The Highland Council

Agenda Item	4.
Report No	EDU/1/24

Committee: Education

Date: 21 February 2024

Report Title: Continuing to Raise Attainment and Achievement

Report By: Executive Chief Officer, Education & Learning

1. Purpose/Executive Summary

1.1 To update the Education Committee on the continuing improved attainment and achievement of Children and Young People and the Highlands.

1.2 Secondary Senior Phase Attainment in Highland is firmly in line with National average. Positive destinations data in Highland is also in line with the National average. We are moving into the second quartile within our Local Benchmarking family group. (**Appendix 1**)

1.3 Primary Attainment is improving year on year. The National Standardised Assessments (NSA) which support part of the teacher judgments demonstrate this improvement. However, the overall pupil performance in NSA is higher than our overall Achievement of a Level data. (See chart 1.3 below).

1.4 To improve the accuracy of teacher judgment and build capacity within the system we will focus sharply on improving moderation and standardisation within our schools.

1.5 Senior Education Scotland Officers strongly support our approach to raising attainment as endorsed by Education Committee Members in 2023. In our meeting with the Cabinet Secretary for Education and Skills in September 2023 she also supported our positive direction of travel.

2. Recommendations

2.1 Members are asked to:

    i. Note that a young person's attainment and achievement is a 3-18 journey culminating in National Qualifications and positive sustained destinations,

    ii. Agree the improvement focus for Primary 4 stage and that a progress update be brought to a future Education Committee,

    iii. Agree that the service will continue to work with primary colleagues to improve accuracy of teacher judgement and build capacity within the system, improving moderation and standardisation within our schools, and,

iv.   Approve the next steps linked to the previously agreed Raising Attainment Strategy including recommendations from Members raised at previous Education Committee meetings.

3.   Implications

3.1   Resource
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, Rural and Island)
Improvement/ PEF 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   Health and Safety (risks arising from changes to plant, equipment, process, or people)
There are no health and safety risks arising from this report.

3.7   Gaelic
Continued improvements in primary phase Gaelic Medium Education attainment will support progress and achievement in the secondary phase in Gaelic Medium Education and Gaelic Learner Education (GLE) courses.

4.   Journey of Attainment (Teacher Professional Judgement)

4.1   Our data, although improving year on year, indicates our primary stage teachers are still cautious when determining whether a pupil has achieved a Level. There are a number of indications of this detailed in the charts below.

Charts 1.1 and 1.2 demonstrate a cohort attainment timeline for Highland P4 children in 2016 and their recorded attainment progress in literacy and numeracy respectively when reaching P7, Secondary 3 and achieving national units in S4. This data shows Highland teacher judgements at primary level do not reflect the learning and attainment picture that allows children to accelerate their progress into and through Secondary school where attainment is at a benchmarked standard. Therefore, the true attainment picture is likely much higher than the data suggests.
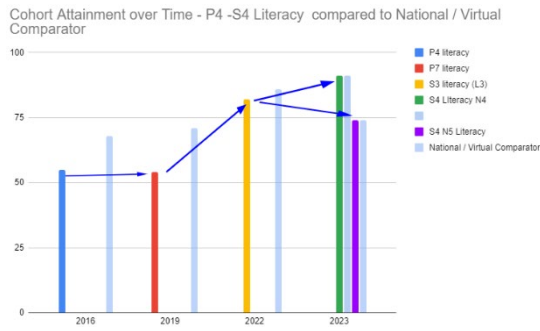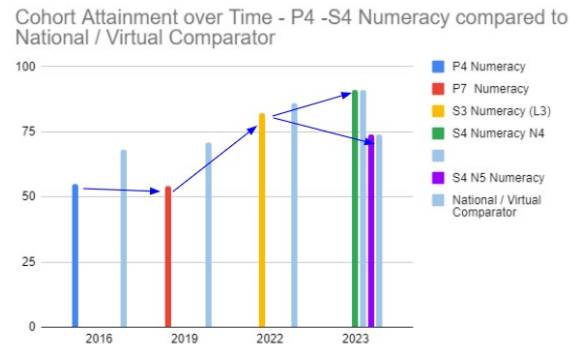
Chart 1.1

Cohort Attainment over Time - P4 -S4 Literacy compared to National / Virtual Comparator

Legend:
- P4 literacy
- P7 literacy
- S3 literacy (L3)
- S4 Literacy N4
- S4 N5 Literacy
- National / Virtual Comparator

Chart 1.2

Cohort Attainment over Time - P4 -S4 Numeracy compared to National / Virtual Comparator

Legend:
- P4 Numeracy
- P7 Numeracy
- S3 Numeracy (L3)
- S4 Numeracy N4
- S4 N5 Numeracy
- National / Virtual Comparator

4.2 **National Standardised Assessments**

As outlined in Section 1 of this paper, SNSA data is used to support teacher professional judgements and, as well as being used diagnostically to inform planning, data can also be used as a broad overview of attainment across time for individuals or large sets of cohorts.

