

Agenda Item	5.
Report No	EDU/1/22

HIGHLAND COUNCIL

Committee: Education Committee

Date: 24 February 2022

Report Title: Highland Schools Interim Review of Actions for Attainment

Report By: Executive Chief Officer – Education and Learning

1. Purpose/Executive Summary

- 1.1 The report provides committee with a summary of the planned collaborative engagement with Primary Head Teachers to raise attainment and achievement.
- 1.2 This report, as a result of Secondary attainment meetings, provides Members an update and agreed action plan for accelerated improvement.

2. Recommendations

- 2.1 Members are invited to:
- (i) note the planned collaborative engagement, support and challenge provided to primary schools as outlined in this paper through officer standardised attainment meetings;
 - (ii) agree, as a result of Primary attainment meetings, Head Teachers and officers will co construct actions for improvement;
 - (iii) note the actions resulting from the secondary school-based SQA attainment meetings in November and December 2021 which aim to accelerate improvements in attainment across our secondary schools; and
 - (iv) Continue to seek updates on the impact of the action plans on improving educational outcomes and improvement for the children of the Highland Council.

3. Implications

- 3.1 **Resource** - The paper was informed by the priorities highlighted in both the directorate and corporate plan.
- 3.2 **Legal** - There are no legal implications from the recommendations of this report.
- 3.3 **Community (Equality, Poverty and Rural)** - Planned improvements and accelerated improvements will improve outcomes for all young people and will take cognisance of

the specific challenges of equity, poverty and rurality. All attainment discussions will have an integrated focus on pupil equity funded plans and the impact on the raising attainment agenda linked to numeracy, literacy and health and wellbeing.

3.4 **Climate Change / Carbon Clever** - There are no climate implications as a result of this report.

3.5 **Risk** - Raising attainment and achievement for all young people especially our most vulnerable young people is a key priority for the education and learning directorate, failure to deliver this outcome could have long term effects on the positive and sustained destinations of our children.

3.6 **Gaelic** - The delivery of better outcomes will benefit all children across the Highlands and capitalise on the recent success of our GME and GLE learners

4. **Overview**

4.1 The Education and Learning Directorate have an agreed strategic action plan with 4 main key drivers and statements for change:

- Raising Attainment and Achievement
- Health and Wellbeing
- High quality learning and teaching
- Leadership at all levels

These drivers provide a structure for gathering evidence which can be analysed to inform improvement. This session the directorate will be working with all Head Teachers to ensure that there is a clear and shared understanding of expectations as well as sharing good practice across the Highlands with the main focus initially on raising attainment and achievement through head teacher and officer support and challenge, curriculum review and parental engagement.

4.2 **Authority approaches to support the raising attainment agenda in primary schools**

In order to support the ongoing improvements in attainment within the Broad General education, a strategic approach has been created within all Highland Schools. The development and implementation of the following is planned to support a cohesive and collaborative approach to ensure practices to improve attainment are progressed. The Collaborative Lead engagement has been co constructed with officers and Head teachers and will be reviewed through the established Head Teacher engagement sessions (ASG meetings) as well as Head Teacher representative groups and meetings.

4.3 **Collaborative Lead Officer standardised engagement with Head Teachers**

- The new Collaborative Lead Officer (CLO) team led by the Interim Strategic Lead Officer of ELC and Primary have been allocated associated primary Head Teacher groupings. The focus for initial meetings (this term Feb-April) with primary Head Teachers will centre around performance data and safeguarding information. School data has been shared and will form the basis of initial challenge. Conversation and information gathering will focus on support, challenge and agreed next steps highlighting the expectations within the raising attainment and achievement key driver. Regular meetings will continue with

officer and Head Teacher support and challenge with a continued focus on raising attainment as well as other key drivers/quality improvement indicators.

