Agenda Item	4.
Report No	EDU/1/23

HIGHLAND COUNCIL

Committee: Education

Date: 15 February 2023

Report Title: Improving Outcomes for Children and Young People

Report By: Executive Chief Officer – Education and Learning

1.   Purpose/Executive Summary

1.1   This report provides an update to members on progress in improving attainment in the primary phase and should be considered alongside the report on senior phase attainment presented to the committee in November 2022.

1.1.1   The purpose of our 3-18 curriculum is to ensure that all children and young people gain the knowledge and skills they need to achieve a positive destination and performance should be judged on the entirety of our educational provision from early years to the senior phase. Primary phase performance improved significantly in 2021/22 and Highland is the second most improved local authority in Scotland for literacy and numeracy.

1.1.2   Achievement of Curriculum for Excellence Levels (ACEL) data is based on teacher professional judgement and the data presented shows the percentage of pupils in Primary 1 (P1), Primary 4 (P4) and Primary 7 (P7) who have achieved the expected CfE level relevant to their stage.

1.1.3   In session 2020/21, the return from lockdown presented a challenge for teaching staff to accurately provide ACEL judgements against a robust body of evidence for their pupils. Whilst some pupils may have historically been on track to achieve the expected level, teacher confidence to award this level, based on evidence from work undertaken during lockdown, resulted in a lack of staff confidence in making these judgements.

In session 2021/22, a focus on a recovery curriculum in literacy and numeracy, alongside increased moderation activities within and between schools, resulted in improved results and a return to pre-covid attainment levels. The work to support teacher judgement continues this session, with a moderation toolkit being produced and rolled out to schools. The toolkit contains resources, training materials and attainment frameworks to support teachers and school leaders.

1.1.4   The Scottish Government did not collect ACEL data for any pupils in 2019/20, due to COVID-19 pandemic school closures. It should be noted that pupils in P1, P4 and P7 suffered significant disruption to their lives, learning and development in the two years prior to these assessments taking place.

1.1.5   Members agreed at a previous Education Committee that health and wellbeing of all children and young people should be a key focus for the Education & Learning Directorate. It is understandable that this focus had an impact on professional moderation activity but prioritising wellbeing was agreed at Committee, Covid Briefings and Council to be the priority for all.

2.   Recommendations

2.1   Members are asked to:

(i)   Note Achievement of Curriculum for Excellence Level (ACEL) data in reading, writing, listening & talking, literacy and numeracy for session 2021/22.
(ii)   Note that the significant accelerated rate of progress has closed the gap with the national average.
(iii)   Note that Highland is the 2nd most improved local authority for P1, P4, P7 literacy (10% increase) and numeracy (9% increase).
(iv)   Note that Highland is one of only 3 local authorities to have improved literacy by 10% or more and one of only 6 local authorities to have improved numeracy by 5% or more.
(v)   Note that primary attainment meetings will take place from February 2023 and targets for improvement will be agreed with all Headteachers and thereafter scrutinised on a regular basis.
(vi)   Note that the Raising Attainment Action plan agreed at the September 2022 Education Committee will be the key driver to maintaining these accelerated rates of progress, improving attainment and reducing the poverty-related attainment gap.

3.   Implications

3.1   **Resources:**
There are no resource implications associated with this report.

3.2   **Legal**:
There are no legal implications associated with this report.

3.3   **Community (Equality, Poverty and Rural)**:
Improvement planning, attainment meetings, target setting, targeted interventions and benchmarking will support improved outcomes and address the specific challenges of equity, poverty and rurality in Highland.

3.3.1   Improvement activity and performance information is shared with communities through parental and community partnership forums.

3.3.2   The content of the report does not represent a change to policy and so an Equalities Impact Assessment has not been completed.

3.4   **Climate Change / Carbon Clever**:
There are no climate change issues arising from this report.

3.5   **Risk**:
Reputational risk if the pace of progress and improvement are not maintained.

3.6   **Gaelic**:
Continued improvements in primary phase Gaelic Medium Education attainment will support progress and achievement in the secondary phase and build on the recent Scottish Qualifications Authority (SQA) success in Gaelic Medium Education and Gaelic Learner Education (GLE) courses.

4.   Overview

4.1   The purpose of this report is to update members on the progress made in improving primary attainment and closing the poverty-related attainment gap. The performance data reported are based on Achievement of Curriculum for Excellence Levels (ACEL) in literacy and numeracy. These are key performance measures for the Highland Council, Scottish Government and the Local Government Benchmarking Framework.

4.1.1   In the primary phase, pupils in P1, P4 and P7 are assessed against national standards. The class teacher uses their professional judgement to assess whether the pupil has achieved the expected level in literacy (a combination of reading, writing, listening & talking) and numeracy.

