

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE8 June 2023Report by Director of EducationDRAFT NUMERACY & MATHEMATICS STRATEGY 2023-26**PURPOSE**

1. To seek elected member approval for the Numeracy and Mathematics Strategy refresh 2023 - 2026.

RECOMMENDATIONS

2. Education Committee is asked to:

- (a) approve the draft Numeracy and Mathematics Strategy; and
- (b) ask the Director of Education to report to Education Committee on the impact of its implementation.

BACKGROUND

3. Numeracy is well established within the priorities for Scottish Education. The National Improvement Framework (NIF) amongst other things outlined a commitment to:

- *ensuring that every child and young person achieves the highest standards in literacy and numeracy.*

4. This priority mirrors our own focus on the importance of numeracy and mathematics as set out in the Local Improvement Plan 2023-2026.

- *Update and implement the Numeracy and Mathematics Strategy and continue to support attainment and progress through provision of professional learning opportunities.*

5. In September 2016, the Scottish Government published its [Making Maths Count Report: Transforming Scotland into a Maths Positive Nation](#). This report indicated that Scotland had a maths problem and set out three important objectives:

- Transforming public attitudes
- Improving confidence and fluency in maths; and
- Promoting the value of maths for every career

6. Education Committee approved the Education Department's [Numeracy and Mathematics Strategy](#) in May 2018 which outlined the ambition for all children and young people within the context of numeracy and mathematics.

7. In response to one of the recommendations set out in the Making Maths Count report, Education Scotland carried out a national thematic inspection to evaluate the quality of

children and young people's learning experiences and attainment in maths. The [Multiplying Skills, Adding Value](#) report was published in 2019.

8. In March 2020 the COVID-19 pandemic occurred, resulting in full scale disruption not only to Education but to society as a whole. Advancement in the implementation of the strategy was severely impacted, however the Education Leadership Team, in the context of building back better and fairer, were committed to gaining evidence of impact of the strategy. The Education Department was also committed to supporting schools as part of their recovery agenda, ensuring improved outcomes for all learners.

9. With colleagues in Education Scotland and the Association of Directors of Education Scotland (ADES) a Collaborative Improvement Model was developed to enable a partnership approach to reviewing progress and impact of the strategy in terms of learners, staff, parents and wider partners and to identify next steps.

10. The review team identified significant progress in implementing the Numeracy and Mathematics strategy, identifying key strengths including:

- very strong attainment across all sectors;
- motivated and engaged children and young people;
- improving pedagogy;
- a consistent curriculum pathway; and
- positive views of numeracy and mathematics among pupils and staff.

11. The team also identified scope for further improvement and recommended a refreshed Numeracy and Mathematics strategy to be agreed.

REPORT

12. The attached strategy (Appendix 1) has been written by officers from the Education Department including head teachers, led by the Quality Improvement Manager (Quality Improvement).

13. The strategy links clearly to the Education Department's vision '*Everyone Attaining, Everyone Achieving through Excellent Experiences*' and sets out three main areas – attainment and achievement, learners' experiences and stakeholders – detailing how we will ensure that all children and young people develop the numeracy and mathematics skills they need to be successful throughout life.

14. The strategy challenges all involved to make mathematics more inspiring, enjoyable and relevant to real life; and as a result, to increase enthusiasm, encourage greater participation and raise attainment. It also takes into account the wider national agenda set out in the [National Response to Improving Mathematics \(NRIM\) summary report](#).

15. The numeracy and mathematics refreshed strategy aims to improve:

- outcomes and reduce inequalities in numeracy and mathematics development;
- attainment and achievement in numeracy and mathematics throughout the broad general education and senior phase;
- approaches to learning, teaching and assessment through the provision of high quality professional learning opportunities;
- the development of real-life skills of pupils, school leavers and adults and;
- opportunities for parents / carers to meaningfully engage in their child's learning and achievement.

16. The strategy will build on existing good practice in East Renfrewshire, use up-to-date research and evidence and ensure that numeracy and mathematics have a central and continuing focus in education.

