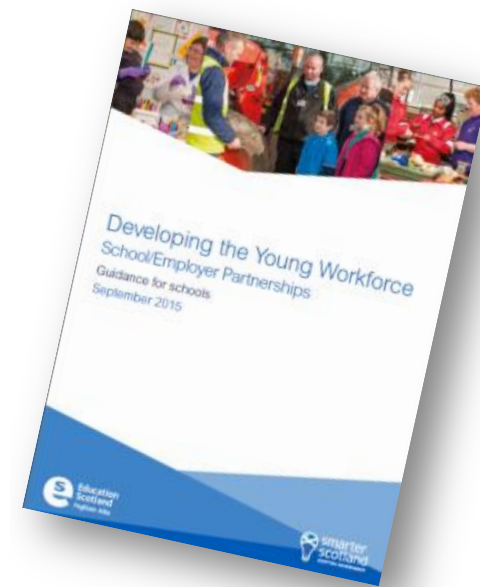
curriculum for excellence

Post-16 Education Reform

TEACHING
SCOTLAND'S FUTURE
Report of a review of teacher education in Scotland

Graham Donaldson
December 2010

Our ambitions for improving
the life chances of young
people in Scotland

National Youth Work Strategy 2014-2019

SCOTLAND

YouthLink

Education
Scotland

The Scottish Government
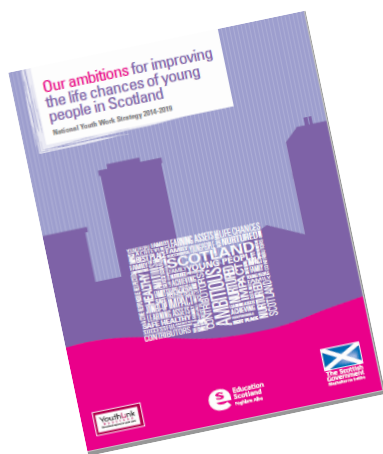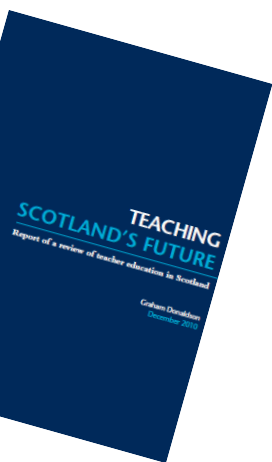
NATIONAL IMPROVEMENT
FRAMEWORK
FOR SCOTTISH EDUCATION

ACHIEVING EXCELLENCE AND EQUITY

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THE SCOTTISH
ATTAINMENT
CHALLENGE
LITERACY NUMERACY
HEALTH & WELLBEING

Funding

Attainment Advisors

- Working at all levels in the system
- Supporting collaboration across the system
- Building capacity in self-evaluation
- Developing confidence in using data and tracking progress
- Brokering and coordinating support
- Reporting and informing decisions at national level

Implementation

Range of supports available:

- National Improvement Hub

- Interventions for Equity Framework

- Education Endowment Foundation

- Peer to peer support: cluster HTs and Local Authority Officers

- Attainment Advisors, other Education Scotland staff and Improvement Advisors (SG).

#WeAreES
#SUIPAW

ADVICE
SUPPORT
TIPS
ASSISTANCE
GUIDANCE

Interventions for equity

The key priorities are:

The primary levers for change are:

Interventions should focus on:

1. Early intervention and prevention

2. Social and emotional wellbeing

3. Promoting healthy lifestyles

4. Targeted approaches to literacy and numeracy

5. Promoting a high quality learning experience

6. Differentiated support

7. Using evidence and data

8. Employability and skills development

9. Engaging beyond the school

10. Partnership working

11. Professional learning and leadership

12. Research and evaluation to monitor impact

Improve health and wellbeing

Families and Communities

Learning and Teaching

Improve attainment in literacy and numeracy

Leadership

Improve employability skills and school leaver destinations
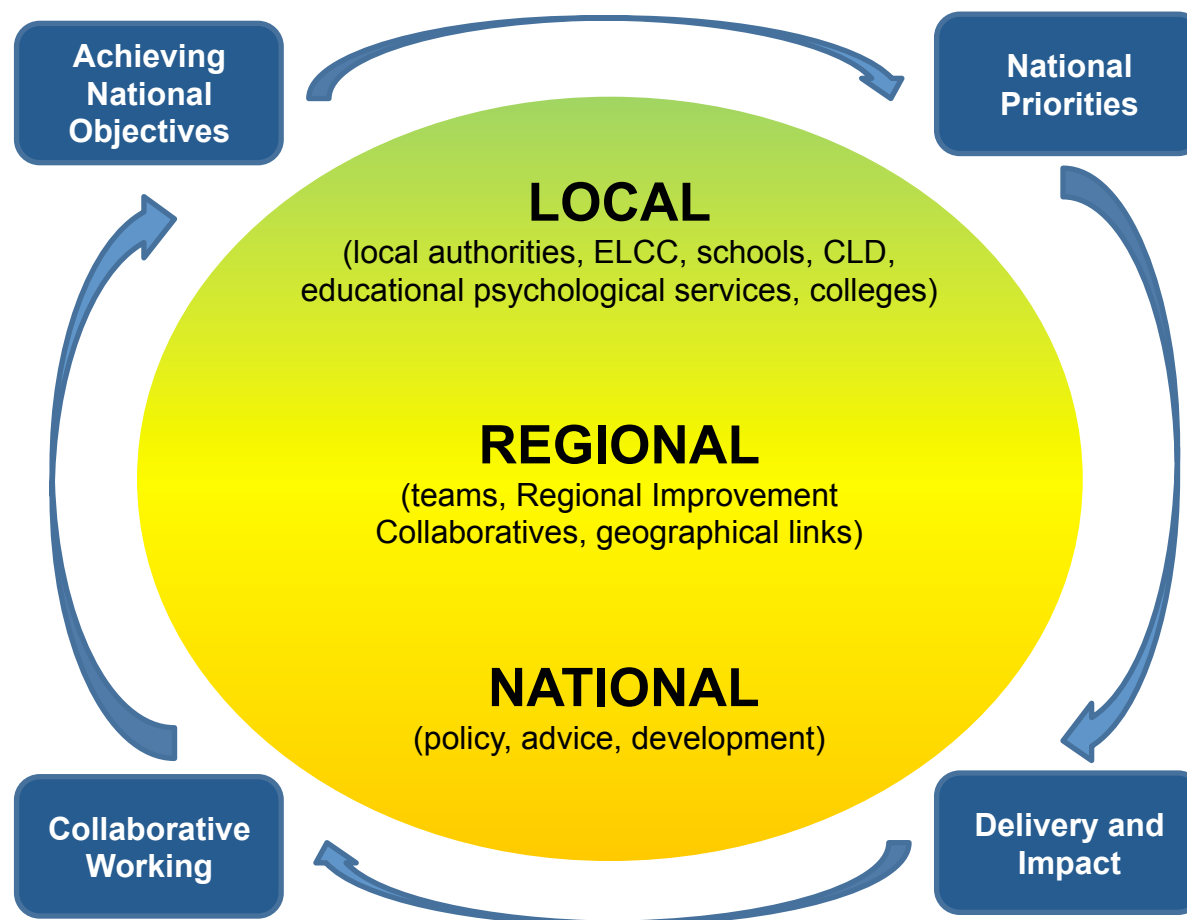
For Scotland's learners, with Scotland's educ

Measuring impact – at a school level

Use your agreed measures to evaluate improvements to both the experiences and outcomes for children living in poverty.

What evidence do you have across the five key indicators?

