

EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

THURSDAY 5 FEBRUARY 2015

Report by Director of Education

RAISING THE ATTAINMENT OF THE LOWEST PERFORMING 20%

PURPOSE OF THE REPORT

1. To inform elected members of:
 - a) The progress made from 2010-11 to 2013-14 in raising the attainment of the lowest performing 20%; and,
 - b) The strategies used and the good practice developed by establishments to support the lowest performing 20%, particularly during 2013-14.

RECOMMENDATION

2. It is recommended that elected members comment on and note this report as a summary of the Education Department's progress in raising the attainment of the lowest performing 20% from 2010-11 to 2013-14.

BACKGROUND

3. The Education Department's vision statement "*Everyone Attaining, Everyone Achieving through Excellent Experiences*" reflects the commitment and expectation that all learners will be supported to realise their potential.
4. Members will be aware of the Local Improvement Plan 2014-2017, which outlines high level areas for improvement for all services and schools. The plan includes "An Improvement in the attainment of the lowest-performing 20% of East Renfrewshire's school age children and especially looked after children" as one of the expected outcomes and impacts. Previous Local Improvement Plans contained similar objectives, which have been reported on through the annual Standards and Quality Report.
5. Elected members will also be aware that the Outcome Delivery Plan 2014-17 includes, as in previous years, specific indicators and targets for the lowest performing 20%.
6. From school session 2011-12 the Education Department has worked with schools and preface establishments to target resources where possible to support the lowest performing 20%. In addition to head teachers seeking to target their resources, £485,000 has been provided in the form of specific funding approved by the Council to improve the performance of the lowest 20%. This funding has been used for additional teachers, Child Development

Officers and resources. Head teachers have been able to allocate their funding based on local needs, strategies that had worked previously and national research; the only proviso was that it was used to target improving the attainment of the lowest performing 20% of children and young people.

7. The department organised events to allow head teachers and schools to share best practice and during 2013-14 head teachers were asked to complete an action plan to support school planning and evaluate the impact of their work with the lowest performing 20%. To help share best practice the completed action plans were submitted to the Quality Improvement team.

REPORT

8. This report sets out a high level summary of the progress of schools in raising the attainment of the lowest performing children and young people from 2010-11 to 2013-14. Summary performance results are attached in Appendix 1.

9. The Local Improvement Plan includes a number of expected outcomes / impacts which focus on raising the attainment of all pupils such as improved reading, writing and mathematics throughout the years of the broad general education and improved attainment in the senior phase. The improvements that establishments have made have realised benefits for all pupils including those in the lowest performing groups. Appendix 1 also provides a high level summary of these improvements.

10. Performance and tracking information including baseline assessments, standardised tests, Curriculum for Excellence attainment and SQA data was used by head teachers to identify children and young people who were in the lowest performing 20% in each establishment. In some instances this group overlapped with other vulnerable groups, for example, pupils with Additional Support Needs, Looked After pupils and those children and young people entitled to free school meals.

11. The strategies that schools and prefive establishments used to improve the attainment of the lowest performing 20% such as developments in learning and teaching, assessment is for learning approaches and parental involvement also resulted in gains for all pupils.

12. The department has worked with partners in CHCP to support all nursery staff to develop their skills in interacting with children. The Hanen Programme, ABC and Beyond train staff in helping children to develop their understanding of stories, turning book reading into a conversation, helping children to use language to help them learn and developing their knowledge of print. Developing Family Friendly approaches in all our nurseries is supporting parents to play and learn with their children.

13. There is a strong link between children's attendance and attainment, therefore all ERC schools and prefive establishments focus on raising the attendance of all children and young people in order to maximise opportunities for learning. In addition, developing positive, inclusive learning environments and reducing exclusions leads to improved outcomes for all including those in the lowest performing 20%.

14. Children and young people with low confidence, low motivation and expectations are more at risk of not achieving their potential. As part of the focus on the lowest performing 20%,

schools and prefive establishments ensured that they adopted strategies to increase pupil motivation. This resulted in improved attitudes to learning which in turn led to greater success and improved outcomes.

