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## NORTH AYRSHIRE COUNCIL

29 October 2019

### Cabinet

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**Title:** Scottish Attainment Challenge in North Ayrshire – Progress Report

**Purpose:** To inform Cabinet about the impact of the Scottish Attainment Challenge on improved outcomes for learners in North Ayrshire.

**Recommendation:** It is recommended that Cabinet:  
(i) Notes the progress being made to date; and  
(ii) Agrees to receive a further progress report in one year

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### 1. Executive Summary

- 1.1 Following the fourth year of working as a Challenge Authority, North Ayrshire Council is making very good progress towards improving learning, raising attainment and closing the poverty-related attainment gap. Improvements can be seen across a range of overarching indicators for literacy, numeracy and health and wellbeing. These improvements also compare well when benchmarked nationally.
- 1.2 The individual workstreams of the Attainment Challenge in North Ayrshire continue to make strong progress and are reaching a wider range of learners across the local authority. This increased activity is making a stronger contribution towards the overall success of the Attainment Challenge.
- 1.3 Self-evaluation and sustainability of impact beyond the life of the programme are key features of approaches to planning for the future.




### 2. Background

- 2.1 In February 2015, the Scottish First Minister launched the Scottish Attainment Challenge and the £750m Attainment Scotland Fund. This initiative aims to provide targeted support to increase the educational attainment and outcomes of children in Scotland's highest concentrated areas of deprivation.
- 2.2 North Ayrshire is one of nine Challenge Authorities, identified as facing the most challenges as a result of deprivation. The other Challenge Authorities are Glasgow, Dundee, Inverclyde, West Dunbartonshire, Clackmannanshire, North Lanarkshire, East Ayrshire and Renfrewshire. The Fund targets improvements in literacy, numeracy and health and wellbeing.

- 2.3 The work of the Attainment Challenge in North Ayrshire is governed by the Attainment Challenge Programme Board (ACPB), which is chaired by the Head of Service (Education) and which reports to the Children's Services Strategic Partnership Board (CSSP).
- 2.4 The workstreams established to deliver improvements and reduce the poverty-related attainment gaps were:
- Improving learning and teaching through the establishment of a Professional Learning Academy;
  - Creating nurturing schools;
  - Developing and maintaining good mental health and emotional wellbeing;
  - Supporting enhanced family learning;
  - Developing and embedding quality leadership at all levels; and
  - Developing data literacy skills in our staff to support targeted improvements.
- 2.5 **Overall progress to date:** The Education Scotland inspection in 2018 concluded that North Ayrshire is making very good progress in improving learning, raising attainment and closing the poverty-related attainment gap. A summary of overarching progress towards closing the gap in literacy, numeracy and health & wellbeing is provided in paragraphs 2.6-2.10 below
- 2.6 Literacy:
- Overall literacy attainment levels for all learners have increased year on year since 2015.
  - Good progress has been made in reducing the early years milestone literacy attainment gap.
  - The primary attainment gap in literacy has remained fairly consistent overall since 2015, although there are notable improvements in the areas of reading and in listening and talking (key focus areas of the attainment challenge targeted interventions).
  - Since the attainment challenge commenced the local authority has seen a significant reduction in the secondary literacy attainment gap of 16 percentage points.

Performance Measure (Literacy)	2015-16	2016-17	2017-18	2018-19	Showing Improvement since 2015
Percentage point difference (pp) of children achieving the NAC early years developmental milestones before P1 (literacy component). <b>Gap between SIMD 1&amp;2 and SIMD 3-10.</b>	N/A	3*	11	6	✓
Percentage point difference (pp) of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing, talking and listening) <b>Gap between SIMD 1&amp;2 and SIMD 3-10.</b>	12	13	12	12	⚠
Percentage point difference (pp) of S3 pupils achieving third level or better in literacy (based on reading, writing, talking and listening) <b>Gap between SIMD 1&amp;2 and SIMD 3-10.</b>	22	8	2	6	✓




\* NB early years developmental milestones dataset was changed after 2016-17, making direct comparison before 2017-18 invalid.