4.1.2   Teachers use a range of evidence to make their judgements, not just a single assessment or piece of work. Assessment evidence is collected throughout the academic year, as a normal part of learning and teaching and schools undertake moderation, standardisation and quality assurance as part of the process. As stated earlier in this report, this activity was severely impacted upon during the 'covid' school years.

4.1.3   P1, P4 and P7 teachers record levels for the pupils in their class towards the end of the academic year. Moderation and standardisation activities take place within

schools and also between schools, to ensure that teachers' assessments are as accurate and reliable as possible. School staff have benefited from a programme of professional learning and development, delivered by Collaborative Lead Officers (CLOs) and Education Scotland colleagues, to support this process.

4.1.4   The school collates the information from teachers and submits it to the Local Authority. Local Authority officers scrutinise the data, identify anomalies and inconsistencies and liaise with schools to ensure that their data is as accurate and reliable as possible. When the checking process has been completed, the Local Authority submits the information from all its primary schools to the Scottish Government. The Scottish Government conduct a similar process of checking at national level. The data is published by the Scottish Government in December of the year the data was collected. The information is used by teachers, schools, local authorities and the Scottish Government to monitor pupils' progress in literacy and numeracy.

4.1.5   Highland's primary phase attainment can be found in the appendices below:

Appendix 1 – Highland Primary Phase Attainment Data
Appendix 2 – Stretch Aims
Appendix 3 – 2022/23 Primary Attainment Analysis Example
Appendix 4 – 2022/23 Raising Attainment Plan (previously presented)

4.2   **Highland Literacy & Numeracy Attainment – see Appendix 1**

There has been a significant improvement in literacy and numeracy performance in session 2021/22. Highland are the second most improved local authority for P1, P4, P7 literacy combined and numeracy combined. Literacy combined improved by 10% and numeracy combined by 9% compared with 2021. Performance has returned to pre-pandemic levels, following a significant drop in 2020/21.

4.2.1   Highland is equal second in Scotland for literacy improvement and is one of only three local authorities to have improved by 10% or more in 2021/22. This 10% figure equates to more than 700 primary school children.

4.2.2   Highland is second in Scotland for numeracy improvement, having secured an increase of 9% compared with 2021. This figure equates to almost 650 primary school children.

4.2.3   As part of our strategy to accelerate rates of progress, schools have been involved in focused training in literacy, numeracy, self-evaluation, assessment and moderation. The success of this strategy is demonstrated by the significant improvements made.

4.2.4   As reported to the February 2022 committee meeting, the Education & Learning Directorate's four key focus areas in 2021/22 were:

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

4.2.5   In session 2021/22, the following actions took place at school level as part of our Raising Attainment Strategy:

- Jan 2022:
  Collaborative Lead Officers (CLOs) in post and allocated to schools to support the attainment and improvement journey with schools.
- Jan - Mar 2022:
  Meetings between CLOs and Headteachers to offer support, scrutinise and discuss assessment data.
  Support required, actions for improvement and next steps agreed.
- Apr – Jun 2022:
  Support and challenge, centred on four key areas with focus on raising attainment.
  Support and quality assurance regarding: Pupil Equity Fund (PEF) plans, Standards & Quality Reports (SQR) and School Improvement Plans (SIP).
- Throughout the 2021/22 session:
  Digital Support: The Digital Learning & Education Team provided sector-leading support to schools and families before, during and after pandemic school closures. They facilitated the distribution and maintenance of digital devices (Chromebooks), provided expert advice and training to schools and families and ensured online educational resources were easily available in school and in the home. Their work ensured that pupils continued to benefit from high quality learning experiences during and after pandemic school closures and that pupils and families continued to be supported.
- The majority of professional learning moved online and a significant benefit was the increase in opportunities for staff to take part in meetings, conferences, training and development locally, regionally, nationally and internationally.
- Priorities were identified and the following actions to improve quality and raise attainment took place:
  - ➢ Teaching of literacy and numeracy
  - ➢ Monitoring and tracking pupil progress
  - ➢ Recovery teaching and tuition
  - ➢ Standardisation and moderation of assessments

4.2.6   We have reviewed the impact of our 2021/22 Raising Attainment Strategy and this has informed our 2022/23 plan (presented at November 2022 committee).

4.2.7   During late January, our Executive Chief Officer for Education & Learning supported by Senior Education staff, led a number of Attainment Summits with all Primary Head Teachers. The focus of these discussions was around three key themes:

- Sharing National, Regional and Local Data and identifying next steps to meet the ambitious stretch targets.
- Developing a shared understanding of and co-creating an attainment framework to continue the attainment journey and expectations.
- Sharing the collaborative improvement framework.

Following these sessions, all Primary Head Teachers have been involved in Local Authority attainment meetings, where school and individual pupil targets have been agreed and set.

