



Scottish Attainment Challenge

A local authority approach to The Scottish Attainment Challenge in Glasgow



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**Louise Ballantyne, Depute to The Challenge in Glasgow,
Mary McNulty, Headteacher of St. Roch's Primary and Deaf School,
Sharon Hayward, Attainment Advisor**



What is the Scottish Attainment Challenge?

The Scottish Attainment Challenge is a challenge to everyone involved in education to focus efforts on reducing the gap in attainment that exists between children living in the most and least deprived areas of Scotland.

Glasgow is one of nine Challenge Authorities, identified due to its high proportion of children living in deprivation.



Role of the Attainment Advisor

- universal offer to all 32 local authorities
- work alongside local authority staff, including practitioners on agreed priorities which support raising attainment through the key areas of learning, teaching and leadership to impact on literacy, numeracy and health and wellbeing.
- gathering information and data about what is working and where teachers and headteachers are beginning to see early improvements.
- promote a strong culture of collaborative learning and enquiry, whereby practitioners are engaged in learning from each other about effective practice to raise attainment.
- work collaboratively across groupings of local authorities.

Education Scotland's focus on

Closing the Equity Gap



Where on earth are we?





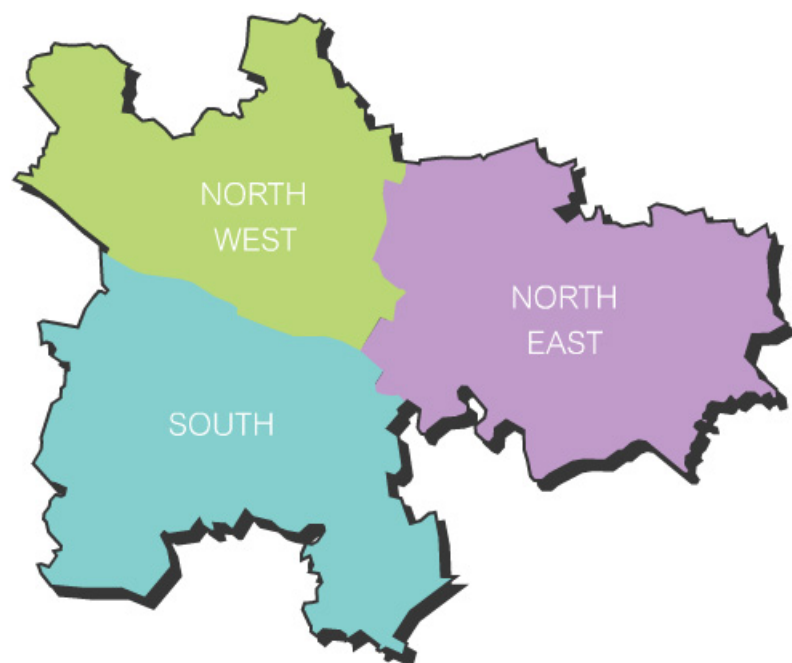
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Discussion

What do you already know about life in Glasgow and its schools?

In Glasgow.....



- Largest local authority in Scotland
- 138 Primary Schools
- Over 50% of all pupils live within SIMD* deciles 1 & 2. Only 14% of all pupils live within SIMD deciles 7 to 10.
- 119 Primary Schools targeted in the Scottish Attainment Challenge
- 21,000 primary aged children in schools serving disadvantaged areas

*SIMD Scottish Index of Multiple Deprivation



Glasgow's Unique Model: Glasgow's Improvement Challenge

- **119 schools**
- **30 clusters**
- **63 schools in phase one**
- **56 schools in phase two**
- **90 Challenge Leaders of Learning (CLOLs)**
- **Literacy, Numeracy, Health & Wellbeing**
- **Bespoke plans based on research, data and self-evaluation**



Aims:

- **Raising attainment in literacy and numeracy** through targeted support and interventions in primary school
- **Improving children's health and wellbeing** through nurturing approaches and increased participation in physical health and sport
- **Supporting families** to be better able to support their child's learning and development
- **Enhancing leadership** of senior staff
- **Raising attainment in secondary schools** through providing additional supported study, mentoring and an increased focus on learning and teaching