Key	
Very good or good progress in reducing the gap	
Some progress in reducing the gap	
Limited or no progress in reducing the gap as yet	

2.7 National comparator statistics are available for 2017-18. In literacy, 66% of North Ayrshire's primary school learners living in the most deprived areas (SIMD 1&2 – as determined by the Scottish Index of Multiple Deprivation (SIMD)) achieved the expected levels of literacy. This compares favourably with the national figure of 62% for the same measure. Furthermore, the **gap** in primary literacy attainment **between the most and least deprived** was **3 percentage points lower** in North Ayrshire than it was across Scotland as a whole. In secondary schools, 91% of S3 learners living in the most deprived areas (SIMD 1&2) achieved the expected level or better in literacy. Again, this is above the national figure of 81% for the same measure.

## 2.8 Numeracy:

- There has been a positive trend in improved attainment levels for all in numeracy since 2015.
- Good progress is being made to reduce the gap in numeracy attainment before Primary 1.
- Some progress is being made to reduce the attainment gap in numeracy at all primary stages (with particularly strong progress at P4).
- There has been a significant reduction in the secondary numeracy attainment gap since 2015.

Performance Measure (Numeracy)	2015-16	2016-17	2017-18	2018-19	Showing Improvement since 2015
Percentage point difference (pp) of children achieving the NAC early years developmental milestones before P1 (numeracy component). <b>Gap between SIMD 1&amp;2 and SIMD 3-10.</b>	N/A	3*	9	6	
Percentage point difference (pp) of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy. <b>Gap between SIMD 1&amp;2 and SIMD 3-10.</b>	11	9	9	10	
Percentage point difference (pp) of S3 pupils achieving third level or better in numeracy. <b>Gap between SIMD 1&amp;2 and SIMD 3-10.</b>	18	12	1	6	

\* NB early years developmental milestones dataset was changed after 2016-17, making direct comparison before 2017-18 invalid.

2.9 In comparison to the national performance (2017-18), a greater proportion of North Ayrshire's most deprived primary school learners (75%) achieved the expected levels of numeracy than nationally (71%). Again, the **gap** in primary numeracy attainment **between the most and least deprived** was **3 percentage points lower** in North

Ayrshire than it was across Scotland as a whole. In secondary schools, 92% of S3 learners living in the most deprived areas (SIMD 1&2) achieved the expected level or better in numeracy. Again, this is above the national figure of 82% for the same measure.

## 2.10 Health and Well-being

Using the Pupil Attitudes to Self and School (PASS) survey as a benchmark, the local authority has continued to make progress in reducing the gap between the responses of the most and least deprived learners in relation to their views on health & wellbeing. Due to introduction of the national health and wellbeing census, the local authority will discontinue the PASS performance measure for health & wellbeing from future Scottish Attainment Challenge reporting.

Performance Measure (Health & Wellbeing)	2015-16	2016-17	2017-18	2018-19	Showing Improvement since 2015
Percentage point difference (pp) of children achieving the NAC early years developmental milestones before P1 (health & wellbeing component). <b>Gap between SIMD 1&amp;2 and SIMD 3-10.</b>	n/a	n/a	5	3	✓
Percentage point difference (pp) of P1-P3 children in satisfaction with school across all factors of the PASS** survey. <b>Gap between SIMD 1&amp;2 and SIMD 3-10.</b>	n/a	n/a	1	0.2	✓
Percentage point difference (pp) of P4-P7 children in satisfaction with school across all factors of the PASS** survey. <b>Gap between SIMD 1&amp;2 and SIMD 3-10.</b>	n/a	n/a	6	6	⊗
Percentage point difference (pp) of S1-S6 pupils in satisfaction with school across all factors of the PASS** survey. <b>Gap between SIMD 1&amp;2 and SIMD 3-10.</b>	n/a	n/a	8	9	⊗

\*\* PASS Survey = Pupil Attitudes to Self and School survey (electronic questionnaire), commenced in 2017-18.