4.2.1 Pupils in P1, P4, P7 and S3 sit reading, writing and numeracy assessments relevant to their age and stage. These correlate with ACEL (Achievement of Curriculum for Excellence (CfE) levels) and assess some aspects of the CfE benchmarks of learning. As part of each individual assessment report, an attainment banding is awarded linked to the assessment pathway encountered by the pupil. This banding is linked to the level of difficulty of questions as well as how they have been answered. For each level and curriculum organiser, SNSA attainment bands are categorised into low, middle, and upper range with the middle bands for stage indicating children would be performing at the expected level for age and stage and those in the upper bandings performing above where would be expected. We can use this combined data as a broad measure of attainment and learning when comparing to ACEL judgements.

4.2.2 The chart (1.3) below is 2023 Primary 7 cohort example detailing the percentage of pupils falling into the middle (orange) and upper (green) bandings as a combined percentage compared to the Highland ACEL judgements as the blue line across the curriculum organisers. The data indicates teacher judgements are considerably lower than the standardised attainment overview. This indicates that the Highland attainment picture may be higher than the teacher judgements suggest and would explain how and why children's progress is able to accelerate into the Secondary levels and senior phase attainment as mentioned above.
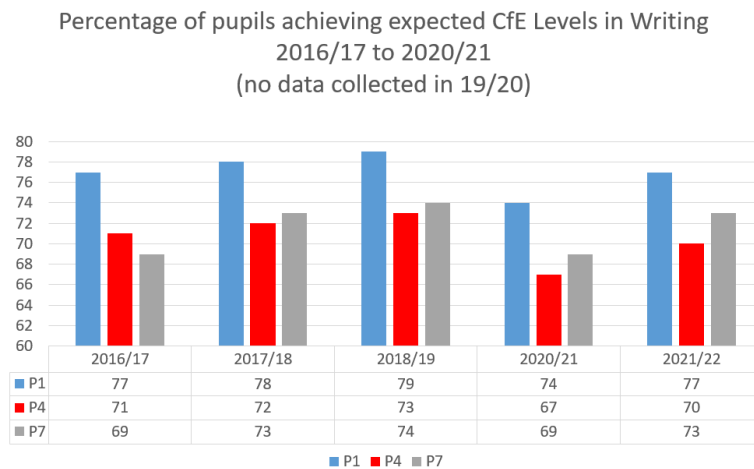
Chart 1.3

P7

Legend:
- SNSA Mid Range
- SNSA Upper Range
- Highland ACEL Judgements
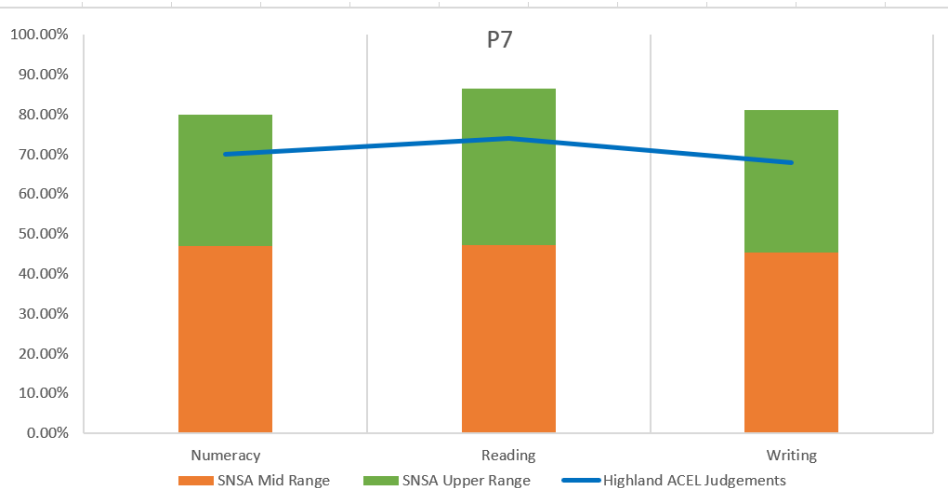
5. **Primary 4**

Achievement of First level at the end of Primary 4 is recognised nationally as a dip in attainment over time. Chart 1.4 shows National cohort progressions in writing from P1 to P7 showing a steady and constant dip between P1 and P4.