4.2.8　In April 2023, we will host an Education Summit to share best practice, celebrate success and agree the next steps in our collaborative improvement journey, with our headteachers. Keynote speakers will include nationally and internationally recognised experts and delegates will benefit from workshops focused on specific areas of practice to support our attainment agenda.

5.　Stretch Aims - see Appendix 2

5.1　Every Local Authority in Scotland is required to create and submit a package of aspirational 'stretch aims' for specific 'core' measures, as determined by the Scottish Government, along with a set of 'core plus' measures, decided by each Local Authority. This was carried out as part of the refreshed Scottish Attainment Challenge initiative that was launched in March 2022.

5.1.1　Highland has set some of the most challenging primary phase stretch aims for 2022/23 and these have been previously reported to the committee. Our stretch aims have been quality assured by Education Scotland and were submitted to the Scottish Government in September 2022. The extremely ambitious nature of our primary phase stretch aims has been positively acknowledged by Education Scotland. The following factors were taken into consideration when setting them:
- Social context - Highland are 15/32 for Q1 SIMD (most deprived) and also overall. Our population profile just above average and we aim for our performance to reflect this.
- 2021 published data (baseline data)
- 2022 unpublished data/estimates – this data is now published but was not at the time our stretch aims were submitted.
- Performance trends over time
- Family Group data – comparison with similar local authorities.
- National data
- Local Authority benchmarks
- Impact of COVID-19 disruption on children's progress, wellbeing and attitudes to school and learning.

Our stretch aims are rightly ambitious. Performance data for session 2021/22 demonstrates that significant improvements in performance are achievable. Targets

for improvement will be set with each school at attainment meetings to be held in January and February 2023 and where appropriate, will include a focus on improving the performance of the most disadvantaged pupils. Progress towards meeting these targets will be reviewed in April and May 2023 and Highland's primary phase stretch aims will be reviewed annually.

5.1.2   We are building a culture of achievement and developing confidence and expertise in our workforce. We are determined to deliver on our mission to ensure that all children and young people in the Highlands can achieve their potential and move onto a positive destination, no matter what their circumstances, background or starting point.

5.2   **Progress to Date**

5.2.1   We have co-constructed a collaborative improvement agenda with our headteachers and agreed the following:

- Every school in Highland will commit to the Highland numeracy and literacy progression frameworks
- Curriculum rich in Numeracy and Literacy every day
- Effective, consistent tracking and monitoring - termly stage attainment meetings using class teacher Big Question or similar template.
- Every school completes attainment analysis template to frame target setting discussion at LA attainment meetings.
- Agreed assessment and moderation calendar to ensure consistency of input and collation of data

5.2.2   School inspections resumed this session and 11 have taken place in Highland, with 3 more pending. Inspection feedback has been positive and key messages (below) were shared with headteachers at our recent meetings.

Strengths identified during feedback	Areas for Development identified during feedback
- Highland Literacy & Numeracy Progression Frameworks - Safeguarding checklist - PEF Planning - Glasgow Wellbeing Profile - Strong Learning & Teaching - Headteacher Leadership	- Leadership at every level - Pace and challenge in lessons - Differentiation - Class teacher use of data

6   **Next Steps**

- Continued focus on developing the knowledge and skills of school staff re

assessment, moderation, tracking, monitoring and intervention.

- Area Collaborative Improvement & Raising Attainment meetings in January 2023 – positive, professional conversations with Headteachers to agree what we need to improve, how and by when.
- Primary Headteachers' Reference Group (PHRG) meeting in January 2023, agenda includes raising attainment strategy, collaborative improvement framework and ongoing support for schools to improve quality.
- Primary attainment meetings between Collaborative Lead Officers and Headteachers (from Feb 2023).
- Improved data and analysis issued to schools to enable early and targeted intervention and to support improvement planning.
- Sharing best practice – via working groups, Headteacher meetings (PHRG, Area, ASG), Professional Learning opportunities and Education Summit.
- Working groups to share successful raising attainment strategies, conduct action research and promote best practice within and beyond Highland.
- Primary attainment meetings between Collaborative Lead Officers and Headteachers (from Feb 2023).

6.1 Conclusion

This report highlights significant progress in attainment levels in Highland Primary Schools. It also highlights the need for urgent work to be completed as assessment and moderation remains a weakness and does not represent the true attainment of our primary children.

Highland pupil attainment in Secondary schools evidences positive trends and benchmarked levels much higher than primary school pupils. Extensive professional dialogue illustrates that improving the confidence of our staff in the moderation and assessment of levels will further improve attainment levels and better represent the attainment of our children and young people at all key assessment points in their Highland Education learner journey.