- CLOs will build on the good practice already established in Highland primary schools but will also have a specific focus and include our Scottish Attainment Challenge Schools and the impact of PEF funding.
- A timeline and a template (see **Appendix 1**) have been created which will be used to ensure consistency in the engagement sessions and conversation which are being used across all our primary schools in the Highlands.
- All Primary and secondary staff will be offered standardised Quality Assurance Moderation Support Officer (QAMSO) training led by the National Improvement Advisor. This will ensure ASGs and officers have a shared understanding in Highland in regard to professional judgements against benchmarks and stretch aims. Schools will be supported by our range of nationally trained Quality Assurance Moderation Support Officers to ensure common understanding of expectations and planning approaches.
- Improved transition with early years settings to support progressions and learning approaches.
- The development of core progressions in specific areas, supported by training and development sessions to allow robust opportunity to moderate planning and assessment approaches.

5. Next Steps

5.1 An agreed action plan for raising attainment and achievement across Highland primary schools will be developed focusing on:

- Suggested Learning and Teaching Strategies in Numeracy and Literacy highlighted
- Highland Council updated Learning and Teaching policy
- Tracking and Monitoring Guidelines
- Continued CLO termly input and support and challenge regarding data analysis, tracking and monitoring and attainment monitoring with all schools
- Piloting an ASG model of attainment and achievement with a focus on the consistent use of the above
- Member feedback from the learner journey attainment workshops will be shared with all Head Teachers
- Member engagement and scrutiny through area committee meetings (**Appendix 2** shows example/mock data)

5.2 Continued Support and Challenge for Secondary Attainment

Support for schools in the continued raising attainment agenda across Highland Secondary schools is provided at school, family groupings and education and learning directorate level. At a school level, Head Teachers are being supported by the Head of Service Secondary and Senior Officers. Within family groupings, Head Teachers are encouraged to share practice, discuss challenges in implementation and support colleagues. During secondary attainment meetings, the Head of Service Secondary and Senior officers were present as well as peer Head Teachers to discuss areas for improvement as well as highlighting areas of good practice and agreed next steps. Agreed actions and next steps from these meetings are highlighted section 5.3.

5.3 **Agreed Actions for Improvement for Senior Phase Breadth and Depth Attainment**

Senior Phase Attainment meetings have taken place with secondary schools to analyse the SQA performance data and to set actions for improvement appropriate to all schools on an individual basis in November and December 2021.

A range of actions for improvement have been put in place to further improve our breadth and depth attainment following data and trend analysis and secondary school attainment meetings. These will be monitored and followed up by central officers on a school by school basis throughout the session. Central officers have also undertaken to follow up on the accelerated actions listed below which were identified by schools as areas where improvements were required or knowledge could be shared between schools:

Agreed Action Plan

- Review of secondary school curricular provision including range and number of qualifications on offer.
- Share good practice in curricular pathways through the senior phase for pupils in the lowest 20% for attainment.
- Identify and share with schools, courses where young people are able to gain literacy and numeracy qualifications at SCQF Level 5 and Level 6.
- Provide schools with information on non-graded SCQF courses offered across Highland so knowledge of alternative curricular pathways and course developments can be shared.
- Support integration of skills into 3-18 curriculum planning based on SDS skills framework resources. Supported schools with profiling tools for young people to engage with and track progression linked to pathways.
- Promote links into Northern Alliance Subject Support Groups
- Promote links with HLH & third sector partners to extend curriculum offer for cohorts through youth work awards.
- Ensure systems are in place for tracking & monitoring of the attainment of learners attending college courses.
- Revisit Highland's policy for persistent non-attendance with Area Managers

5.4 **Conclusion**

The actions highlighted in this paper focus mainly on the attainment conversations with collaborative officers and head teachers. The raising attainment agenda is one key driver for improvement, high quality learning and teaching, curriculum rationale and design, leadership at all levels, parental engagement and wellbeing of all continues to be a focus of the directorate. Whilst the attention is always on the increased attainment of all our children, there is a need to recognise and celebrate the work that is being undertaken in our schools following the pandemic. We will continue to use the methodology of collaborative improvement to support schools in measuring the direct impact of their interventions.