Chart 1.4

Percentage of pupils achieving expected CfE Levels in Writing
2016/17 to 2020/21
(no data collected in 19/20)

	2016/17	2017/18	2018/19	2020/21	2021/22
P1	77	78	79	74	77
P4	71	72	73	67	70
P7	69	73	74	69	73

Highland P4 literacy data reflects a similar picture to the national pattern, showing there is a dip in attainment from P1. 2023 attainment for this stage indicates a 9% gap to National and therefore is a key focus for improvement across Highland. However, within the context of overall attainment as outlined in Section 4.1 of this paper, a young person's profile of attainment and achievement is reported Nationally at the senior phase end point.

6.   Raising Attainment Strategy – Next Steps
    (Teacher Professional Judgement & P4 Attainment) & 2024 Attainment Predictions

6.1   Next Steps
    Appendix 2 provides detail of next steps linked to the following themes:

Central officers and schools will, over the next 6 months, continue work on the following areas:
Moderation of literacy and numeracy including working closely with higher performing local authorities

- Tracking & Monitoring of progress toward meeting the level in literacy and numeracy.
- Strategic Network (**Appendix 3**)
- Collaborative Improvement (**Appendix 4**)
- Service Attainment Board
- Executive Head Teacher test of change project

Specific next steps outlined in the areas of the Attainment Programme, Moderation, and Tracking & Monitoring (**Appendix 2**) will be a relentless focus for all to support aspirational attainment gains detailed in section 6.2 below.

6.2   2024 Attainment Predictions

Chart 1.5

Predicted All 2024	P1	P4	P7	P1,4,7
Literacy	79%	71%	74%	74%
National '23 Literacy	76%	70%	73%	73%
Numeracy	89%	83%	81%	84%
National '23 Numeracy	85%	77%	78%	80%

The table (chart 1.5) above shows schools' initial prediction data for P1, P4 and P7 collected in November '23. This indicates aspirational target setting shows a predicted increase in attainment in both literacy and numeracy at every stage. An increase in attainment will be achieved following continued support as outlined in the next steps set out in section 6.1 and **Appendix 2** of this paper.

Designation: Executive Chief Officer Education & Learning

Date: 16/01/24

Author: Nicky Grant, Executive Chief Officer Education & Learning
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Secondary Breadth & Depth National Qualifications

	2023					Breadth & Depth - LGBF Family group							
	S4						**S5**						**Ave Pos B&D.**	**SIMD %**
	1@5		3@5		5@5		1@6		3@6		5@6			Dataz's
Local Authority	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank		%
Angus	76.89	7	57.00	8	34.98	8	49.54	6	26.90	8	10.94	8	7.5	0.86%
Argyll and Bute	81.49	3	59.07	4	39.29	5	54.91	2	33.70	4	15.52	4	3.7	0.93%
East Lothian	75.33	8	57.98	6	42.26	3	54.77	3	38.36	2	20.18	2	4.0	0.57%
Highland	80.35	4	58.48	5	40.37	4	53.76	4	32.43	5	14.79	5	4.5	2.15%
Midlothian	80.33	5	57.88	7	36.09	7	47.46	8	29.76	6	13.11	6	6.5	0.72%
Moray	82.27	2	59.46	3	38.97	6	48.67	7	27.69	7	12.46	7	5.3	0.29%
Scottish Borders	80.08	6	61.12	2	42.33	2	53.51	5	34.89	3	16.50	3	3.5	0.65%
Stirling	84.64	1	67.54	1	53.58	1	64.16	1	45.22	1	25.02	1	1.0	1.08%

Improvement Activity and Next Steps to support Raising Attainment in Primary (as outlined in Members workshops Nov '23)

(i) **Progress & Achievement Tracking module – Consistent Data to support the Raising Attainment agenda.**

The expectation is that schools use attainment data regularly to monitor the rate of progress of individual pupils and plan and implement appropriate interventions to better meet the needs of pupils, where this is required. This may focus on a whole class, a particular group of learners or specific individual learners.