**2.11 Progress made within individual workstreams:** a summary of key operational activity and progress made in each of the key workstream areas is provided below at 2.12-2.17. The individual workstreams are a significant part of our targeted interventions, which together have contributed to the overarching indicators of progress already described above.

## 2.12 **Professional Learning Academy:**

- Over the course of 2018-19 the Professional Learning Academy worked with all primary schools in the authority. This meant direct impact upon 400 practitioners and 3,580 learners who were involved in a range of training and interventions which took place within their establishments. In addition to this, 1,389 practitioners attended twilight training events. Over the course of 2018-19 15 interventions were offered which took place in establishments over 8 – 14 weeks depending on the nature of the support.

- Twilight training events were very positively received with almost all participants either agreeing or strongly agreeing that courses were professionally relevant and of a very high standard. There were 47 different literacy events (756 participants), 23 focused on numeracy (481 participants) and 8 with a pedagogical focus (152 participants). Literacy events were very positively received with 100% of attendees across all courses strongly agreeing that the courses were very professionally relevant, increased their knowledge of the subject matter and provided them with opportunities for professional dialogue as well as practical ideas.
- The impact of interventions on improving the quality of learning and teaching, as well as impacting on progress in literacy and numeracy has been positive. A data impact summary is attached at Appendix 1.

### **2.13 Nurture:**

- Nurture and restorative approaches have continued to be embedded and developed across all education establishments in North Ayrshire in the 2018/19 academic session. Evidence collected in the last academic session indicates significant shifts at early years, primary and secondary levels, which strongly suggests that nurture group interventions are both necessary and impactful at different stages of education.
- 7 early years nurture provisions operated in 2018/19 academic year and 70 children (62% male, 38% female) have now completed this intervention with 63% of these children in SIMD 1 and 2.
- 25 primary nurture groups operated in the 2018/19 academic year. This included 5 new additional nurture groups. To date, 234 young people (60% Male, 40% Female) have received the primary morning nurture intervention with 71% of these children in SIMD 1 and 2.
- Across North Ayrshire, there are 8 secondary nurture groups that are being funded through the Scottish Attainment Challenge. Following the academic session of 2018/19, 196 young people (54% Male, 46% Female) have received the secondary nurture intervention. From this cohort of young people, 63% who have completed secondary nurture have been in SIMD 1 and 2.

### **2.14 Family Learning:**

- In the 2018/19 academic year there were 606 family learning programmes with 532 in primary schools & 74 in secondary schools. This resulted in over 3000 families participating in family learning programmes. The impact of these was an improvement in the extent to which families have increased knowledge, confidence and understanding in how to support their children's learning at home and in school.

### **2.15 Mental Health and Well-being:**

- The workstream identified and implemented a wide range of strategies and resources in order to improve the access that children and young people have to supports for their emotional wellbeing in the 2018/19 academic year.
- Counselling services have continued to be delivered in primary and secondary schools in this reporting period. Place2be's primary school counselling service operates in six primary schools & pupils in all secondary schools are provided with access to a school counsellor. Since June 2017 the secondary counselling service has been accessed by 659 young people.

### **2.16 Data Analysis:**

- There has been an increase in the number of class teachers taking on the role of data coach within our primary establishments. Where the data coach is a class teacher, establishments report that this is having a positive impact on data literacy across the school. Qualitative data from quality improvement visits show that in some schools there is an increased confidence amongst staff when analysing their own data. Data is being used more effectively to help plan support strategies for our children and young people. Leadership teams report that class teachers feel more confident when preparing for tracking meetings. Discussions at tracking meetings are therefore more robust and have a clear focus on how data is being used to help with the planning process.
- From the secondary data confidence questionnaire 80% of respondents said that they are confident in analysing their own data and that 88% reported that they use a variety of data sources to improve outcomes for their learners.