17. It also recognises the importance of numeracy across learning and the need to work with parents and partners to improve attitudes towards mathematics and numeracy and promote the value of mathematics as an essential skill for learning, life and work.

18. The strategy sets out the actions that will be taken by the Education Department and schools to deliver the five key aims in numeracy and mathematics. There are performance indicators and targets set and the timeframe over which the actions will be taken forward is the three-year period 2023-26.

19. The strategy will be monitored on an ongoing basis within the Education Department, with progress reported to the Education Committee on an annual basis through yearly presentations on attainment and through the department's and schools' Standards and Quality Reports.

CONSULTATION

20. In formulating this Numeracy and Mathematics Strategy, East Renfrewshire Council Education Department has demonstrated its commitment to taking into account the views of stakeholders. Staff from early years, primary and secondary schools and Adult Learning Services contributed during this process and consultation with parents, children and young people took place.

FINANCIAL AND EFFICIENCY IMPLICATIONS

21. Any other financial matters relating to this paper will be met from the department's devolved budget.

CONCLUSION

22. The strategy invites schools, services, agencies and families to work in partnership to raise the bar in terms of what all our children, young people and adults can achieve if we are to:

- raise attainment and break the link between poor numeracy and mathematic levels and deprivation;
- improve the quality of learning, teaching and assessment in mathematics;
- increase practitioner confidence and enhance professional practice in teaching numeracy and mathematics; and,
- transform public attitudes to mathematics, resulting in increased enthusiasm for the subject and increased recognition of its value and importance.

RECOMMENDATIONS

23. Education Committee is asked to:

- (a) approve the draft Numeracy and Mathematics Strategy; and
- (b) ask the Director of Education to report to Education Committee on the impact of its implementation.

Mark Ratter
Director of Education
8 June 2023

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Background papers

1. Education Committee Report: The Impact of the Numeracy and Mathematics Strategy 2018-2021 (June 2022)
https://eastrenfrewshire.gov.uk/media/7790/Education-Committee-item-06-23-June-2022/pdf/Education_Committee_item_06_-_23_June_2022.pdf?m=637909860168130000
2. Achieving Excellence and Equity: National Improvement Framework and improvement plan 2023
<https://www.gov.scot/publications/achieving-excellence-equity-2023-national-improvement-framework-improvement-plan/pages/6/>
3. East Renfrewshire Education Department Local Improvement Plan 2023-2026
https://www.eastrenfrewshire.gov.uk/media/8675/Education-Committee-item-07-02-February-2023/pdf/Education_Committee_item_07_-_02_February_2023.pdf?m=638103201028630000
4. Making Maths Count Report
<http://www.gov.scot/Publications/2016/09/3014>
5. National Response to Improving Mathematics (NRIM) summary report
[A National Response to Improving Mathematics \(NRIM\) in Scotland | Policy drivers | Policy for Scottish education | Scottish education system | Education Scotland](#)
6. Multiplying Skills, Adding Value – Numeracy and mathematics for Scotland's learners: a thematic inspection
[Numeracy and mathematics for Scotland's learners: a thematic report \(education.gov.scot\)](#)

Appendix
Appendix 1

Draft Numeracy and Mathematics Strategy

East Renfrewshire Education Department

NUMERACY AND MATHEMATICS REFRESHED STRATEGY 2023-2026



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FOREWORD

by Councillor Andrew Anderson, Convener for Education, Equalities, Culture and Leisure

As the Convener for Education, Equalities, Culture and Leisure, I am pleased to introduce the Education Department's Refreshed Strategy for Numeracy and Mathematics 2023-2026.

This strategy is underpinned by the department's vision statement, *'Everyone Attaining, Everyone Achieving through Excellent Experiences'* and its aspirations and expectations for all learners in our schools and early learning and childcare establishments.