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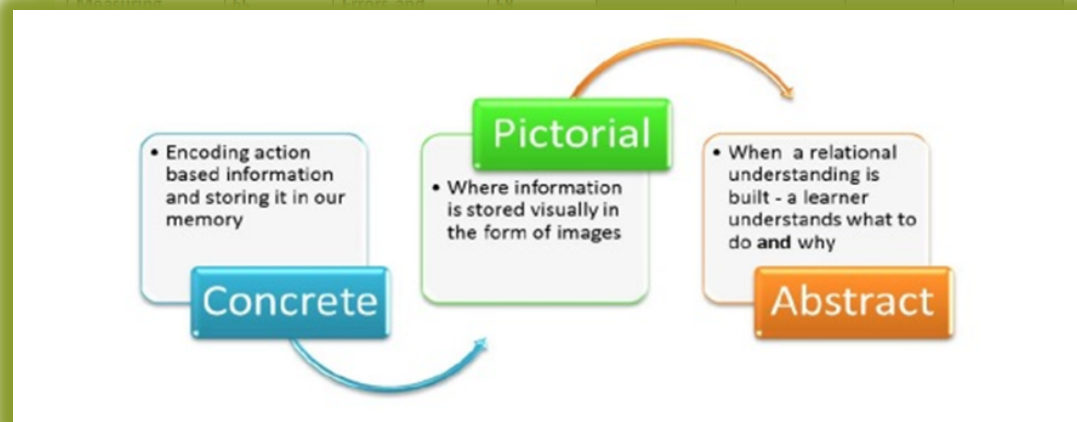
Discussion

Discuss some of the challenges Glasgow may have faced in moving this work forward. You may wish to consider staffing, changing mindsets, developing partnerships or sustainability.



- Raising practitioner confidence
- Building capacity – collaboration and partnership
- Focus on learners' attitudes

Core Training	No. of delegates (SLT and CLOL)	Twilights	No. of delegates	Probationers	No. of delegates	Other Training	No. of delegates
Overview and Implementation	80	CPA Early	89	Early Numeracy and Addition and Subtraction (5x full day)	ALL	2x Early Numeracy for P1 teachers	80
Early Number	74	CPA Primary	106	Multiplication and Division (3x twilight)	ALL		
Deconstructing Calculation	76	Effective Planning	110				
Fractions, Decimal, Ration and Percentages and Meeting All Learners Needs	70	Active Learning	110				



Health and Wellbeing



- Three leads, city-wide
- Project One: Active Play-partners, opportunities for professional development
- Project Two: Physical Literacy - motivation, confidence, physical competence, knowledge and understanding

Growth Mindset

- Three year pilot in two learning communities: all sectors
- Partnership with Winning Foundation
- Resilience and positive attitudes



Leadership

Improving Our Leaders

- Delivered by an experienced HT /Associate Assessor
- In self evaluation approaches and assisting HTs 'tell the story' of their school in readiness for inspection
- Twilights or full days based on level of support

Growth Coaching UK

- Delivered to 30 HTs and Senior Leaders
- 3 day course (2 days and recall)
- Preparation for difficult conversations
- Time for reflection



Family Learning

- Lead officer appointed from Glasgow Life with Community Learning and Development experience
- Six Family Learning Officers with experience of adult learning approaches working with six clusters of schools
- Planning bespoke input with schools
- Partnership building with Leaders of Learning



Secondary Schools Programme

Enhanced Supported Study

- Across all 30 Secondary Schools
- Enhancing core provision already in place and extending the reach
- Creative approaches including Easter school, Saturday homework clubs and residential

New Funding

- Each school worked with the local authority to create bespoke plans
- Moderated by peers, directorate, Education Scotland and Scottish Government colleagues for support and challenge



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Discussion

**What are the most significant differences between the context in Glasgow and the one you usually work in?
Drawing on lessons from your own context, what advice would you give colleagues in Glasgow?**

St. Roch's Primary: Impact on Children

- Focus on meeting individual needs
- Continual tracking of progress through a variety of data
- On going learning conversations – listening to children
- Personalisation and choice
- Use of resources to meet learning needs



St. Roch's Primary: Impact on Parents

- More personalised approach
- Building personal skills and capacity
- Increased involvement in school life
- Network Groups
- Engagement of other agencies

St Roch's Primary: Impact on Staff

- Continuous focused support to meet individual needs
- Professional awareness of research and resources
- Time for professional dialogue and planning
- Peer mentoring
- Coaching in Context opportunities
- Networking - in school and across cluster group
- Opportunities for moderation



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Plenary Session

Question & Answers



Thank you for your participation.

Louise Ballantyne, Depute to The Challenge
gw16ballantynelouise@glow.ea.glasgow.sch.uk

Mary McNulty, HT St. Roch's Primary and Deaf School
MMcnulty@st-rochs-pri.glasgow.sch.uk

Sharon Hayward, Attainment Advisor
sharon.hayward@educationscotland.gsi.gov.uk