Headteacher feedback from 22/23 attainment summits included a request for a consistent tracking and monitoring tool to provide a common platform for attainment analysis to frame discussions within and across schools. A consistent assessment calendar complement this.

Following considerable communication with other Local Authorities on effective approaches to tracking systems, Highland Headteachers have started training in the use of Progress and Achievement (P&A) module in Seemis which allows schools to enter individual pupil attainment predictions and performance progress into a common system. This new system will benefit transition both within the school as well as between schools if children move within Highland and especially in transition to Secondary.

This session has seen initial training for Headteachers and set up of the P&A system with a planned phased approach to full use as a tracking, monitoring, and reporting tool over the next 2 years. In November this session, all schools used the module to enter ACEL predictions for P1, P4 and P7 which will frame the basis of February 2024 attainment meetings with their Collaborative Lead Officer. There has also been the opportunity for schools to be involved in a pilot roll out of the full use of the tool and we have 31 schools involved in this. Collaboration with these pilot schools will inform phase two of the planned roll out next session where all schools will use the tracking and reporting functions of the tool to better navigate progress and for all stages.

Next Steps:
- Enhanced tracking tool creating consistency of data analysis and pupil specific referencing – building on the set up and initial use of Progress and Achievement module in Seemis – next steps will include full use and roll out to all schools for tracking every stage from Aug 2024.
- Looking Outward -continue to liaise with LAs in the effective use of P&A and tracking approaches.

(ii) **Attainment Programme – School data review and attainment meetings to support the raising attainment agenda.**

The Highland Primary Attainment programme involves a raised expectation of all schools to regularly consider and discuss class attainment data. Training and support tools have been offered to classroom teachers as well as senior leaders with class and whole school level analysis tools issued. There is a Local Authority common calendar of school level attainment meetings taking place termly where Headteachers discuss with each class teacher class attainment, focussing on individual pupil progress towards achievement of a level in each curriculum area of literacy and numeracy.

ACEL predictions are gathered towards the end of term 2 from every school and a Highland dashboard is generated as well as a school level P&A data toolkit at school level. This attainment analysis is then detailed in school analysis templates which are used to frame in depth discussions at Local Authority Attainment meetings with each school in February. These meetings are carried out by the Headteacher with their Collaborative Lead Officer (CLO) and focus on pupil specific data for those children borderline to achieve or not predicted to achieve the respective level for their stage.

The pupil attainment data held within Progress and Achievement will be used by the Collaborative Improvement Team to monitor the rate of progress made by pupils within and towards achievement of a CfE level on an individual school basis, collectively as an Associated School Group, and strategically as a local authority.

The Attainment meetings offer the opportunity to challenge school attainment but also highlight good practice which can then be shared more widely through our Headteacher termly engagement events. The attainment meetings provide a platform to also support individual school contexts with planned interventions often involving more bespoke officer support for particular curriculum areas, in the form of moderation or training with class teachers.

From these meetings, the Collaborative Improvement team collate common key themes of good practice and key challenges which inform our wider strategy of support. Last session for schools that saw positive attainment trends, the common aspects of good practice identified were:
- Highland Talk for Writing programme
- Following a common assessment calendar
- School & ASG moderation activity
- Effective tracking
- Class teacher attainment meetings
- Use of Data by all staff

For schools where attainment was low, challenges included:
- Lack of staff confidence in professional judgements
- Teaching staff not engaging with data.
- Not enough focus on benchmarks when assessing.
- Lack of understanding Highland Curriculum progressions
- Inconsistent approaches to tracking & monitoring

These themes informed the local authority strategy in each area to support improving attainment.

Next Steps:
- Attainment meetings with all schools with a detailed narrative on pupils identified as borderline to achieve and /or not achieve – continuing to embed this attainment analysis practice with improved data tools this session to allow for a more forensic analysis and monitoring of pupils predicted borderline for ACEL.
- Establish an EDLT Attainment Board to monitor attainment of targeted underperforming schools receiving extra support to improve attainment.
- Continue collaborative improvement through our Primary Strategic Network - involving Collaborative Lead Officers (CLOSs) and headteachers linked to strategic improvement workstreams to support our raising attainment agenda – more information on each workstream is provided in Appendix 3 and in the presentation to committee following this item on the agenda.