### **2.17 Leadership:**

- A number of leadership opportunities were funded through the Scottish Attainment Challenge in the 2018/19 academic year including the Head Teacher Leadership Academy, Middle Leadership Programme, Coaching & Mentoring and a Parental Empowerment Programme.
- Following participating in the Head Teacher Leadership Academy programme:
  - 3 participants have now secured Head Teacher posts (permanent or acting).
  - 1 applicant has progressed from Depute Head Teacher to leading the Leadership Development Framework within North Ayrshire Council as a Senior Manager (Education)
  - 3 participants have successfully applied to undertake Into Headship in academic session 2019/2020 and are progressing well with this Masters level study.
  - All participants have sought further professional learning opportunities to develop their leadership capacity and/or develop the leadership capacity of others.

2.18 In its inspection report of July 2018, Education Scotland highlighted the following strengths in North Ayrshire's approach to improving learning, raising attainment and narrowing the poverty-related attainment gap:

- The central officer team's drive, vision and capacity for continuous improvement, supported by strong governance structures, provide opportunities for innovation within an appropriate framework of accountability at all levels.
- There are shared values and common purpose where school staff feel valued and very well supported.
- Very strong leadership is driving improved outcomes for children and young people.
- Partnership working within the Scottish Attainment Challenge thematic workstreams is leading to improved outcomes for children, young people and their families living in the highest areas of deprivation.
- Very effective self-evaluation is leading to improved learning, raised attainment and a narrowing of the poverty-related attainment gap.
- Very strong approaches to staff development are evident across the whole authority led by the work undertaken by the PLA. The development of leadership at all levels is building leadership capacity across the authority.

2.19 Our progress as a local authority has been benchmarked against the other eight challenge authorities and through Education Scotland's inspection process. North Ayrshire is one of five local authorities to receive an evaluation of Very Good or better through inspection and a range of our approaches are highlighted as good practice in the recently published summary of inspections of all nine Challenge Authorities.

2.20 Self-evaluation is an important part of the overall approach of the Attainment Challenge Programme Board (ACPB). As such there is an ongoing programme of self-evaluation activity to ensure that our focused work is targeting the correct areas and the correct groups of learners to maximise the impact of the funding on learner outcomes.

2.21 In June 2018, the ACPB created sustainability principles for the work of the Attainment Challenge in North Ayrshire beyond the end of the funding. These principles are:

- Use quality assurance and measuring impact as the basis for decision-making;
- Consider workforce planning implications;
- Consult with schools and strengthen links between SAC & PEF;
- Develop sustainable, in-house expertise and resources; and
- Explore partnership funding.

A consultation session was held with Head Teachers in November 2018. Feedback was sought on the approaches which were having the greatest impact, what is working well and what could be improved. This feedback was used to inform next steps and to shape our thinking about sustainability.

2.22 A summary of key planned activity for 2019-20 is provided at Appendix 2.

### **3. Proposals**

#### **3.1 It is proposed that Cabinet:**

(i) notes the progress being made and commends the work of staff and partners across North Ayrshire in the ongoing delivery of improved outcomes for our learners and a reduction in the poverty-related attainment gap.

(ii) agrees to receive a further progress report in one year.



#### **4. Implications/Socio-economic Duty**

##### **Financial**

- 4.1 The Attainment Challenge commitments within current financial resources and funded by Scottish Government.

##### **Human Resources**

- 4.2 None.

##### **Legal**

- 4.3 None.

##### **Equality/Socio-economic**

- 4.4 The focus of the work of the Attainment Challenge is to reduce the impact of poverty on outcomes for our young people.

##### **Environmental and Sustainability**

- 4.5 None.

##### **Key Priorities**

- 4.6 Council Plan Priority:  
“Children experience the best start in life.”

##### **Community Wealth Building**

- 4.7 The continued reduction of the poverty related attainment gap ensures wider access to local economic and employment opportunities.

#### **5. Consultation**

- 5.1 Attainment Challenge consultation has been documented in individual workstream plans when deemed appropriate in relation to the development of new initiatives, interventions and programmes. Regular consultation and evaluation from those engaged in Attainment Challenge programmes as participants, practitioners, partners and school leaders is collected and evaluated on an on-going basis to support future programme improvements and development.

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For further information please contact **Andrew McClelland, Head of Service (Education)**, on **01294 324413**.