Designation: Executive Chief Officer – Education & Learning

Date: 2 February 2023

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Appendices: Appendix 1 – Highland Primary Phase Attainment Data
Appendix 2 – Stretch Aims
Appendix 3 – 2022/23 Primary Attainment Analysis Example
Appendix 4 – 2022/23 Raising Attainment Plan

Highland ACEL data – All Pupils

P1 (%)

	2016/17		2017/18		2018/19		2019/20		2020/221		2021/22		HC 21-22 Change
	HC	Scot	HC	Scot	HC	Scot	HC	Scot	HC	Scot	HC	Scot	
Reading	70	80	74	81	72	82	[x]	[x]	62	77	73	79	**12**
Writing	68	77	73	78	71	79	[x]	[x]	57	74	69	77	**11**
L&T	76	85	83	87	79	87	[x]	[x]	74	84	82	86	**9**
Literacy	61	74	66	75	64	76	[x]	[x]	53	71	65	74	**12**
Numeracy	72	83	78	85	75	85	[x]	[x]	68	81	77	84	**9**

P4 (%)

	2016/17		2017/18		2018/19		2019/20		2020/221		2021/22		HC 21-22 Change
	HC	Scot	HC	Scot	HC	Scot	HC	Scot	HC	Scot	HC	Scot	
Reading	71	77	68	77	69	78	[x]	[x]	60	73	67	76	**6**
Writing	64	71	63	72	62	73	[x]	[x]	52	67	57	70	**6**
L&T	79	83	79	85	79	85	[x]	[x]	72	82	79	85	**7**
Literacy	59	68	57	69	57	70	[x]	[x]	47	64	54	67	**7**
Numeracy	68	75	66	76	66	77	[x]	[x]	57	72	63	75	**6**

P7 (%)

	2016/17		2017/18		2018/19		2019/20		2020/221		2021/22		HC 21-22 Change
	HC	Scot	HC	Scot	HC	Scot	HC	Scot	HC	Scot	HC	Scot	
Reading	69	76	73	79	70	80	[x]	[x]	63	76	73	**79**	**10**
Writing	59	69	64	73	60	74	[x]	[x]	53	69	62	73	**10**
L&T	76	81	80	84	74	86	[x]	[x]	69	82	80	86	**11**
Literacy	55	66	59	70	54	71	[x]	[x]	49	66	59	71	**11**
Numeracy	59	70	66	75	62	76	[x]	[x]	57	72	67	76	**11**

P1, P4, P7 Combined (%)

	2016/17		2017/18		2018/19		2019/20		2020/221		2021/22		HC 21-22 Change
	HC	Scot	HC	Scot	HC	Scot	HC	Scot	HC	Scot	HC	Scot	
Reading	70	78	72	79	70	80	[x]	[x]	62	75	71	78	**9**
Writing	63	72	66	74	64	75	[x]	[x]	54	70	63	73	**9**
L&T	83	77	85	80	86	77	[x]	[x]	83	72	85	80	**3**
Literacy	58	69	60	71	58	72	[x]	[x]	49	67	59	71	**10**
Numeracy	66	76	70	78	67	79	[x]	[x]	60	75	69	78	**9**

Stretch Aims

ACEL Literacy P1/4/7 combined	% Pupils achieving expected level			
	All Pupils	SIMD Q1 Pupils (most deprived)	SIMD Q5 Pupils (least deprived)	Q1-Q5 Attainment Gap
2021 National results	67%	56%	81%	25%
2021 Highland results	49%	30%	62%	32%
2022 Highland	**59% (+10%)**	**43% (+13%)**	**71% (+9%)**	**28% (-5%)**
Stretch Aim 22/23	67%	56%	81%	25%
Stretch Aim 23/24	69%	58%	81%	23%

ACEL Numeracy P1/4/7 combined	% Pupils achieving expected level			
	All Pupils	SIMD Q1 Pupils	SIMD Q5 Pupils	Q1-Q5 Attainment Gap
2021 National results	75%	65%	87%	22%
2021 Highland results	60%	42%	72%	30%
2022 Highland	**69% (+9%)**	**53% (+11%)**	**79% (+7%)**	**26% (-4%)**
Stretch Aim 22/23	75%	65%	87%	22%
Stretch Aim 23/24	77%	67%	87%	20%

Wellbeing Stretch Aims

- By June 2023, there will be a 5% increase in the number of children reporting their wellbeing needs are being met on each wellbeing indicator as measured by the Highland Lifestyle Survey. Baseline measures currently are: (tbc)
- By June 2023, 85% of school staff (teaching and support staff) who access training on building positive relationships and adversity in childhood and trauma informed practice, will report this has had a positive impact on their practice. Baseline measure from 150 PSAs who have been in the pilot would indicate that 75% of staff currently report positive impact.

<u>22/23 Primary Attainment Analysis - Example</u>

You will be aware of the key objectives from the 22/23 Raising Attainment Action Plan to support Highland Stretch Aims for Literacy/ Numeracy P1,4,7.