- Attainment
- Attendance
- Exclusion
- Participation
- Engagement

Establishment inspections

- Wellbeing and literacy mentioned more frequently than numeracy.
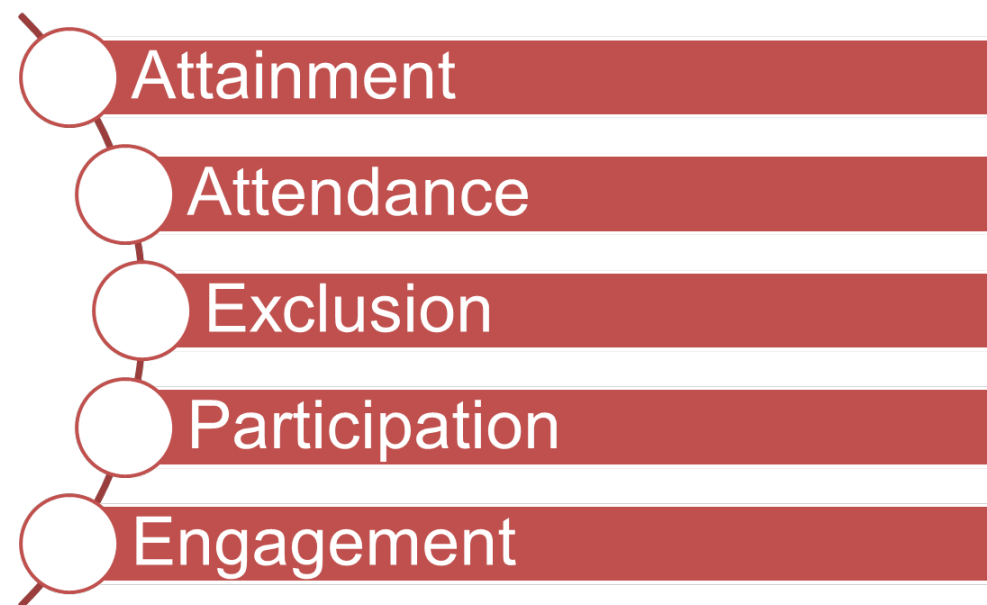- Impact mainly around understanding of socio-economic context of the school (clear/strong/deep/good/aware)
- Increasing focus / use of data
- Focus on equity
- Planned use of Pupil Equity Funding
- Some early evidence of progress but often referenced in 2017-18 as too early to measure impact

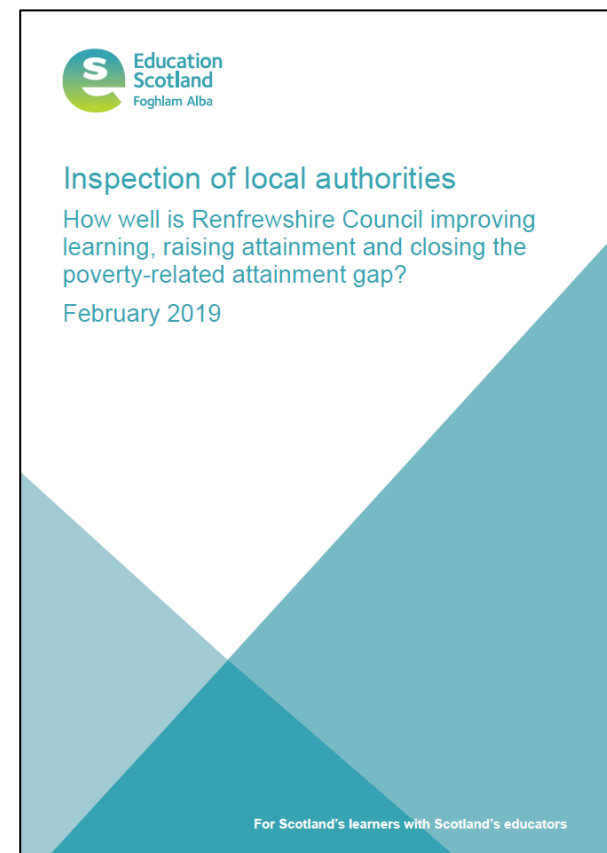# Measuring impact – at a local authority level

Local authorities are:

- required to report on progress towards NIF priorities including how well they are closing the gap;

- expected to look across SIMD 1-10 to establish where progress is being made towards narrowing the attainment gap; and

- identify which schools require further targeted support.