Designation: Executive Chief Officer – Education and Learning

Date: 20 January 2022

Authors: Fiona Grant, Head of Secondary Education
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Appendix 1

Attainment Timeline Primary				
	Term 1	Term 2	Term 3	Term 4
Class Teachers	<ul style="list-style-type: none"> • Transition documents including attainment data to plan for new class • CT template to analyse class/stage attainment to inform transition, intervention and target setting for group /individuals • Update class tracker • Planning for assessment including HWB • Diagnostic/standardised assessments including SNSA • Differentiation focus within planning documents <ul style="list-style-type: none"> • https://education.gov.scot/improvement/learning-resources/curriculum-for-excellence-benchmarks/ • https://www.skillsdevelopmentscotland.co.uk/what-we-do/scotlands-careers-services/education-team/meta-skills-toolkit/progression-framework/ • https://highlandcouncil1.sharepoint.com/sites/SchoolHub/SitePages/Primary-Head-Teacher-Data-Refresh-2021.aspx 	<ul style="list-style-type: none"> • Evaluation of pupil progress Term 1 • Differentiation focus • Update class tracker • Planning for assessment including HWB • Diagnostic/standardised assessments • Differentiation 	<ul style="list-style-type: none"> • CT template updated • ACEL predictions to Authority • Planning for assessment • Diagnostic/standardised assessments • Differentiation 	<ul style="list-style-type: none"> • CT template updated • Planning for assessment • Diagnostic/standardised assessments • Review range of assessment evidence to inform ACEL judgements • Submit/finalise ACEL judgements via Seemis • Support resource: • Achievement Of Level reflective Qs • ‘Achievement of a level Guide’ ppt

<p>SMT</p>	<p>Whole school</p> <ul style="list-style-type: none"> • Share SIP and S and Q • Revisit Data Training for class teachers • https://highlandcouncil1.sharepoint.com/sites/SchoolHub/SitePages/Primary-Head-Teacher-Data-Refresh-2021.aspx • Share assessment calendar • Look at whole school assessment data and consider current picture/ target attainment to inform planning and interventions • https://highlandcouncil1.sharepoint.com/:x:/r/sites/SchoolHub/_layouts/15/Doc.aspx?sourcedoc=%7B70F4C58D-839C-4731-AFF2-3FD9ED3C8CA6%7D&file=ACEL%20SNSA%20Dashboard%20-%202021%2009.00%20-%2025.06.2021%20Final.xlsx&action=default&mobileredirect=true • Update tracking documents • Observe teaching and learning linked to raising attainment <p>Individual planning/attainment meetings with agreed action plan</p> <ul style="list-style-type: none"> • Use data to devise a course of action for learners • Predictions for P1/P4/P7 • Monitor CT planners and assessments • Adjustments to be made for class teaching 	<p>Individual planning/attainment meetings</p> <ul style="list-style-type: none"> • Pupil progress • Impact of interventions • Pace through Literacy+ Numeracy curriculum • SNSA data • Differentiation • Update tracking ACEL documents 	<p>Individual planning/attainment meetings</p> <ul style="list-style-type: none"> • Pupil progress • Impact of intervention • Pace through L+N curriculum • SNSA data • Differentiation • Update tracking ACEL documents 	<p>Individual planning/attainment meetings</p> <ul style="list-style-type: none"> • ACEL data discussions with P1,4,7 and SPP judgements with other stages - considering assessment information against Benchmarks • Quality assure CT ACEL data on Seemis by June
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CL (Collaborative Lead)	<ul style="list-style-type: none"> • Monitoring and tracking school data • Projections for P1/P4/P7 • Changes required to curriculum at class level • SIP priorities 	<ul style="list-style-type: none"> • Progress of SIP • Robustness around data • Analysis of SNSA/standardised assessment 	<ul style="list-style-type: none"> • Projections for P1/P4/P7 • Progress of SIP • Analysis of any standardised assessment 	<ul style="list-style-type: none"> • S and Q • SIP • ACEL data • Standardised assessment