## **Background Papers**

1. Scottish Attainment Challenge in North Ayrshire (Cabinet Report 29/9/17)
2. [Inspection of Local Authorities: How well is North Ayrshire Council improving learning, raising attainment and closing the poverty-related attainment gap \(July 2018\)](#)
3. [How well are the Scottish Attainment Challenge Authorities improving learning, raising attainment and closing the poverty-related attainment gap? Summary Report \(June 2019\)](#)

### Training, Interventions & Twilight Programmes

#### Training and Interventions:

<b>ESTABLISHMENT ENGAGEMENTS</b>	<b>133</b> <small>-almost all establishments involved in more than 1 intervention-</small>	<b>STAFF</b>	<b>400</b>	<b>LEARNERS</b>	<b>3,580</b>
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Title - Team - Lead	Establishments - Staff - Learners		High Level Impacts
<b>SHORS</b> Strathclyde Higher Order Reading Skills Literacy	E	6	<b>12 week intervention</b> ⇒ Learners who were assessed (205) demonstrated that SHORS had an effect size of up to 1.68. This is very significant. An effect size of 0.4 is above average for educational research. An effect size of 1.0 is typically associated with advancing learners' achievement by 1 year or improving the rate of learning by 50% ⇒ Teacher confidence in explicitly teaching comprehension strategies increased by 90%: only 10% of practitioners reported feeling knowledgeable and confident in this pre-intervention. This had risen to 100% post-intervention.
	S	36	
	L	840	
<b>SHORS:</b> Literacy Across the Curriculum <small>-Secondary Focus-</small>	E	2	<b>8 week intervention – this is the mid-point data</b> ⇒ As a baseline, very few learners could explain strategies such as questioning (12%) and inferring (15%) ⇒ In the assessment, learners struggled to create an accurate summary (20%) and only 4% of learners correctly answered the more challenging question involving use of inference ⇒ In the pre-intervention questionnaire 61% of practitioners rated their knowledge of how to use comprehension strategies within their subject as 'low' or 'medium'
	S	24	
	L	448	
<b>Reading Recovery</b> Literacy <small>-Primary 2-</small>	E	11	<b>20 week intervention – this is the final data for COHORT 1 &amp; some of COHORT 2, 32 learners in the 2<sup>nd</sup> cohort will continue after the summer break</b> ⇒ The average improvement within 18 weeks (or less) is 12 PM book levels. ⇒ All 57 pupils are now able to read familiar text without support and have made significant progress in writing. ⇒ 3 months after completing the programme almost all learners (96%) continued to make improvements in reading and writing
	S	11	
	L	88	
<b>Phonological Awareness: 0.2 Leadership of Literacy</b> Literacy <small>-Early Years &amp; Primary 1-</small>	E	16	<b>24 week training for practitioners – extended from 12 weeks at request of practitioners and following mid-point evaluation data</b> ⇒ Only 17% of participants rated their understanding of the developmental stages of phonological awareness as high. This increased to 83% mid-intervention and reached 100% by the end of the programme. An increase of 83%. ⇒ Only 23% of participants were able to describe what is meant by 'phonological awareness' prior to the training. This rose to 82% by mid-session and then to 100% by the end. An increase of 77%. ⇒ 100% of participants felt confident in putting the learning into practice and leading on policy development within their own establishments.
	S	22	
	L	170	
<b>Talk Boost 1 &amp; 2</b> Literacy (S & L) <small>Early, 1<sup>st</sup> &amp; 2<sup>nd</sup></small>	E	7	<b>8-10 week intervention (practitioners &amp; classroom assistants)</b> ⇒ ALL pupils involved made significant gains in their spoken language and narrative. ⇒ 75 percentage point increase in pupils achieving their expected level in understanding & using vocabulary, sentences & asking questions (TB1) ⇒ In TB2, most significant gains were made in 'listening carefully' (57% increase in children achieving expected level) and 'telling stories' (48% increase). ⇒ ALL practitioners involved increased their understanding of how to support children with language delay by 100%. Prior to the interventions, all had rated their knowledge and skills in this area as 0.
	S	29	
	L	59	
<b>Attention &amp; Listening</b> Literacy (S & L)	E	7	<b>6 week intervention</b> ⇒ Pre and post practitioner confidence ratings across all 3 cohorts showed an average increase of 94% in understanding of the developmental stages of developing attention and listening skills ⇒ Post-intervention 94% of participants rated their knowledge of how to develop attention and listening skills in children as 'high'. ⇒ The number of children with 'severe' attention and listening difficulties decreased from 33% to 3% post-intervention (this data was taken from JAN-MAY groups as the intervention assessment was revised in December 2018).
	S	33	
	L	411	
<b>Talk for Writing (Pilot)</b> Literacy	E	3	<b>20 week intervention and training</b> ⇒ Pupils were assessed using the Ros Wilson Scottish Criterion scale. All learners increased their attainment by five of more sub-divisions ⇒ Learners' reported that their confidence in independent writing increased by on average 27%
	S	5	
	L	18	
<b>Story Grammar</b> Literacy <small>-Early Level-</small>	E	5	<b>8 week intervention</b> ⇒ Amongst P.1 learners, the largest average increases amongst learners were in sequencing a story (46% increase) and in retelling a story (37% increase). ⇒ In early years, the largest average increases were in imitating different characters using voice, emotion and action (48% increase) and anticipating and completing lines from a familiar story/rhyme (47% increase).
	S	37	
	L	75	
<b>Maths Through Coding</b> STEM <small>-Primary 6 &amp; 7-</small>	E	3	<b>8 week training &amp; intervention</b> ⇒ Overall post-intervention assessment showed an average increase in young people's knowledge of coding of 54% ⇒ Post-intervention 100% of practitioners rated their confidence in teaching maths through coding had risen from none to high. ⇒ Skills and understanding in 'loops' and 'sequencing' increased by 51% and 41% respectively.
	S	10	
	L	169	