15. Head teachers used the additional funding in a variety of different ways to support their lowest performing children and young people. Examples include:

- ✓ Focused support for individuals or groups of pupils in relevant curricular areas
- ✓ Supplementary reading and mathematics resources
- ✓ Additional IT resources including Kindles and interactive whiteboard software
- ✓ Additional staffing to further develop engagement with parents
- ✓ Residential study weekend for S4 pupils studying English at Intermediate 1 level
- ✓ Development time for staff to facilitate Continuous Lifelong Professional Learning (CLPL)
- ✓ Continuous Professional Development for staff, for example, in mental mathematics

16. Teachers ensured that children and young people were provided with regular feedback and more individualised instruction to help them improve. This included staff working with pupils to ensure that they set their own learning targets and that they were carrying out their own self-assessment. The additional resources helped facilitate time for school staff to work closely with other services such as Educational Psychologists and Social Work and with parents to best support the children involved.

17. At an individual establishment level improvements reported by head teachers included reference to the following:

- ✓ Attainment in reading and mathematics as measured by standardised test scores
- ✓ A reduction in the proportion of pupils in the lowest performing 20% as defined by standardised test results
- ✓ Numeracy and literacy progress as measured through Curriculum for Excellence levels
- ✓ Reading age of pupils, reading comprehension skills, spelling and attainment in writing
- ✓ Application of mental mathematics strategies
- ✓ S4 attainment
- ✓ Positive destinations for targeted pupils
- ✓ Reduction in exclusions and improvement in attendance
- ✓ Children's attachment and resilience
- ✓ Pupil motivation, confidence and self-esteem
- ✓ Pupils demonstrated increased ability to work independently

18. This report is supplemented by a presentation to elected members on the progress made by two schools in raising the attainment of the lowest performing 20%. This will illustrate the strategies and good practice developed by schools and help members to continue to support and adequately challenge the department and schools to seek further improvement.

19. By 2013-14, considerable progress has been made towards improving the performance of all pupils with a focus on the lowest attaining 20%. Key highlights at authority level include:

- ✓ Prefive attainment levels as measured by the numeracy and literacy baseline have been maintained
- ✓ Secondary exclusions have decreased to the lowest recorded rate; the primary exclusion rate has remained very low
- ✓ Exclusions for looked after children have decreased from 72 incidents per 1000 pupils in 2010-11 to 29 incidents per 1000 pupils in 2013-14

- ✓ Primary and secondary attendance rates have increased, with the 2013-14 result the highest to date
- ✓ Primary attainment in reading, writing and mathematics has increased over the last four years
- ✓ The proportion of primary pupils in the lowest performing 20% attaining the expected levels has also increased in all three curricular areas
- ✓ Improvements in the percentage of S4-S6 pupils achieving the key national examination measures
- ✓ Tariff points (the SCQF tariff points system allocates SQA awards a number of tariff points based on the level of the course and the grade achieved) for S4 pupils in the lowest 20% have increased over the last four years and compare very well to the national average and East Renfrewshire's Virtual Comparator
- ✓ All 3-year average targets for S4 SQA attainment outcomes of vulnerable groups have been achieved
- ✓ Best to date percentage of young people leaving school to a positive destination (96%)

20. Areas where further improvement / development is necessary include:

- Attendance rates for looked after children
- Percentage of children reaching their developmental milestones on entry to primary school including those in the lowest performing 20%
- Attainment in literacy and numeracy 3 – 15 for all pupils and specifically the lowest performing pupils
- Proportion of S4 pupils achieving 8 or more basic awards
- Percentage of school leavers entering positive destinations

FINANCIAL AND EFFICIENCY IMPLICATIONS

21. This report provides evidence of improvements made as a consequence of additional funding from the Council, to support raising the attainment of the lowest performing 20%. Head teachers have been made aware of the temporary nature of the additional funding and were asked to consider ways in which they could sustain future improvements for all children and young people. Schools and prefive establishments achieved this by providing training and CLPL opportunities to develop staff, purchasing and developing additional resources and by making changes in approaches to teaching and learning. There are no other specific financial implications arising from this report.

PARTNERSHIP WORKING

22. This report focuses on the Education Department's progress in raising the attainment of the lowest 20%; however many of the results could not have been achieved without excellent partnership working across the Council, especially with CHCP in working with vulnerable children and young people through school Joint Support Teams and more strategically through the delivery of the Hanen Programme as outlined in paragraph 12.

IMPLICATIONS OF REPORT

23. The department will continue to self-evaluate its performance, share best practice across establishments and take the necessary steps to progress those areas identified where there is further scope for improvement as noted above.