Date:

ASG Primary Attainment - evaluation of data to inform improvement

ASG:

What does your ASG ACEL data demonstrate? Use Highland CfE Dashboard to complete

Data Source link- Highland dashboard - data	ASG % Attainment <small>(Risk Matrix. school data or Highland CfE Dashboard from Sept)</small>	Highland % <small>(Highland CfE Dashboard from Sept)</small>	National % <small>(most recent data available term 3)</small>	Comment <i>(consider reasons for context of data - QA issues, changes of staff, changes of pupils, weaker elements of curriculum development and staff teaching pedagogy, a particular year group affecting overall attainment - see breakdown below)</i>
P1,4,7 Literacy				
P1,4,7 Numeracy				

Data Source link - Highland Dashboard	ASG % Attainment	Highland %	National %	Comment
P1 Reading				
P1 Writing				

P1 L&T				
P1 Literacy				
P1 Numeracy				

Data Source - Highland CfE Dashboard	ASG %	Highland %	National %	Comment
P4 Reading				
P4 Writing				
P4 L&T				
P4 Literacy				
P4 Numeracy				

Data Source - Highland CfE Dashboard	ASG %	Highland %	National %	Comment
P7 Reading				
P7 Writing				
P7 L&T				
P7 Literacy				

P7 Numeracy				
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Using data to inform improvement - does our attainment data inform ASG improvement planning?

School Improvement Projects	Data Showing (ACEL, SNSA, Diagnostic Assessments)	On Target

Questions to consider when using the template: **Red – relevant questions for ASG meetings**

- **Is your ACEL data valid and reliable?**
- **How well is your focus on literacy and numeracy leading to raising attainment?**
- **What have been successful approaches to raising attainment in literacy and numeracy?**
- **How confident are your teachers around the Benchmarks?**
- **How does attainment data compare with trends over time?**

- **What range of evidence do you use to support judgements? How well is assessment evidence used to inform teacher judgements?**
- **How do you track the attainment levels of all children?**
- **How well do you record, analyse and use assessment information to identify development needs for individual learners and specific groups? Which groups of children have made expected or better progress, but still fail to reach important milestones? What action now needs to be taken?**

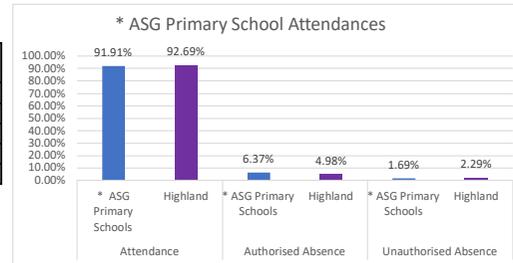
- **How well do you use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and in particular at points of transition? How do you ensure progression between and within a level**
- **What impact is PEF/SAC have on attainment and achievement? How has data supported the PEF plans and also reporting on and evidencing impact?**
- **What action are you currently taking to ensure excellence and equity for all learners?**
- **Identify specific strategies/interventions which have made a measurable difference in terms of closing the attainment gap. Are you able to pinpoint the specific aspects that made the difference?**

Appendix 2

PLEASE NOTE THAT THESE ARE MOCK FIGURES

Attendance (Previous Session 2020/21)

Attendance	* ASG Primary Schools	91.91%
	Highland	92.69%
Authorised Absence	* ASG Primary Schools	6.37%
	Highland	4.98%
Unauthorised Absence	* ASG Primary Schools	1.69%
	Highland	2.29%