- Enhanced central support to schools where contexts require a focused or intensive support category as outlined in our Collaborate Improvement Framework (Appendix 4)

(iii)   Literacy Support and progress to support the attainment agenda.
Underpinning the increase in literacy attainment is the research-based training we provide for our teachers. Our training calendar is set up in April so schools can plan the year ahead. We provide a vast amount of information which is stored within our Highland Literacy Roadmap resource and training focuses on pedagogy and quality teaching in all areas of literacy across the curriculum. The information and resources cover aspects such as, planning tools for progress, assessment, interventions at the different levels and challenge for all children.

To support moderation (collective understanding of learner progress) it is recommended that practitioners collaborate with one another to identify each learner's stage of development. The 'You can help me' guides have been created to support the planning of learning, teaching, and assessment. There are also links to resources which can support learning and teaching in the classroom.

Last session Literacy for All was added to the Highland professional learning suite. Literacy for All is a project that seeks to take Highland Council in line with the current research and recommendations made by the Making Sense Report 2020 and Dyslexia Scotland.

Highland have developed a whole school approach to the teaching of literacy, with early identification, intervention and tracking of literacy difficulties from primary one throughout primary school.
- Using the Three Wave Model of Intervention and Challenge, teachers provide targeted learning and teaching for all children as appropriate.
- From the data collected, teachers will be able to identify dyslexia where necessary and know how to support the underlying difficulties in an appropriate way.

So far 76% of Highland schools have engaged in Literacy for All training which is an increase of 19% from the previous session and 89% of schools have had at least one person engage with one or more aspects of literacy training from the professional development offer.

National Improvement in Writing Programme - Collaborating outward, Highland is involved in the National Improvement in Writing Programme delivered by the Children's and Young People Improvement Collaborative (CYPIC) and Education Scotland. The programme focuses on improving skills around 'tools for writing' at P4 level, recognised Nationally as the stage and area requiring more support. The programme is proven to raise attainment by focussing on writing pedagogy. Highland is on wave 2 of the programme with 5 schools participating in Aug to Dec and a further 5 between Jan and June. Within each wave, leaders are established to sustain the support of training into the next wave of school involvement. The planning of further roll out into next session will involve targeting schools whose writing attainment data suggests this intervention and support will make the most difference.
Next Steps –
- continue to build on the National 'Talk for Writing' programme with further schools trained and engaging.

- streamline the literacy Intervention roadmap to provide easier navigation for schools to find the most relevant and impactful intervention linked to the needs of their context.

(iv) Numeracy Support and progress to support the Raising Attainment Agenda

Highland Numeracy progressions have been developed to support planning and assessment and all Highland schools are now expected to use this framework to support planning. Highland numeracy diagnostic assessments support planning to meet the needs of individual learners and support and training in the use of this information takes the form of online resources and twilight training. A numeracy Education Support Officer has recently been appointed to help streamline and further develop these resources which will also support training of class teachers in improved pedagogy in the delivery of numeracy and mathematics lessons.

Looking outwards, Highland is taking part in the Pilot Curriculum Review for Numeracy which is attended by representatives from all Scotland's Local Authorities. Through discussions within this group, we are devising ways in which improvements can be made within Numeracy on a National Level.

Within Highland, we have a network of Numeracy Champions who are class teachers that meet to share numeracy resources and good practice as well as discuss ways to enhance the delivery of numeracy within Highland schools. The information discussed is cascaded back to our schools and Associated Schools Groups by our representatives which in turn supports the building of a sustainable network of confident practitioners across our Authority. This group also gain a national perspective through a number of its members attending the National Numeracy Network Group.

Training for all aspects of Highland Numeracy is recorded and stored centrally to allow practitioners flexible access to support their classroom practice.
A Numeracy Newsfeed allows practitioners access to the most up to date information on Numeracy.
Development of a Highland Numeracy Pathway to support schools in identifying where pupils are within a level is under development and will be completed and shared with schools by term 4.

Next Steps:
- Education Officer to support numeracy standards and central moderation expertise, working with our current Literacy Education Officer.
- Development of a Highland Numeracy Pathway to support schools in identifying where pupils are within a level.
- Looking outward – continue to liaise and learn from the National Numeracy network.