CONCLUSION

24. This report provides a high level overview of East Renfrewshire Council's Education Department's progress in raising the attainment of the lowest performing 20% and illustrates strategies and areas of good practice developed by schools and prefive establishments. The information presented here shows a positive picture and where there are particular areas for further improvement.

RECOMMENDATION

25. It is recommended that elected members comment on and note this report as a summary of the Education Department's progress in raising the attainment of the lowest performing 20% from 2010-11 to 2013-14.

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5 February 2015

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Appendices

1. Education Department Progress in Raising the Attainment of the Lowest Performing 20%: 2010-11 to 2013-14

Background Papers

1. Local Improvement Plan 2014 - 2017
2. Outcome Delivery Plan 2014 - 17
3. Standards and Quality Report 2012 - 13

Key Words

This report sets out the progress from 2010-11 to 2013-14 in raising the attainment of the lowest performing 20%. The keywords are: Lowest performing 20%, Local Improvement Plan, progress, good practice, additional funding.

East Renfrewshire Education Department
Progress in Raising the Attainment of the Lowest Performing 20%: 2010-11 to 2013-14

This report provides a high level summary of the progress of the Education Department in raising the attainment of the lowest performing children and young people from 2010-11 to 2013-14. The report is organised under relevant outcomes as set out in East Renfrewshire's Outcome Delivery Plan 2014-17.

SOA1 All children in East Renfrewshire experience a stable and secure start to their lives and are supported to succeed.

Intermediate Outcome 2: Our young children are healthy, active and included.

Prefive Attainment

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | Notes |
|---|---------|---------|---------|---------|---|
| P1 Baseline Assessment Results (% Correct) - Literacy | 60% | 60% | 61% | 61% | 2014-15 result was 61%. On track to achieve the target of 60% by 2015-16. |
| P1 Baseline Assessment Results (% Correct) - Numeracy | 54% | 55% | 57% | 55% | 2014-15 result was 55%. On track to achieve the target of 56% by 2015-16. |

SOA2 East Renfrewshire residents are fit and active and have the skills for learning, life and work.

Intermediate Outcome 1: Children are confident, effective learners and achieve their full potential.

Attendance and Exclusions

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | Notes |
|---|---------|---------|---------|---------|--|
| Number of exclusions per 1,000 pupils - Primary | 0.9 | 1.1 | 0 | 0.2 | The rate compares very well to the national figure of 10 incidents per 1000 pupils (latest published data for 2012-13) and comparator authorities 8 per 1000 pupils. On track to achieve the 3-year average target (2013-2015) of 2 exclusions per 1000 pupils by the end of 2015. |
| Number of exclusions per 1,000 pupils - Secondary | 12.6 | 9 | 5.8 | 3.3 | The 2013-14 result compares very well to the national figure of 58 per 1000 pupils (latest published result for 2012-13) and comparator authorities 46 per 1000 pupils. On track to achieve the 3-year average target (2013-2015) of 13 per 1000 pupils by the end of 2015. |
| Number of exclusions per 1,000 pupils - Looked After Pupils (Primary and Secondary) | 72 | 169 | 25 | 29 | The 2013-14 result compares very well to the latest national average of 233 incidents per 1000 pupils. On track to achieve the 3-year average target (2014-2016) |

| | | | | | |
|---|-------|-------|-------|-------|--|
| | | | | | of 58 exclusions per 1000 pupils by the end of 2016. |
| Primary Attendance: P1-P7 | 96.3% | 96.7% | 96.4% | 96.9% | 3-year average target (2012-2014) of 96.5% achieved. |
| Secondary Attendance: S1-S5 | 93.9% | 94.7% | 94.6% | 94.8% | 3-year average target (2012-2014) of 94.3% achieved. |
| Percentage attendance for Looked After Pupils (Primary and Secondary) | 89.2% | 88.4% | 88.2% | | Data for 2013-14 will be available at end year. |

Intermediate Outcome 2: Children and young people raise their educational attainment and achievement, developing the skills they need during their school years and into adulthood.