### Training, Interventions & Twilight Programmes

<b>A Coaching Approach to Maths Mathematics</b>	E	10	<b>27 week training &amp; coaching</b> ⇒ Introducing the Vygotskian approach to solving problems in mathematics using Galina Dolya's Key to Learning and supporting staff to plan, implement and assess children's learning experiences. Progress was measured using an assessment designed around the Benchmarks. ⇒ Average increase in scores post-intervention was 28%
	S	52	
	L	558	
<b>Cooperative Learning: Maths into Science STEM</b>	E	4	<b>8 week training &amp; intervention</b> ⇒ The average increase in scores post intervention was 40% point increase in learners' knowledge and skills in cooperative learning, line graphs, bar graphs, ratios and mathematics. ⇒ Pre-intervention only 43% of practitioners felt confident in planning and delivering these experiences. Post intervention this had risen to 100%.
	S	7	
	L	127	
<b>Visual Literacy Rich Science STEM</b>	E	6	<b>8 week training &amp; intervention</b> ⇒ Across P.7, S.1 and S.2 learners, the average increase in the understanding of visual literacy skills was 67%. ⇒ Learners understanding of how these skills could be applied, rose by an average of 52% ⇒ Pre-intervention only 16% of practitioners felt confident in planning and delivering these experiences. This rose to 100% post intervention.
	S	12	
	L	207	
<b>Visible Learning STRAND 1: Visible Learners Pedagogy</b>	E	6 sec. + 21 pri.	<b>11 week training on STRAND 1: VISIBLE LEARNERS</b> ⇒ Post-training, 68% of participants felt that their learners had a better understanding of what they were learning in each lesson. This compares to 42% pre-intervention. ⇒ Post-training, participants felt that pupils were more confident in articulating their lack of understanding: this had risen from 48% to 81%. ⇒ Readiness for implementation and school commitment are essential ingredients and a revised approach will need to be considered for next year
	S	52	
	L	N/A	
<b>Visible Learning STRAND 3: Inspired &amp; passionate teachers STRAND 4: Feedback Pedagogy</b>	E	4 sec. + 16 pri.	<b>10 week programme on STRAND 3: Inspired &amp; passionate teachers &amp; STRAND 4: Feedback</b> ⇒ Post-training, 50% of participants felt that all learners were being appropriately challenged. This compares to 20% pre-training. ⇒ The level of teacher collaboration had also increased post-training, again from 20% to 50%. ⇒ Following a change to the approach for the STRANDS 3 & 4, 100% of participants found the coaching sessions excellent or very good.
	S	40	
	L	N/A	
<b>Loose Parts Play Early Years</b>	E	6	<b>12 week training</b> ⇒ An average increase of 28% in children's level of engagement which will impact positively on their cognitive development and deep level learning. ⇒ The Radar Graph evaluation showed a 26% average overall increase in learners' confidence across the 5 areas assessed – curiosity, applying creativity, open mindedness problem solving and imagination.
	S	30	
	L	410	