(v) Moderation & Assessment – Support and progress

The Highland Moderation and Assessment toolkit launched in March last session and contains resources and support materials to aid moderation in school and across ASG settings. The toolkit covers the different elements of the [moderation cycle](#) to allow schools the flexibility to pick up and go with resources that support professional learning in whichever aspect of the cycle is most relevant to their own context and improvement journey.

As part of this toolkit, much work has been done to provide resources to support teacher professional judgement around pupils who are borderline to achieve the level

in literacy and numeracy. This resource support teachers to check through key aspects of learning to support progression and reassure them of standards linked to benchmarks and provide confidence to achievement of a level. To support embedding the use of this resource, it will be modelled and referenced by the central external moderation support team working directly with schools.

Quality Assurance Moderation Support Officers (QAMSOs) are in place across all Associated School Groups (ASGs) and there is now a team of over 100 classroom practitioners being trained to support development of the toolkit an facilitate moderation activities within their school and ASG settings.

The role of QAMSO:
- Support facilitation of collegiate sessions at school or ASG level
- Share examples of best practice across Highland as well as National networks
- Support term 3 INSET activity – Local Authority expectation that every ASG conducts moderation.
- Signposting to resources in Literacy and Numeracy (mentioned above)
- Supporting use of professional judgement through use of benchmarks to evaluate a body of evidence.
- Supporting 'Planning for Assessment' – developing a bank of examples 'High Quality Assessment Tasks'

QAMSOs are classroom practitioners that undertake Highland and Education Scotland training to support their role. Undertaking this role develops both their own classroom practice and supports their professional development around moderation and assessment pedagogy as well as providing leadership experiences.

The training undertaken involves 6 twilight modules which run every session for new QAMSO uptake:
- Session 1 - Introduction, role of the QAMSO, policy documentation
- Session 2- Moderation Cycle – in depth look at available resources.
- Session 3- Moderation activity focusing on planning for assessment.
- Session 4- Planning a High-Quality Assessment Task
- Session 5- Achievement of/progress through a level
- Session 6- Supporting LTA approaches – ways in which QAMSO's can support Moderation.

There are also refresher modules for existing QAMSOs trained in previous years as well as regular Highland and National network meetings to allow outward collaboration and moderation.

<u>Next Steps –</u>
- Continue to embed the use of improved moderation resources and tools to support judgements   - this will be done through our QAMSO network in Feb Inset moderation events, CLOs working with schools and staff groups, and our external moderation team working with target schools.
- QAMSOs aligned to each ASG, supporting moderation events for all schools in February 2024. - Support is provided for these events in the form of exemplar materials, presentations linked to the moderation cycle and staff moderation support activities. Impact of QAMSO role will be measured in term 4 with a survey to QAMSOs and Headteachers.
- External moderation team established and working with headteachers to target schools where data suggests the context would benefit from an external moderation input to support professional dialogue around applying the National CfE benchmarks when considering a body of evidence of learning. The work of this group will commence following the attainment meetings and run through to the end of session.

(vi)   Consistency in Baseline Assessments

Feedback from Headteacher Attainment summits last session focused on the need for more consistency in timing and type of baseline assessments to allow schools to better align attainment and moderation conversations across Associated School Groups (ASGs) and wider. Schools have National Standardised Assessments (NSAs) which provide baseline testing for children in P1, P4 and P7 in the elements of literacy and numeracy in both English and Gaelic medium but there was no consistency to their use or timing. We have therefore agreed for this session, a common assessment calendar with NSAs being completed by midterm 2 by all schools.

In addition to NSAs, the authority has invested in similar baseline assessments for the other stages of the primary journey so children in P2, P3, P5, and P6 will undertake Scottish Online Formative Assessments (SOFA) this session. This investment has been welcomed by Highland Primary schools, some of whom had been using these assessments already, as they provide a standardised attainment over time measure which closely aligns with the NSA attainment data provided for P1,4,7. The reports issued from both programmes provide individualised diagnostic information aligned to the CfE benchmarks to inform next steps in learning.

Initial training has been rolled out with more planned twilights to support teaching staff and senior managers to use the information to support learning and strategic improvement in literacy and numeracy.

(vii)   Collaborative Improvement

Highland's draft Collaborative Improvement Framework and Strategy was outlined at June Committee last session. This document details support and expectations with clear guidance and a framework of support.

As part of this, Collaborative Lead Officers (CLOs) provide differing levels of support to each school linked to individual contexts. All CLOs visit each school regularly during a school session to support and challenge the ongoing self-evaluation of a school's improvement journey.