We undertook a programme of review in 2022 to identify the progress and impact of the numeracy and mathematics strategy 2018-2021. This focused upon attainment and achievement, learners' experiences and staff, parents and wider partners. The refreshed strategy is structured around these areas and sets out key aims we will be working to achieve over the next three years and the clear set of actions required to bring about further improvement within the context of numeracy and mathematics.

Creating a positive climate for numeracy and mathematics requires everyone to contribute and we believe we have set out aims that are ambitious yet achievable and will lead to excellent experiences that have a positive impact on the children and young people who attend our educational establishments.

Councillor Andrew Anderson
Convener for Education, Equalities, Culture and Leisure



INTRODUCTION

“We are all surrounded by things which rely on maths one way or another. It is no exaggeration to say that maths is the language of modern life.”

Emeritus Professor Adam McBride, University of Strathclyde

East Renfrewshire Council’s Education Department is fully committed to securing positive outcomes for all children and young people. The department’s vision statement – ‘*Everyone Attaining, Everyone Achieving through Excellent Experiences*’ – clearly demonstrates an ambition for all children and young people and sets out the responsibility placed on everyone who works in education to meet the needs of all and develop their skills and capabilities.

This refreshed strategy has taken into account a range of evidence including: the Collaborative Improvement model developed to [review progress and impact of the numeracy and mathematics strategy 2018-21](#), [ERC Strategic Equity Funding Plan 2022-26](#), the [Multiplying Skills, Adding Value thematic inspection](#) and most recently, the [National Response to Improving Mathematics \(NRIM\) summary report](#).

The strategy also takes into account and addresses the 3 key objectives and recommendations set out in the Making Maths Count Report (MMC) (2016) specifically in relation to:

- Transforming public attitudes;
- Improving confidence and fluency in maths for children, young people, parents and all those who deliver maths education to raise attainment and achievement across learning; and,
- Promoting the value of maths for every career.

The focus of the refreshed strategy is on three main areas:

1. **Attainment and achievement,**
2. **Learners’ experiences and;**
3. **Stakeholders.**

It sets out 5 key aims to improve:

- i. Outcomes and reduce inequalities in numeracy and mathematics development;
- ii. Attainment and achievement in numeracy and mathematics throughout the broad general education and senior phase;
- iii. Approaches to learning, teaching and assessment through the provision of high quality professional learning opportunities;
- iv. The development of real-life skills of pupils, school leavers and adults and;
- v. Opportunities for parents / carers to meaningfully engage in their child’s learning and achievement.

The following sections set out the actions that will be taken by the Education Department, schools and settings to deliver the key aims in numeracy and mathematics. The timeframe over which these actions will be taken forward is the three-year period 2023-26.

“To face the challenges of the 21st century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population.”

“All teachers have responsibility for promoting the development of numeracy. With an increased emphasis upon numeracy for all young people, teachers will need to plan to revisit and consolidate numeracy skills throughout schooling.”

Building the Curriculum 1

As a result of the activities set out in this strategy, we expect to see:

- i. Increased attainment in numeracy and mathematics of children and young people, specifically in:
 - a. Mathematics in the broad general education;
 - b. National examinations in the senior phase
- ii. A reduction in the attainment equity gap in relation to gender, ethnicity, additional support needs, poverty and care experienced children and young people.
- iii. Enhanced professional practices in teaching numeracy and mathematics and increased practitioner confidence;
- iv. Improved curriculum pathways and learning experiences for all children and young people and;
- v. Increased opportunities for parents / carers, partners and employers to support children and young people to develop knowledge, skills and attributes for learning, life and work.

This strategy uses the following **definitions of numeracy and mathematics:**

Mathematics is more than just becoming familiar and fluent with numbers, **mathematics capability** includes: ^{i ii}

- The ability to model real-life situations and make connections and informed predictions;
- Being equipped with skills to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions;
- Being open to new ideas and alternatives, and appreciative of the importance of evidence, and critical reasoning;
- Being curious, imaginative and diligent

'Numeracy is not only a subset of mathematics; it is also a life skill which permeates and supports all areas of learning, allowing young people access to the wider curriculum.' ⁱⁱⁱ

Learners are numerate if they have developed:

'the confidence and competence in using number which will allow them to solve problems, analyse information and make informed decisions based on calculations.' ^{iv}

Mathematics and numeracy develops essential skills and capabilities for life, participation in society and in all jobs and careers. The discipline of mathematics also represents a fundamental element of the STEM agenda, which is a priority nationally and a key action locally.