Primary Attainment: Percentage of P1, P4 and P7 Pupils

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | Notes |
|--|---------|---------|---------|---------|---|
| % Attaining or Exceeding Expected Levels - Reading | 79% | 85% | 87% | 86% | Based on 2012-13 and 2013-14 data, the authority is currently just 0.4% below the 3-year average target (2013-15) of 87%. |
| % Attaining or Exceeding Expected Levels - Writing | 72% | 80% | 82% | 83% | Based on 2012-13 and 2013-14 data, the authority is currently 1.7% below the 3-year average target (2013-15) of 84%. |
| % Attaining or Exceeding Expected Levels - Mathematics | 78% | 85% | 87% | 86% | Based on 2012-13 and 2013-14 data, the authority is currently just 0.3% below the 3-year average target (2013-15) of 87%. |
| % of lowest attaining 20% Attaining or Exceeding Expected Levels - Reading | 38% | 47% | 57% | 50% | Based on 2012-13 and 2013-14 data, on track to achieve the 3-year average target (2013-15) of 50%. |
| % of lowest attaining 20% Attaining or Exceeding Expected Levels - Writing | 31% | 40% | 47% | 45% | Based on 2012-13 and 2013-14 data, on track to achieve the 3-year average target (2013-15) of 45%. |
| % of lowest attaining 20% Attaining or Exceeding Expected Levels - Mathematics | 34% | 44% | 51% | 51% | Based on 2012-13 and 2013-14 data, on track to achieve the 3-year average target (2013-15) of 50%. |

National Qualifications: Key Whole School Measures

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | Notes |
|-----------------------------|---------|---------|---------|---------|--|
| S4: 5+ at Level 3 or better | 95.0% | 96.5% | 97.0% | 95.5% | |
| S4: 5+ at Level 4 or better | 88.9% | 91.5% | 93.5% | 90.6% | |
| S4: 5+ at Level 5 or better | 61.4% | 67.6% | 70.75 | 71.2% | The Department has achieved its 3-year average target of 63% by the end of 2014. |
| S5: 3+ at Level 6 or better | 55.8% | 52.4% | 59.9% | 60.8% | The Department has achieved its 3-year average target of 50% by the end of 2014. |
| S5: 5+ at Level 6 or better | 33.95 | 32.5% | 40.0% | 38.8% | The Department has achieved its 3-year average target of 31% by the end of 2014. |
| S6: 1+ at Level 7 or better | 32.3% | 34.8% | 30.8% | 35.3% | The Department has achieved its 3-year average target of 29% by the end of 2014. |

National Qualifications: Lowest Performing 20%

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | Notes |
|--|---------|---------|---------|---------|---|
| Percentage of S4 pupils with cumulative STACs points of 128 or fewer | 9.6% | 7.1% | 6.7% | 7.0% | The Education Department achieved its 3-year average target (2012-14) of 8.5%. |
| Average SCQF tariff score – Lowest 20% S4 pupils | 211 | 239 | 243 | 248 | The 2013-14 value compares very well to the national figure of 106 points and East Renfrewshire's Virtual Comparator at 139 points. |
| % of ERC S4 pupils in lowest performing 20% as defined nationally | 11% | 9% | 7% | | 2012-13 result (latest available) compares very well to the national figure of 20% and Comparator Authorities at 16%. |

National Qualifications: Improving Outcomes for Vulnerable Groups

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | Notes |
|---|---------|---------|---------|---------|---------------------------------|
| % S4 Boys attaining SCQF level 5 or better in English | 56.5% | 64.9% | 63.1% | 73.5% | 3-year average target achieved. |
| % S4 non-white pupils SCQF level 5 or better in English | 51.2% | 67.3% | 66.1% | 73.6% | 3-year average target achieved. |
| % S4 non white pupils attaining SCQF level 5 or better in Mathematics | 60.4% | 69.6% | 65.7% | 78.1% | 3-year average target achieved. |
| % S4 pupils in receipt of Free School Meals attaining SCQF level 5 or better in English | 31.2% | 34% | 38.2% | 40.5% | 3-year average target achieved. |
| % S4 pupils in receipt of Free School Meals attaining SCQF level 5 or better in Mathematics | 30.5% | 28% | 34.6% | 39.7% | 3-year average target achieved. |

Leaver Destinations: Percentage of leavers in a positive destination

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | Notes |
|---------------------------------------|---------|---------|---------|---------|---|
| % of leavers in positive destinations | 93.3% | 95.3% | 95.8% | 96.0% | In 2013-14, East Renfrewshire was the third highest performing local authority in terms of the percentage of young people entering positive destinations (employment, education, training or voluntary work). East Renfrewshire compares very favourably to the national figure of 92.3%. |