CLOs and headteachers use attainment data to monitor pupils' rate of progress through a CfE level for all stages. This focuses on specific classes, groups or individual learners and the impact of additional support or intervention strategies that have been introduced to address the rate of progress for these pupils.

(viii)   Learning & Teaching

68% of the 25 schools inspected by Education Scotland between August 2022 and June 2023 were evaluated as good or very good in 'learning, teaching and assessment.' A similar comparison Nationally (excluding Highland) equates to 69% of schools inspected receiving similar gradings for learning and teaching. A grade 4 equates to a 'good' evaluation and a grade 3 a satisfactory evaluation. Across the 25 schools inspected last session the average grade for learning, teaching and assessment was 3.7, Nationally this average is 3.8, and across all Highland school standards and quality reports the average grade stands at 3.9. The Headteachers from the 17 schools who received a 'good 'or very good' evaluation have been involved in the sharing of good practice sessions at the termly headteacher meetings.

Looking Outward - In partnership with Education Scotland and as a result of Collaborative Improvement work with ADES, in August and September 2023, all

Highland Headteachers were invited to attend two training sessions delivered by HMI colleagues. Overall, feedback from the sessions has been positive with Headteachers cascading key messages to their school teams. 74% of the 63 Primary Headteachers who responded to a subsequent survey, reported that 'learning, teaching and assessment' is the focus of current school improvement planning.

Following consultation, the learning & teaching strategic action plan has been reviewed, with the main action being the development of a learning and teaching standard/policy. The aim of the policy is to provide a shared language of 'high quality' and illustrate this across key aspects of learning and teaching. It is hoped that this will support consistency across schools. The Primary Strategic Group and representatives from Secondary HSHA have worked on this with Collaborative Lead Officers and are currently finalising a draft to be shared for feedback from the wider Headteacher group. Further work is planned to develop professional learning modules, self-evaluation activities and spotlight sessions.
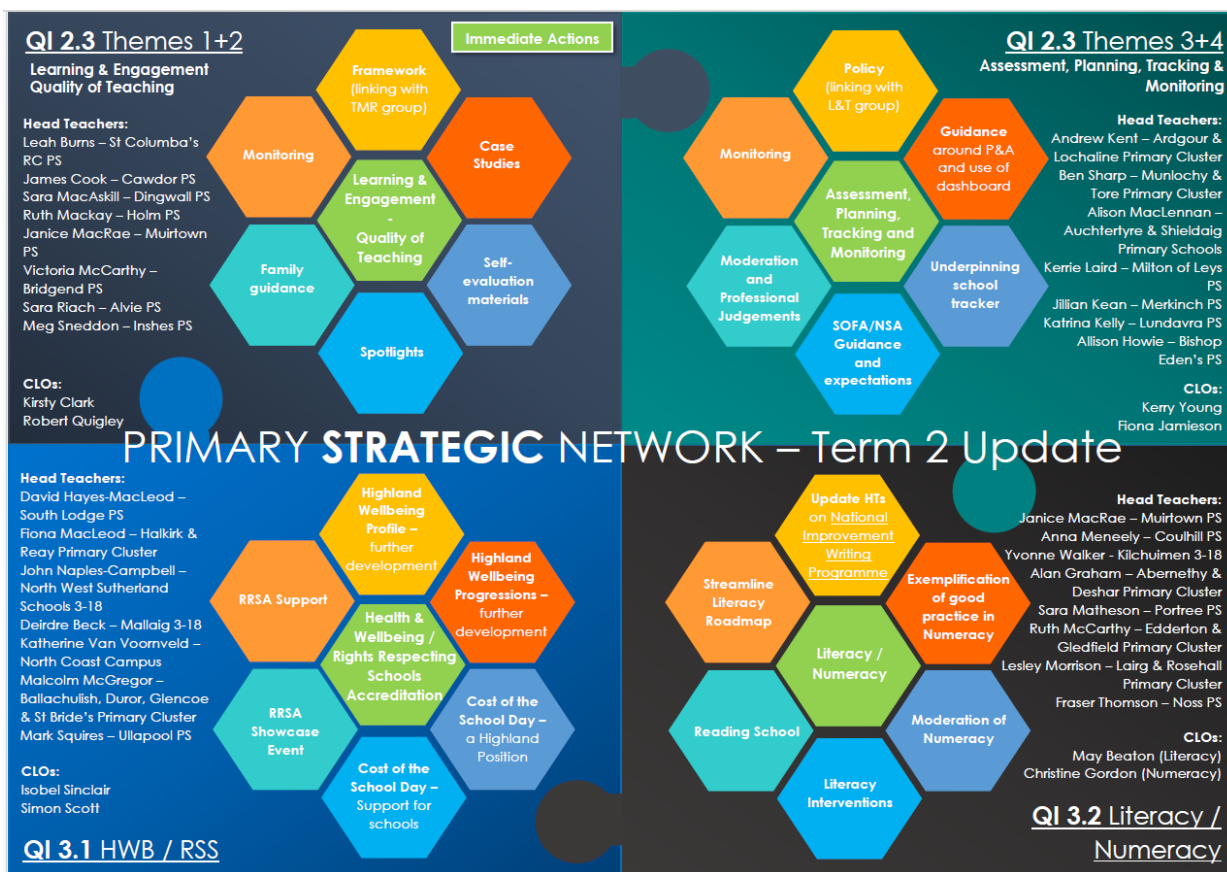
Appendix 4
Collaborative Improvement Framework – School Support Framework