The refreshed strategy will continue to build on existing good practice in East Renfrewshire, use up-to-date research evidence and ensure that mathematics and numeracy has a central focus across the authority. It recognises the need to work with parents and partners to improve attitudes towards mathematics and numeracy and promote the value of mathematics as an essential skill for learning, life and work.



ATTAINMENT & ACHIEVEMENT

“Excellence through raising attainment and improving outcomes: ensuring that every child and young person achieves the highest standards in literacy and numeracy, as well as the knowledge and skills necessary to shape their future as successful learners, confident individuals, responsible citizens, and effective contributors.”

Refreshed Scottish Attainment Challenge Vision (April 2022)

Raising attainment and achievement, particularly in literacy and numeracy along with closing the poverty-related attainment gap for children and young people are key priorities for Scottish Education. *Beyond Equity: A Social Justice Framework for Education in East Renfrewshire* recognises the similarities between ERC and national priorities and the ethos of continuous improvement. Our emphasis continues to raise aspirations for all learners, whilst at the same time ensuring we improve the attainment of children and young people who experience disadvantage.

Attainment across all sectors, when measured by teacher professional judgements and performance in national examinations, is very strong in numeracy and mathematics.

- In 2021-22, overall primary attainment (based on P1, P4 and P7 pupils combined) in numeracy and mathematics was 90%. East Renfrewshire performs well compared to the latest national average of 78%.
- In 2021-22 East Renfrewshire was the highest performing LA in numeracy at P1, P4, P7 and P1, P4, P7 combined.
- 98% of S3 pupils achieved third level in 2021-22; 83% achieved fourth level.
- From 2016/17-2020/21 the average percentage of P1 pupils achieving early level in numeracy has been 93%.
- Over the past 3 years the percentage of S4 pupils achieving National 5 Mathematics, grades A-C, has reduced from 90% in 2020 to 89% in 2022 compared to the national average of 70% in 2022. The percentage of S4 pupils achieving Applications of Mathematics grades A-C over the past 3 years has reduced from 95% in 2020 to 91% in 2022 compared to the national average of 78% in 2022.

- Over the past 3 years learners have performed very well in Higher Mathematics with grades A-C at 90% in 2020 and 87% in 2022 compared to the national average of 77%.
- The percentage of learners achieving A-C awards at Advanced Higher has reduced slightly over the last 3 years from 84.1% in 2020 to 83.8% in 2022 compared with the national average of 77%.
- School leaver destinations remain consistently high and above the national average. Initially in 2021-22, 98.5% of leavers were in a positive destination (higher education, further education, employment, training and voluntary work), above the national average of 95.7%.
- The latest participation data (2022) indicated that 97% of ERC 16-19 year olds were participating in a positive outcome, well above the national figure of 92.4%.

Numeracy performance in the early years has improved. From 2005-06, when the P1 baseline assessment was introduced in its current format, to 2022-23, the average raw score in numeracy has increased from 48% to 60%. However, our data also identifies areas where we need to bring about further improvement. In 2021-22, the percentage of P1 children achieving Early level in numeracy in SIMD Decile 1 is 70.8% and in Decile 10 is 94.9%. Our numeracy baseline and research highlights the need to focus our interventions at an early stage.

Along with literacy and health and wellbeing the additional money associated with the Strategic and Pupil Equity Funds (SEF / PEF) will be focused on improving outcomes in numeracy.

“Thorough contextual analysis has taken place using a range of quantitative and qualitative data. A clear rationale for the use of the additional funding has been determined using this data and shaped by all stakeholders.”