### Twilight & In-service Training:

<b>EVENTS</b>	<b>78</b>	<b>ATTENDEES</b>	<b>1,389</b>	<b>EVALUATIONS</b>	<b>1,378</b>
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Team & Lead	Events - Attendees - Evaluations		High Level Impact
<b>LITERACY</b> Gillian Seaman PT Julie Auld PT	E	47	⇒ 100% of attendees across all courses strongly agreed that the courses were very professionally relevant, increased their knowledge of the subject matter and provided them with opportunities for professional dialogue as well as practical ideas ⇒ Reading continues to be a strong focus for twilights and demand continues to be very high
	A	756	
	Ev	749	
<b>NUMERACY &amp; STEM</b> Kirsty Stephen PT	E	23	⇒ 100% of attendees rated the courses as excellent ⇒ The practical activities and advice for the use of concrete materials were seen as powerful elements of all courses
	A	481	
	Ev	481	
<b>PEDAGOGY</b> Dolina Rumbold PT	E	8	⇒ Differentiation training events were most popular ⇒ 100% of attendees rated the course aims and objectives as very relevant or relevant ⇒ 100% of attendees of the Advanced Approach to Differentiation course found it to be of immediate professional relevance ⇒ Professional dialogue, ideas and resources were seen as the most beneficial aspects to these sessions
	A	152	
	Ev	148	

## **Summary of Scottish Attainment Challenge workstream key actions for 2019/20 academic year.**

### **PROFESSIONAL LEARNING ACADEMY**

- Continue to offer a range of targeted programmes & twilight training opportunities for practitioners with a focus on Literacy, numeracy, pedagogy, STEM and Creativity.
- Develop a range of programmes & twilight opportunities for practitioners within the ASN sector.
- Enhance partnership working with other education authorities in the South West Education Improvement Collaborative in relation to professional learning.

### **NURTURE**

- Further embed Nurture across early years, primary and secondary establishments through targeted nurture groups & whole school training.
- Enhance the workstreams focus on sustainability of Nurture to ensure impact is sustained when Scottish Attainment Challenge funding ceases.

### **MENTAL HEALTH & WELLBEING**

- Continue to offer a range of targeted counselling support to primary and secondary schools across the authority.
- Continue to deliver a range of initiatives, interventions and programmes to education establishments to support learners mental health & wellbeing within universal services.

### **DATA ANALYSIS**

- Provide an enhanced role for school data coaches to drive use of data in classroom-based improvement planning.
- Roll out of Power BI to digital school data pack to all establishments to enable primary and secondary schools to have greater access to data in school improvement planning.

## **LEADERSHIP**

- Launch of a new leadership development framework which provides a range of leadership development opportunities to primary and secondary school practitioners to enhance their leadership capacity.
- Use of facilitation in secondary school leadership teams, in identified areas of school improvement, to devise improvement project outcomes that can be shared across the local authority.

## **FAMILY LEARNING**

- Continue to deliver a range of family learning programmes, interventions and development opportunities across North Ayrshire and areas of highest deprivation.
- Launch of a new approach to measurement of family learning programme outcomes, which has a great focus on strengthening links to school improvement plan outcomes.