Universal, Focused, Intensive Categories – Schools

Universal For schools to be in the Universal category, all aspects below will be reflective of their context	Focused For schools to be in the focused category there will be evidence of one or more of the following	Intensive For schools to be in the intensive category there will be evidence of one or more of the following
Improvement planning is addressing areas for development leading to a positive impact on learners	There is insufficient evidence to support the school's self-evaluation.	The school is judged by HMIe as not meeting the National Standard, requiring Local Authority support or a revisit.
Standards and progress are at the expected benchmarked level *	Declining attainment or consistently below benchmarked levels in one or more areas	Verified/Significant concerns about the effectiveness of the school are raised from a range of sources including parents, staff, pupils, partners and /or leaders (impacting on core QIs?)
The school's Standards & Quality report indicates gradings of good or better across core aspects and there is sufficient evidence to support this.	Absence and persistent absence rates are increasing	Financial monitoring identifies significant budgetary concerns
Attendance is in line with national averages & / or attendance monitoring procedures are in place where required. Exclusions are at least in line with or lower than national averages.	Exclusion rates increasing over time	Declining overall attainment and significantly below comparator schools.
Safeguarding procedures in place	Head Teacher is new to headship, new to Highland Council or is in an acting capacity	Concerns identified re capacity for continuous improvement
	Safeguarding procedures are not fully in place.	

* benchmarking against virtual comparator in National attainment tools – Insight/ BGE Benchmarking tool

Universal, Focused, Intensive Support – Schools

Universal	Focused	Intensive
Standards & Quality, School Improvement Plan review	As with universal and in addition:	As with universal, may also include elements of focused but will include:
Bi-annual attainment reviews	Support/challenge will take place termly around evidence of improvements linked to the SIP and identification of next steps. This will include evaluation activities of, and support around: • Professional Learning • Evidence of Learning • Attainment and achievement • Learning walks/ lesson observations • Data & Reporting • Stakeholder voice • Leadership • Professional Learning	An action plan drawn up by CL/ HT to frame short term (2-4 week) actions which will underpin SIP and any additional requirements. At least, a monthly review of progress meeting, identification of next steps and continued action planning with appropriate timescales. *A timely, collaborative focused review involving CL, HT/SMT and Area Manager (& other CLs/officers depending on size and focus)
Termly area level offer	Presentations/CLPL support around identified core areas of practice Use of Core QI documentation Ongoing attainment monitoring QA processes review	CLPL support as required to support improvement activity
Ensuring effective use of supporting documents	Headteacher induction for newly appointed Headteachers	Ongoing support with follow-through inspection activity
Support with quality assurance / VSE* / or other aspects of the CI framework of		
Support, Challenge and Review as requested		

*VSE (inc SMT Peers and CL) framework / paperwork to be considered
*Review Timeline and review paperwork to be established

Universal	Focused	Intensive
Also will have access to: • Ongoing QAMSO offer • Probationer Support • Ongoing professional learning opportunities delivered by Local Authority, Northern Alliance and National offers as appropriate: • Digital technology, 1+2, STEM, DYW, literacy, numeracy; Effective use of Data; Leadership; HWB		
Support with recruitment of new Headteachers and Depute Headteachers		