During session 2022-2023 the following areas are a key focus for the service:

- Improve our approaches to quality assurance
- Effective analysis of data to identify trends and identify areas for improvements
- Planning and implementing targeted interventions to address poverty related attainment gaps

In supporting our primary schools around improving attainment, individual discussions will take place with CLO and HTs from February '23. In assisting schools with data gathering, review and interventions framing discussions at these meetings, we have provided each school with data personalised to their school.

This will include:

- screen clip from ACEL dashboard providing a visual representation to National comparison which may help to identify patterns and /or trends for specific curriculum elements and/ or stages (this will not be a relevant comparison for all schools but HTs can provide their context to this in the evaluative narrative). We have also used colour to make it easier to see individual cohort progression over time for 21/22 P7 and P4.
- 21/22 SNSA data

to support 22/23 analysis, target setting and monitoring of current stages:

- The ACEL dashboard snapshot also includes 22/23 current predictions (submitted by schools in Nov) with a separate breakdown - CLs will have access to a pivot spreadsheet of this to provide pupil specific detail with filters to achievement groups. - this will support the analysis,review and interventions for current stages

Using the data below, alongside information from class teacher attainment meetings, this template will support HTs view and analyse data to inform focus areas within current cohort attainment.

 We provided training for HTs and class teachers in 2021 which supports effective tracking, monitoring and use of data. Both presentations (Ht and Class teacher) and a class teacher monitoring proforma, are on sharepoint data tile for your information. Link is enclosed below.

https://highlandcouncil1.sharepoint.com/sites/SchoolHub/SitePages/Primary-Head-Teacher-Data-Refresh-2021.aspx

EXAMPLE SCHOOL

Reading

CfE levels	P1	P4	P7	P1,4,7	Scotland P1	P4	P7	P1,4,7
June	P1	P4	P7	P1,4,7	P1	P4	P7	P1,4,7
2016	71%	63%	39%	56%	81%	75%	72%	
2017	67%	20%	76%	65%	80%	77%	76%	78%
2018	75%	64%	61%	66%	81%	77%	79%	79%
2019	27%	63%	53%	51%	82%	78%	80%	80%
2020								
2021	18%	46%	5%	20%	77%	73%	76%	75%
2022	75%	67%	74%	73%	79%	76%	79%	78%
2023 Predict	72%	65%	70%	69%				

Writing

CfE levels	P1	P4	P7	P1,4,7	Scotland P1	P4	P7	P1,4,7
June	P1	P4	P7	P1,4,7	P1	P4	P7	P1,4,7
2016	53%	89%	26%	54%	78%	69%	65%	
2017	67%	40%	53%	55%	77%	71%	69%	72%
2018	58%	71%	56%	61%	78%	72%	73%	74%
2019	27%	53%	53%	47%	79%	73%	74%	75%
2020								
2021	0%	15%	24%	16%	74%	67%	69%	70%
2022	67%	50%	59%	59%	77%	70%	73%	73%
2023 Predict	69%	66%	63%	64%				

L&T

CfE levels	P1	P4	P7	P1,4,7	Scotland P1	P4	P7	P1,4,7
June	P1	P4	P7	P1,4,7	P1	P4	P7	P1,4,7
2016	71%	100%	61%	76%	85%	81%	77%	
2017	78%	40%	82%	74%	85%	83%	81%	83%
2018	75%	71%	78%	75%	87%	85%	84%	85%
2019	55%	63%	88%	70%	87%	85%	86%	86%
2020								
2021	45%	54%	38%	44%	84%	82%	82%	83%
2022	75%	58%	81%	75%	86%	85%	86%	85%
2023 Predict	77%	73%	78%	76%				

Literacy

CfE levels	P1	P4	P7	P1,4,7	Scotland P1	P4	P7	P1,4,7
June	P1	P4	P7	P1,4,7	P1	P4	P7	P1,4,7
2016	53%	58%	9%	37%				
2017	67%	20%	53%	52%	74%	68%	66%	69%
2018	58%	57%	50%	55%	75%	69%	70%	71%
2019	18%	53%	47%	43%	76%	70%	71%	72%
2020								
2021	0%	8%	5%	4%	71%	64%	66%	67%
2022	58%	50%	56%	55%	71%	67%	71%	71%
2023 Predict	59%	51%	59%	56%				

Numeracy

CfE levels	P1	P4	P7	P1,4,7	Scotland P1	P4	P7	P1,4,7
June	P1	P4	P7	P1,4,7	P1	P4	P7	P1,4,7
2016	59%	100%	60%	71%	84%	73%	68%	
2017	67%	50%	65%	61%	83%	75%	70%	76%
2018	60%	64%	71%	67%	85%	76%	75%	78%
2019	50%	58%	75%	63%	85%	77%	76%	79%
2020								
2021	29%	23%	27%	26%	81%	72%	72%	75%
2022	75%	67%	74%	71%	81%	75%	76%	78%
2023 Predict	73%	67%	67%	68%				