Evidence from inspection

Seven Inspections of challenge authorities published to date:

- One making excellent progress

- Three making very good progress

- Two making good progress

- One making satisfactory progress

Two further reports to be published soon

Education Scotland
Foghlam Alba

Inspection of local authorities
How well is Renfrewshire Council improving learning, raising attainment and closing the poverty-related attainment gap?
February 2019

For Scotland's learners with Scotland's educators

Measuring impact – at a national level

NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION

INTERACTIVE EVIDENCE REPORT

Latest update: 11 December 2018

Click here to enter

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www.gov.scot

Smarter Scotland
Scottish Government

NIF evidence report published

Achievement of a level data published as official statistics, at school, local and national level

Assessment of CfE Levels

Achievement of Curriculum for Excellence Levels

This contains the results of the Achievement of Curriculum for Excellence (CfE) Levels data collection, detailing pupil achievement (based on Teachers Professional Judgements) in reading, writing, listening and talking and numeracy

Latest News

These experimental statistics were published on 11th December 2018. The publication provides national and local information. School level information is available through the link below.

Achievement of Curriculum for Excellence Levels Results (ACEL)

ACEL 2017/18

- ACEL 2017/18 - Statistical Publication
- ACEL 2017/18 - Statistical Publication Tables
- ACEL - School Level Information

ACEL 2016/17

- ACEL 2016/17 - Statistical Publication
- ACEL 2016/17 - Statistical Publication Tables
- ACEL 2016/17 - Supplementary Tables (Local Authority by SIMD)

ACEL 2015/16

- ACEL 2015/16 - Statistical Publication
- ACEL 2015/16 - Statistical Publication Tables (revised)

These data were revised on 12th December 2017 following receipt of revised data from two schools and a minor correction revision for two special schools.

Additional link
For further information please use the following links:
Curriculum for Excellence

Attainment Scotland Fund evaluation

✓ Confidence in sustainability increased. A belief that the fund had created significant change in practice and culture

✓ At local authority level, stakeholders reported positive evidence from small scale interventions

- Vocabulary
- Consistency in teaching
- Phonological awareness
- Pupils' enjoyment and engagement

- Confidence and motivation
- Consistency in teaching
- Mathematical vocabulary

- Pupil perception of environment
- Enjoyment
- Participation

Scottish Government Mini Survey

Highlights

- The Attainment Scotland Fund continues to be a driver of change and cohesion. Authorities reported a greater focus on deprivation as a result of the funding.

- Amongst most authorities, closing the poverty related attainment gap appears now to be embedded not just in those activities supported through the fund, but also through core education budgets and wider partnership agreements.

- There is a general belief that this change in culture / ethos with a stronger focus on poverty and equity will maximise sustainability of improvements already achieved.

- Generally, the planning and implementation of the Pupil Equity Fund was positively reported by authorities. In particular, the one-to-one support provided to headteachers, the tailored guidance developed by some authorities and a focus on data and collaboration.