Delivering Excellence through Equity: ERC Strategic Equity Fund Plan 2022-26

Strategy Focus	Expected Outcome/Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
Attainment and Achievement	<ul style="list-style-type: none"> • Increased attainment in numeracy and mathematics of children and young people, specifically in: <ul style="list-style-type: none"> - Mathematics in the broad general education; - National examinations in the senior phase • A reduction in the attainment equity gap in relation to gender, ethnicity, additional support needs, poverty and care experienced children and young people. 	<ul style="list-style-type: none"> • Support and challenge all settings and staff at all levels to gather and analyse attainment data and identify individuals and groups who require support. • Build capacity and confidence of practitioners at all levels in the use tracking and monitoring tools in order to better support all learners ensuring they make appropriate progress in their learning. • Provide opportunities for the sharing of successful interventions and learning from the use of Strategic and Pupil Equity Funds and professional enquiry/action research within and beyond ERC and foster opportunities for collaboration where appropriate. • Support moderation activity within and across sectors to build assessment capable learners and staff who share a clear understanding of standards and expectations within and across Curriculum levels. • Support Principal Teachers to develop evidence based approaches to raising attainment and achievement and guide the strategic direction and pace of change to ensure continuous improvement.

LEARNERS' EXPERIENCES

"The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught."

EEF, Improving Mathematics Guidance Report (2017)

In East Renfrewshire we are committed to ensuring that all children and young people develop the numeracy and mathematics skills they need to be successful throughout life. It is recognised nationally, that the high standard of education in East Renfrewshire leads to positive outcomes for learners. We are ambitious for each and every one of our children and young people and whilst attainment is consistently strong, we work continuously and relentlessly to raise the bar for all.

In order to raise attainment and achievement we need to provide our learners with the highest quality experiences. We recognise that it is essential that these experiences must occur in a climate characterised by nurturing and supportive relationships, where learners feel secure and confident to ask questions, take risks, solve problems, explore alternative approaches and explain their thinking. Practitioners must provide an appropriate balance between repeated practice and consolidation along with activities which allow learners to apply skills in familiar and unfamiliar contexts.

One of the National Response to Improving Mathematics (NRIM) Partnership Board's aspirational aims (2021) is to *'transform Scotland to be a greater maths-positive nation (achieved partly by promoting the joy of mathematics).'* We know that there is a negative public perception of mathematics, in many cases related to a negative experience of the subject whilst at school. In 2022, *Winning Scotland* surveyed 6500 school pupils across Scotland to better understand their attitudes to maths. In the report, *'Children and Young People's Attitude to Maths'* it noted that 45% feel nervous or anxious about maths and 42% think that

some people are just born good at maths. The report suggests that there is a significant percentage of pupils across Scotland who have negative feelings towards maths. Evidence from pupil questionnaires carried out across ERC in session 2021-22 suggest that there is greater enjoyment and enthusiasm than the national picture with 85% of primary and 77% of secondary pupils indicating that they enjoy learning in numeracy and maths.

During session 2021-22, a Collaborative Improvement (CI) Model was developed to review the progress and impact of the numeracy and maths strategy 2018-21. A review team observed learners' experiences in 14 establishments across all sectors through 97 learning visits, analysed 7185 pupil questionnaire responses from primary, secondary and special sectors, 400 questionnaire responses from parents across the authority and conducted various focus groups with a range of staff, pupils and parents. The team also took account of performance data and planning and assessment documentation as required.

Evidence gathered indicate that pupils in ERC want to do well in their learning. In almost all classrooms and playrooms they are motivated and engaged in their learning and the relationships between staff and pupils are extremely positive. Pedagogy is an improving picture. Up to date research has influenced the professional learning offer, with staff advocating a more investigative, explorative approach to learning, where viewing and using mistakes as a learning opportunity as opposed to a heavier reliance on rote learning, formulaic, rapid recall.