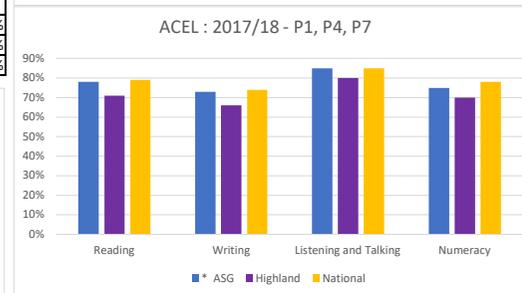
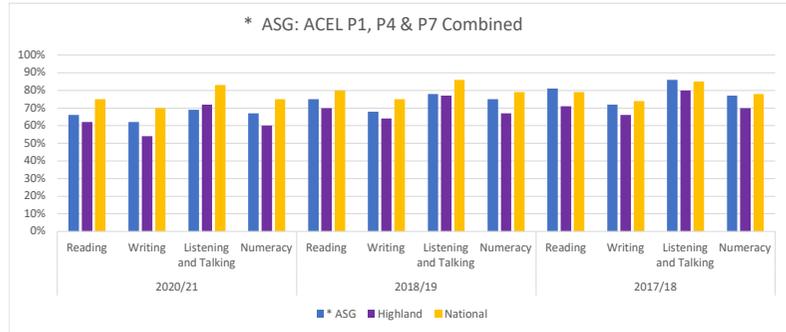
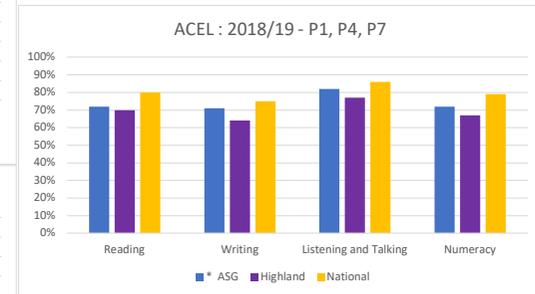
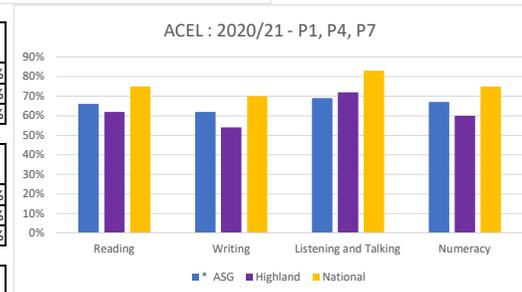


Pupils Achieving Expected National Curriculum for Excellence levels - P1, P4 & P7 combined

2020/21 - P1, P4, P7	Reading	Writing	Listening and Talking	Numeracy
* ASG	66%	62%	69%	67%
Highland	62%	54%	72%	60%
National	75%	70%	83%	75%

2018/19 - P1, P4, P7	Reading	Writing	Listening and Talking	Numeracy
* ASG	72%	71%	82%	72%
Highland	70%	64%	77%	67%
National	80%	75%	86%	79%

2017/18 - P1, P4, P7	Reading	Writing	Listening and Talking	Numeracy
* ASG	78%	73%	85%	75%
Highland	71%	66%	80%	70%
National	79%	74%	85%	78%



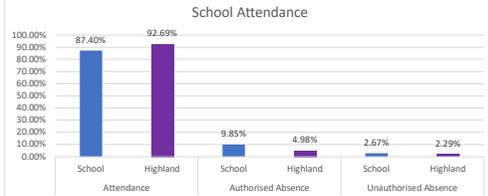
2020/21 - P1, P4, P7	2020/21				2018/19				2017/18			
	Reading	Writing	Listening and Talking	Numeracy	Reading	Writing	Listening and Talking	Numeracy	Reading	Writing	Listening and Talking	Numeracy
* ASG	66%	62%	69%	67%	75%	68%	78%	75%	81%	72%	86%	77%
Highland	62%	54%	72%	60%	70%	64%	77%	67%	71%	66%	80%	70%
National	75%	70%	83%	75%	80%	75%	86%	79%	79%	74%	85%	78%

Appendix 2

PLEASE NOTE THAT THESE ARE MOCK FIGURES

Attendance (Previous Session 2020/21)