- Overall, authorities praised the role of Attainment Advisors highly, stating that they were an "excellent source of support" providing "high quality and adequate challenge".
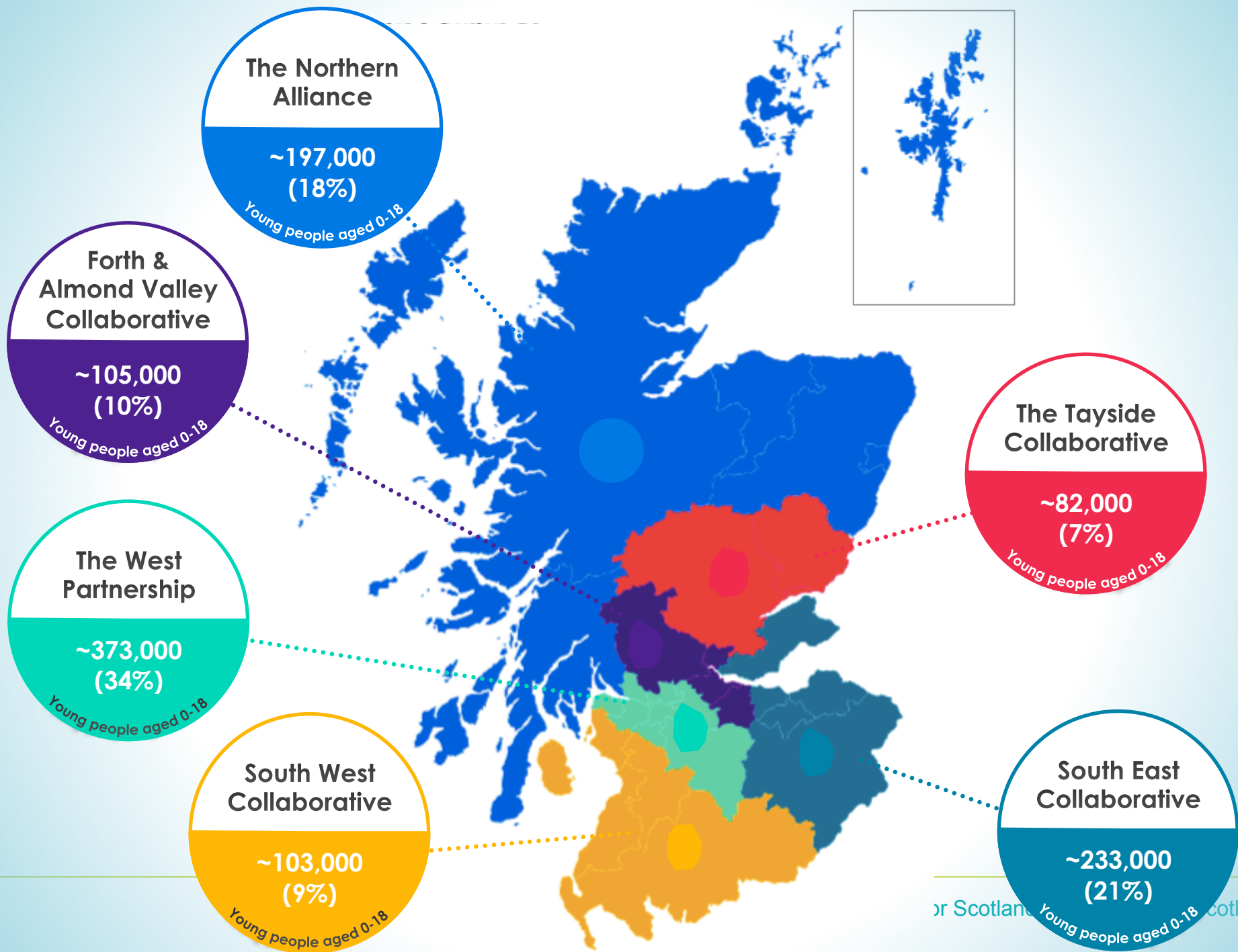
Mini Survey

Areas for consideration

- There were some concerns about a strong reliance on the funding to support staffing costs, and a belief that authorities would not be able to sustain this level of investment without the additional funding.
- Concerns with staff recruitment, tight timescales and general issues with procurement continue to be ongoing challenges for most authorities.
- Some authorities felt that the fund had created a sense of division between challenge and non-challenge authorities.
- In some authorities, recruitment of Attainment Advisors was reported as challenging.

The Northern Alliance

~197,000 (18%)

Young people aged 0-18

Forth & Almond Valley Collaborative

~105,000 (10%)

Young people aged 0-18

The Tayside Collaborative

~82,000 (7%)

Young people aged 0-18

The West Partnership

~373,000 (34%)

Young people aged 0-18

South West Collaborative

~103,000 (9%)

Young people aged 0-18

South East Collaborative

~233,000 (21%)

Young people aged 0-18

You need to know the gap before you can close the gap

Who is still quietly underachieving in Scottish education?

There is now a lot of targeted support including additional staff in place – how well are we monitoring the impact of this?

To what extent is training and professional learning now focused on equity for all?

How do we ensure that our interventions and approaches build capacity and are sustainable in the long-term?

What has changed?

- Culture and ethos

- There is developing an increased understanding of disadvantage across a wide range of policy and practice and a willingness and urgency to address it.

- Improved use of data to understand and identify 'gaps'

- Increased partnership working within and beyond schools and authorities

What Next ?

- Continue to build capacity through strengthening learning and teaching

- Improve and increase the sharing of practice

- Continue to ensure effective partnerships

- Secure the place of family engagement

- Ensure sustainability and continued progress

- Focus on rural poverty and hidden poverty

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