All establishments were using the revised numeracy and mathematics skills framework to support the planning of learning, teaching and assessment with increasing evidence that practitioners are using real-life contexts and links to STEM to provide relevance and make links to the world of work. In ERC we are committed to improving the curriculum, building on strengths and 'Raising the Bar for All' and must take into account recommendations made

in recent national reviews, for example, OECD Report (2021), Hayward Review (2023) and the outcomes of the National Discussion. Schools and staff should take further responsibility for developing numeracy and mathematics across the curriculum providing learners with opportunities to learn in context through interdisciplinary project-based approaches which allow them to demonstrate their skills and ability to collaborate and problem solve in action.

"Approaches to learning, teaching and assessment do not sit in isolation in ensuring excellent experiences. Schools in ERC are supported to build a curriculum which is unique to its context and meets the needs of all its learners as outlined in the Refreshed Narrative for Scotland's Curriculum (2019)."

Excellent Experiences for All: A Framework for Learning, Teaching and Assessment in ERC

Strategy Focus	Expected Outcome/Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
Learners' Experiences	<ul style="list-style-type: none"> • Enhanced professional practices in teaching numeracy and mathematics and increased practitioner confidence • Improved curriculum pathways and learning experiences for all children and young people 	<ul style="list-style-type: none"> • Provide high quality professional learning opportunities for staff in key aspects of numeracy and mathematics e.g. Number Talks, Numeracy across learning, CPA approaches, mathematical mindsets. • Continue to build capacity and confidence of all staff to support them to plan and deliver quality experiences for all learners with a particular emphasis on challenge, differentiation and the use of formative assessment to support high-quality feedback. • Provide further professional learning and leadership opportunities for Numeracy & Maths Champions and support them to enhance practice in their own establishments. • Provide professional learning for staff in the secondary sector in relation to any new qualifications structure to ensure the curriculum and learning pathways are responsive to the changing needs of individual learners.

Strategy Focus	Expected Outcome/Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
Learners' Experiences		<ul style="list-style-type: none"> • Support and challenge all settings to regularly review their curriculum to ensure it is relevant, captures real-world numeracy and mathematics contexts and leads to increased motivation and appropriate progression in learning. • Support and challenge establishments to revisit numeracy as a responsibility for all practitioners. Share practice and provide opportunities for collaboration to support understanding and implementation. • Continue to build on the effective use of digital technologies to enhance learners' experiences in numeracy and mathematics. • Further develop cluster working approaches to ensure there is clear progression and continuity in learning from 3-18 e.g. review cluster common language and methodology guidance ensuring a focus on effective assessment and profiling across levels.



STAKEHOLDERS

'We have identified two main challenges. The first is to convince everyone, whatever their circumstances in life, that they have the ability to become proficient at maths. The second is to convince them of the benefits of doing so.'

Making Maths Count (2016)

Bringing numeracy and mathematics to life through creative and innovative teaching approaches which are linked to real-life situations will allow learners to make connections across areas in their own personal life. Thinking through real-life situations involving numeracy and mathematics and breaking down problems enables natural connections to be made to the real world.

We must ensure that the teaching of numeracy and mathematics is connected more directly to employment therefore equipping learners with the transferable skills necessary to contribute effectively to the world of work. A greater awareness of the range of career options open to young people in the field of mathematics enables young people to have control over their own future. Partnerships with employers is key to exposing learners to the world of work allowing them to make informed choices later in life. Continual illustrations of employability skills that can be used in any work setting are key aspects of bringing mathematics to life and are and should be encouraged at all times.

The views of learners across ERC regarding numeracy and mathematics are very positive. They enjoy learning within a positive environment, taking responsibility for their learning and being provided with help from their teacher when they need it.

Parents across ERC, through focus groups and questionnaire responses, have indicated that they want to improve their skills and understanding of current approaches to numeracy and mathematics to better help

their children with their learning. Some lacked confidence in their own skills and others were unsure about how numeracy and maths is currently taught in our schools and settings and didn't want to confuse their children by telling them the 'wrong' way to do something.