Attendance	School	87.40%
	Highland	92.69%
Authorised Absence	School	9.85%
	Highland	4.98%
Unauthorised Absence	School	2.67%
	Highland	2.29%



Attainment Data for School

BREADTH & DEPTH MEASURES

Measure: % of cohort achieving 5+ awards at Level 5 or better by the end of S4

2019				2020				2021				
School	VC	Highland	Nat	School	VC	Highland	Nat	School	VC	Highland	Nat	
53.5		57.5	45.8	49.9	64.3	62.5	52.7	55.4	46.5	57.8	47.6	53.7

Measure: % of cohort achieving 3+ awards at Level 6 or better by the end of S5

2019				2020				2021				
School	VC	Highland	Nat	School	VC	Highland	Nat	School	VC	Highland	Nat	
33.3		41.5	40.45	42.7	32.11	46.1	42.6	46.3	36.3	49.8	42.4	47.8

Measure: % of cohort achieving 1+ awards at Level 6 or better by the end of S5

2019				2020				2021				
School	VC	Highland	Nat	School	VC	Highland	Nat	School	VC	Highland	Nat	
69.1		62.7	60.3	61.8	61.6	64.2	61.2	64.3	73	69.7	63.8	66

Measure: % of cohort achieving 5+ awards at Level 6 or better by the end of S5

2019				2020				2021				
School	VC	Highland	Nat	School	VC	Highland	Nat	School	VC	Highland	Nat	
20.4		28.7	18.8	22.4	39.3	28.1	19.6	24.2	33.5	30.2	18.2	24.7

Measure: % of cohort achieving 5+ awards at Level 6 or better by the end of S6

2019				2020				2021				
School	VC	Highland	Nat	School	VC	Highland	Nat	School	VC	Highland	Nat	
28.2		38.1	29.7	35.1	33.3	37.6	34.1	38.1	24.4	41.6	34.4	41

Measure: % of cohort achieving 3+ awards at Level 6 or better by the end of S6

2019				2020				2021				
School	VC	Highland	Nat	School	VC	Highland	Nat	School	VC	Highland	Nat	
51.2		54.9	44.7	49.6	55	52.8	49.8	52	52.4	55.3	51.5	54.9

Measure: % of cohort achieving 1+ awards at Level 7 or better by the end of S6

2019				2020				2021				
School	VC	Highland	Nat	School	VC	Highland	Nat	School	VC	Highland	Nat	
19		24.1	19.8	21.6	18	24.8	20.9	24.2	16.1	26.2	23.2	27.5

LOCAL BENCHMARK MEASURE: IMPROVING ATTAINMENT IN LITERACY & NUMERACY

%S4 ATTAINING LITERACY AND NUMERACY (AT SCQF LEVELS 4 & 5)

	Level 4			Level 5		
	2019	2020	2021	2019	2020	2021
School	80.2	84.6	78.8	40.2	51.7	31.1
VC	84	87.8	82.7	52.3	59.3	51.2
Highland	82.3	82.8	79.1	50.4	53.5	46.8
National	83.6	85.9	83.1	53.4	57	52.6

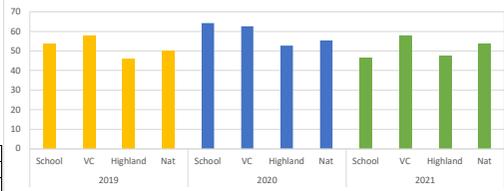
Average Complementary Tariff Points of 20% LOWEST ATTAINING, 60% MIDDLE ATTAINING & 20% HIGHEST ATTAINING COHORTS AT S4, S5 & S6

S4	Lowest attaining 20%			Middle attaining 60%			Highest attaining 20%		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
School	81	103	94	307	334	332	418	423	423
VC	92	113	94	312	343	328	422	427	429
Highland	91	107	92	304	328	319	430	431	438
National	99	109	104	311	330	330	425	428	429