GREEN - EQUAL TO OR ABOVE NATIONAL	
AMBER - SLIGHTLY BELOW NATIONAL BY UP TO 5%	
PINK = BELOW NATIONAL BY 5+%	
BLUE/ YELLOW - COHORT ATTAINMENT PROGRESSION	

SNSA 2021-22

	Band -4/5	Band 6/7	Band 8/9+
P4			
Primary 4 Numeracy 2021-22	0.00%	16.67%	83.33%
Primary 4 Reading 2021-22	0.00%	0.00%	100.00%
Primary 4 Writing 2021-22	20.00%	40.00%	40.00%

	Band 8/9	Band 10/1	Band -6/7
P7			
Primary 7 Numeracy 2021-22	61.11%	33.33%	5.56%
Primary 7 Reading 2021-22	58.82%	41.18%	0.00%
Primary 7 Writing 2021-22	52.94%	29.41%	17.65%

	Band -7/8	Band 9/10	Band 11/12+
S3			
Secondary 3 Numeracy 2021-22	#DIV/0!	#DIV/0!	#DIV/0!
Secondary 3 Reading 2021-22	#DIV/0!	#DIV/0!	#DIV/0!
Secondary 3 Writing 2021-22	#DIV/0!	#DIV/0!	#DIV/0!

SNSA Cohort Count

Year	P1	P4	P7
2018-19	3	11	12
2020-21	4	6	14
2021-22		6	18

21/22 ANALYSIS AND REVIEW

2022 Overview	2022 school % Attainment	2022 National %	Difference +/- to national	**Progression of P7 numeracy is positive with added value from P1 and P4 and now above National achievement-** linked to SIP Numeracy focus for 2 years linked to whole school approach to problem solving and mental maths.
P1,4,7 Literacy	55%	71%	-16%	**P4 writing**, 50% achieving first level which brought down literacy overall even though pupils attained other literacy elements. Writing across the whole school was the weakest element within literacy, the writing curriculum has not been reviewed for 3 years.
P1,4,7 Numeracy	71%	78%	-7%	**Next Steps -** Linked to above analysis Whole school approach to writing linked to 22/23 SIP detail.

22/23 - CURRENT STAGES - ATTAINMENT MONITORING AND INTERVENTION

Overview 2023 predicted data in Literacy & NUmeracy. Please refer to the data table above for predicted combined P1,4,7 attainment				
P1,4,7 Overview 2023 predicted data	SCHOOL P1,4,7	2022 National	Diff +/-	Comment - please provide context overview to these predictions - highlighting areas of strength/ areas for intervention/ development linked to the SIP
Literacy	56%	71%	-15%	
Numeracy	68%	78%	-10%	

P1 - Current Class - roll 20 (examplee in red)				Analysis and Review - (example in red) Also refer to the issued pupil pivot spreadsheets detailing those on and off track to achieve the level	Next Steps for cohort - **this should include details of extra target groups/ names with intervention details -** Please see pivot data from CL to discuss target extra pupil (example in red)	New targets for May ACEL (highlight elements with increase from predictions)			
2023 Prediction - see data table above			2022 National +/-	2/20 have Child plans Level 4 with individual targets Potential for additional 2 pupils (RB & TG) to achieve literacy overall - to attain writing by June which would increase literacy and writing percentages. Potential additional 2 pupils (HG & JN) to achieve reading by June	2 pupils (HG & JN) - decodable books and two additional reading sessions in week Look at writing benchmarks that require focus. HG/ JN - target pupils to achieve reading by May HG /TF- target pupils to achieve writing by May	2023 Target with interventions - **please update extra pupils on risk matrix**			+/- diff to National
Reading	15	72%	-7%			Reading	17	85%	+6%
Writing	14	69%	-8%			Writing	16	80%	+3%
L&T	16	77%	-9%			L&T	16	77%	-9%
Literacy	12	59%	-12%			Literacy	14	70%	-1%
Numeracy	15	73%	-8%			Numeracy	15	73%	-8%

P4 - Current Class - roll 16 (exmaple in red)	Analysis and Review - (example in red)	Next Steps for cohort (based on class teacher attainment meeting information) - **this should include details of extra target groups/ names with intervention details highlighted -** Please see pivot data from CL to discuss target extra pupil (example in red)	New targets for May ACEL (highlight elements with increase from predictions)