We realise the importance and benefits of family learning and effective parental engagement in relation to numeracy and mathematics and as such we will further develop our approaches to ensure that our parents feel well supported and have the necessary skills to help their children to learn and enjoy mathematics. Our revised Parental Engagement and Involvement Strategy 2022-25 and the work of our Adult Learning Service will be crucial in taking this aspect forward.

The ERC Developing the Young Workforce (DYW) Plan focuses on 3 key areas: curriculum, collaboration and equity. There is a commitment for all schools and clusters to expand opportunities across the curriculum to develop skills for life, learning and work and to foster partnerships with employers whilst promoting diversity, inclusion and equity at all levels. Given the importance placed on maths as an essential life skill for every job, we need to take further action to ensure our partnerships with employers have a positive impact on the skills development of children and young people. These partnerships should also lead to a greater awareness for pupils of the wide range of career options that their mathematical skills make available to them.

Strategy Focus	Expected Outcome/Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
Stakeholders	<ul style="list-style-type: none"> Increased opportunities for parents / carers, partners and employers to support children and young people to develop knowledge, skills and attributes for learning, life and work. 	<ul style="list-style-type: none"> Continue to work in partnership with Adult Learning Service to: <ul style="list-style-type: none"> - ensure parents / carers have the necessary numeracy and mathematics skills to support their children's learning, and; - upskill our own workforce through support from employers and maths coaches. Support all establishments to increase opportunities for family learning and meaningful parental engagement and involvement with their children's learning in numeracy and mathematics. Further develop partnership working, and the use of STEM and DYW to add value to children's experiences in numeracy and mathematics. Support establishments and DYW co-ordinators to work with employers to promote a greater understanding of maths as an essential skill for every job. Promote involvement in National Numeracy Day and Maths Week Scotland and provide opportunities to share innovative practice.

REPORTING ON PROGRESS & MEASURING SUCCESS

The department and all educational establishments undertake annual self-evaluation activities which are summarised in Standards and Quality Reports. These reports include data that will measure performance and provide information on the progress made and impact of the actions taken to secure the outcomes outlined within the three main areas of the refreshed strategy; attainment and achievement, learners' experiences and stakeholders. The department's Strategic Equity Fund Plan will also be reviewed on a quarterly basis to identify progress against identified stretch aims.

As is current practice, we shall continue to report annually to East Renfrewshire Council Education Committee on the attainment and achievements of our pupils in the broad general education and senior phase; this will continue to include a focus on numeracy and mathematics. We will also report on the quality of education provided by our establishments through (Education Scotland) school inspection reports and Care Inspectorate reports, these will provide further evidence of our progress in implementing the actions set out within this strategy.

The table below illustrates the performance indicators and targets set for 2023-26:

Indicator	2021-22 value	2023-26 target
% of pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	89.6%	92%
% of pupils (P1, P4 and P7 combined) from SIMD Q1 & Q2 achieving expected levels or better in numeracy	76%	85%
% of S3 pupils achieving fourth level in numeracy	83%	85%
% of S3 pupils from SIMD Q1 achieving fourth level in numeracy	61.6%	85%
Proportion of school leavers attaining numeracy at SCQF level 5	89.4% (2022 value)	91%
Increase the % of adult learners working towards a numeracy goal	16%	20%
Increase the % of adult learners achieving numeracy goal	16%	20%
Increase the number of staff reporting that engagement in numeracy and mathematics CLPL has impacted positively on class/playroom practice	Baseline to be identified in Year 1	
Increase the number of pupils reporting positive attitudes towards learning in numeracy and mathematics	Baseline to be identified in Year 1	

REFERENCES

- ⁱ Curriculum for Excellence: Mathematics - Principles and Practice, Page 1
- ⁱⁱ Excellence in Mathematics: Report from the Maths Excellence Group, Scottish Government, page 3
- ⁱⁱⁱ Curriculum for Excellence: Numeracy across learning - Principles and Practice, Page 1
- ^{iv} Curriculum for Excellence: Numeracy across learning - Principles and Practice, Page 1