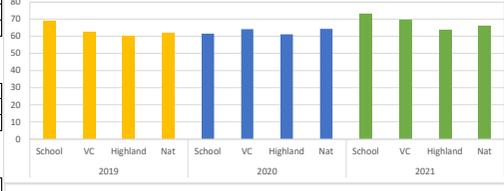
S5	Lowest attaining 20%			Middle attaining 60%			Highest attaining 20%		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
School	35	54	74	473	581	659	957	979	1016
VC	51	104	91	535	633	645	970	995	1011
Highland	42	44	34	483	549	503	955	981	974
National	42	48	41	504	574	568	965	989	1000

S6	Lowest attaining 20%	Middle attaining 60%	Highest attaining 20%
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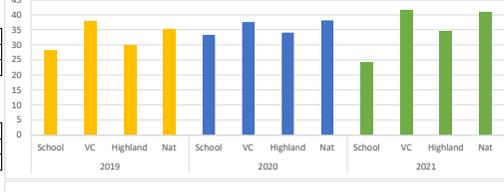
Measure: % of cohort achieving 5+ awards at Level 5 or better by the end of S4



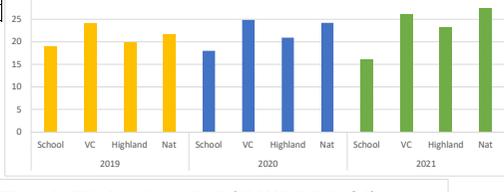
Measure: % of cohort achieving 1+ awards at Level 6 or better by the end of S5



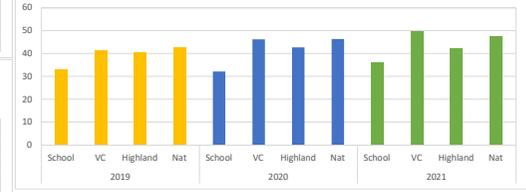
Measure: % of cohort achieving 5+ awards at Level 6 or better by the end of S6



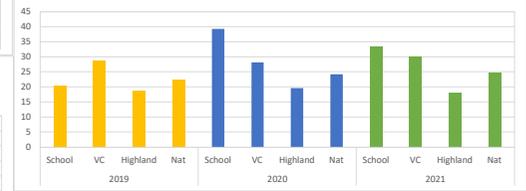
Measure: % of cohort achieving 1+ awards at Level 7 or better by the end of S6



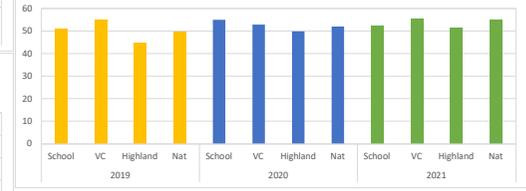
Measure: % of cohort achieving 3+ awards at Level 6 or better by the end of S5



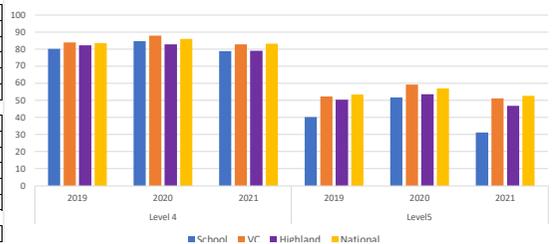
Measure: % of cohort achieving 5+ awards at Level 6 or better by the end of S5



Measure: % of cohort achieving 3+ awards at Level 6 or better by the end of S6



%S4 ATTAINING LITERACY AND NUMERACY (AT SCQF LEVELS 4 & 5)



	2019	2020	2021	2019	2020	2021	2019	2020	2021
School	65	92	62	476	583	467	1079	1123	1028
VC	82	91	54	557	632	574	1140	1269	1277
Highland	40	43	42	499	567	557	1128	1216	1228
National	61	90	66	539	638	626	1175	1254	1287

School VC Highland National