2023 Prediction - see data table above			2022 National +/-	Writing is much lower than other elements for this class. 2/16 Intervention Level 3 - progress milestones set 2/16 Intervention Level 4 - progress milestones set Writing - aim for additional 2 pupils to achieve level by June would bring writing up to other literacy elements and increase literacy overall to 69% SNSA scores indicate reading being higher percentage of pupils within middle and upper bands than ACEL prediction.	Increase writing time in timetable for all learners. Diagnostic Spelling Screener for 2 pupils Focus on Writing benchmarks Moderate pupil evidence against Benchmarks DS/ PL- target pupils to achieve writing/ by May	2023 Target with interventions - **please update extra pupils on risk matrix**			+/- diff to National
Reading	10	65%	-20%			Reading	9	56%	-20%
Writing	11	66%	-26%			Writing	9	56%	-14%
L&T	12	73%	-16%			L&T	11	69%	-16%
Literacy	8	51%	-23%			Literacy	9	56%	-11%
Numeracy	11	67%	0%			Numeracy	12	75%	0%

P7 - Current Class - roll 9 (exmaple in red)	Analysis and Review - (exmaple in red)	Next Steps for cohort (based on class teacher attainment meeting information) - **this should include details of extra target groups/ names with intervention details highlighted** - Please see pivot data from CL to discuss target extra pupil (example in red)	New targets for May ACEL (highlight elements with increase from predictions)

2023 Prediction - see data table above			National +/-	1/9 Child Plan Level 3 - meeting individual targets Numeracy SNSA data shows weakness in percentages and fractions across the cohort	Use Teacher assessments and SNSA data to inform planning, Check Benchmarks required at this level. Gather practical resources including digital to enhance learning Daily mental maths lessons - times tables linked to division ==TG/ NH/ JD/ MN - target group to achieve by May==	2023 Target with interventions - **please update extra pupils on risk matrix**			+/- diff to National
Reading	8	88%	+9%			Reading	8	88%	+9%
Writing	7	77%	+4%			Writing	7	77%	+4%
L&T	8	88%	+2%			L&T	8	88%	+2%
Literacy	7	77%	+6%			Literacy	7	77%	+6%
Numeracy	3	37%	-39%			==Numeracy==	==7==	==77%==	+1%

Considering your analysis and narrative above please indicate what has worked well in raising attainment in literacy and numeracy in 21/22.

Raising Attainment Plan (previously presented at committee)

Education & Learning Raising Attainment Action Plan	
Background	In our senior phase qualifications, The Highland Council has seen a steady increase in national examinations over the past few years, although other authorities have improved more rapidly than us and we need to address this. Our current data is showing that the percentage of P1, P4 and P7 pupils combined achieving expected Curriculum for Excellence (CfE) levels in literacy and numeracy has increased from last year. This detailed plan outlines the activities that will be taken forward to by the service to raise standards of attainment and achievement in Highland.
Improvement Priority	Improved outcomes including; attainment, achievement, positive destinations for all children and young people with a particular focus on literacy, numeracy in line with our stretch targets including our most vulnerable.
Key Objectives	During session 2022-2023 the following areas will a key focus for the service: • Improve our approaches to quality assurance • Improve the consistency and quality of learning, teaching and assessment • Effective analysis of data to identify trends and identify areas for improvements • Planning and implementing targeted interventions to address poverty related attainment gaps • Improve the consistency and quality of provision in early years schools & settings • Improve effectiveness of additional support for learning services in accordance with national action plan for supporting learners, The Promise and the UNCRC Children's Rights Scheme

Priority 1 – Improve our approaches to quality assurance		Person (s) Responsible – Heads of Education	
Action	**Expected Impact**	**Measures/Milestones**	**RAG**
Implement a rigorous and integrated quality assurance system to effectively support and challenge schools, aligning to national and local priorities.	• Training for all Headteachers and Central Officers in self-evaluation for continuous improvement. • Quality assurance strategy for Highland developed in conjunction with officers and Headteachers • Following Education Scotland training, Headteachers & Central Officers produce accurate, evidence-based self-evaluation reflected in the National Improvement Framework overall response to Education Committee	• All Headteachers and Central Officers and complete training by December 2022 • First draft for consultation by December 2022, full implementation by June 2023 • Monitored through school visits by collaborative leads and school annual standards & qualities reports	
Identify and collate common themes from schools' improvement priorities and facilitate networks to enable leaders to work collaboratively to address them.	Common themes identified and agreed from analysis of School Improvement Plans Workplan produced detailing each common theme where improvement is required, with RAG rating illustrating level of priority relating to each theme. Networked collaborative groups established with relevant school leaders joining group themes relating to their areas of expertise. Completed improvement outputs shared across the service.	• By October 2022 • Collaborative Groups established based on common challenges by January 2023 • By June 2023	
Priority 2 – Quality of Learning, teaching and assessment in schools & settings		**Person (s) Responsible – Heads of Education**	

Action	Expected Impact	Measures/Milestones	RAG
Support schools & setting to improve consistency and quality of learning, teaching and assessment	• Develop a shared understanding of what makes excellent teaching • Develop a culture of self-evaluation of teaching within school communities • Develop a strong professional learning culture around classroom pedagogy which supports, challenges and inspires everyone to learn and improve • Focus on the principles of good feedback to support learning • Develop the use of class data to support planning of next steps in learning • Develop a Learning and Teaching Policy based on inclusive approaches	• Termly review of progress • Policy finalised May 2023	
Improve validity and reliability of teacher professional judgement and strengthening tracking and monitoring of Broad General Education.	• Implement literacy and numeracy 1 year action plan • Collaborative Leads and Quality Assurance Moderation and Support Officer to support moderation practice across the BGE • Enhanced opportunities to engage in high quality professional learning with a focus on pedagogy	• Termly review of progress	
Priority 3 – Improved use of data for improvement		**Person (s) Responsible – Heads of Education**	

Action	Expected Impact	Measures/Milestones	RAG
Stretch targets set for the Local Authority and individual schools in line with the expectations outlined in the [Scottish Attainment Challenge: framework for recovery and accelerating progress](#)	• Stretch targets set with individual schools based on Local Authority targets and the school context	• Targets set by October 2022 • Review progress towards targets with Headteachers in February 2023	
	• Develop and implement tracking and monitoring arrangements to ensure consistency of approach and opportunities to further develop moderation practices – Nov 2021	• November 2022	
	• Pilot a Local Authority system to support monitoring and tracking of attainment based on an ASG tracker	• Pilot complete by June 2023	
	• All schools have access to tools to support their analysis of data and have an improved understanding of how to use these tools effectively within their setting.	• Training ongoing throughout session 22-23	
	• Working in collaboration with partners updated Highland strategy for Developing the Young Workforce (DYW) delivered resulting in an increasing proportion of 16-19 olds participating in education, employment or training.	• Termly meetings of DYW partners to update and consult on strategy • Final Strategy by August 2023	
	• Establish a system to routinely track those at risk of not securing a positive destination and agree and implement escalation procedures.	• Review progress termly	

Priority 4 – Addressing poverty related attainment gap		Person (s) Responsible – Head of Primary Education	
Action	**Expected Impact**	**Measures/Milestones**	**RAG**
Effective use of the Pupil Equity and Strategic Equity Funding support and challenge schools and settings to improve attainment and achievement for identified groups, address learning gaps and speed up recovery.	• Governance group established to oversee the use of Strategic Equity Funding. • Provide ongoing support to schools in implementing evidence-based approaches for learners supported by Attainment Scotland Funding. • Local targets set around poverty related attainment gaps in schools	• By September 2022 • By September 2025 (monitored bi- annually) • Local targets reviewed annually, monitored termly	
Priority 5 – Quality of provision in early years schools & settings		Person (s) Responsible – Head of Primary & ELC	
Action	**Expected Impact**	**Measures/Milestones**	**RAG**
Work in partnership with Headteachers and Early Years Team to secure a greater understanding of high-quality Early Years provision in settings and the quality of all Highland Council ELC provision meets the expected standard. Headteachers of schools with ELC provision engage with best practice and apply it to their setting to improve quality and standards.	• Headteachers of schools and those with ELC management time can accurately evaluate where they are in line with the national standard and have plans to implement change to improve the quality of provision. • Re-establish links with health and social care colleagues to ensure the needs of all ELC children are met. • Follow up with Education Scotland colleagues on the launch of 'realising the	• Evaluation work complete by Dec 2022 • Improvement plans produced by Jan 2023 • Improvement activities implemented and embedded across all settings by August 2023 • By August 2023 • By August 2022	

	ambition' to include 'realising the Highland ambition'.		
Priority 6 – Additional Support for Learning		**Person (s) Responsible – Head of Secondary Education**	
Action	**Expected Impact**	**Measures/Milestones**	**RAG**
Continue to work in partnership with school leaders and stakeholders to review the structures, systems and services that underpin Highland's approach to Additional Support for Learning.	• Completed review of Additional Support for Learning in Highland to support and improve outcomes for all learners and create implementation plan to respond to the findings. • Develop strategies to systematically gather the views of young people with additional support needs to inform local authority policies and procedures. • Engage with partners, including parents and carers to develop and deliver ways of working that support and promote positive relationships, communication and address barriers that may arise • Improve awareness of 'The Promise' and map next steps to support our care experienced learners and continue engagement with MCR Pathways Mentoring Programme for care experience leaners	• By June 2023 • Review progress termly • Review progress termly • Termly milestones agreed	

	● Implement improved use of data across ASN services including arrangements for tracking groups according to disability, protected characteristics and those who care experienced to be able to make meaningful comparisons	● Term 1 & 2 – improve how schools record support needs of learners ● Terms 3 & 4 – officers and schools use data to track groups of learners	