

INTERNATIONAL COUNCIL OF EDUCATION ADVISERS

SCOTTISH ATTAINMENT CHALLENGE – MAXIMISING PROGRESS TO 2021

PAPER BY THE SCOTTISH GOVERNMENT

Purpose

1. To seek views from the ICEA to inform the joint work of the Scottish Government and Education Scotland to maximise impact of the Scottish Attainment Challenge over the period to the end of the Parliament.

Background

2. As we move into the fifth school year since the Scottish Attainment Challenge began, we are gathering a substantial volume of evidence at school, local, and national level relating both to processes and, more recently, progress and impact on educational outcomes for children and young people (See Annex A for overview). This information can be used to sharpen our focus and inform how we enhance our support and challenge over the next period to the end of this Parliament.
3. Further, the Programme for Government, launched at the beginning of September, included a commitment to extend funding for the Scottish Attainment Challenge beyond the end of this Parliamentary term, with a specific announcement that funding would continue at current levels into 2021-22. To support this, the Government has begun working with key partners to explore how an extended Attainment Challenge programme might be best structured to ensure maximum impact for children and young people affected by poverty.
4. The Scottish Government and Education Scotland will continue to work in partnership with local authorities, schools and other key stakeholders to facilitate, broker and support action across five key areas over the next 18 months and beyond. These are set out across three themes below and are intentionally high level to facilitate discussion with partners.

Expertise and support will be channelled to schools and areas where it is most needed.

- A. Tailored additional support will be targeted where the latest evidence shows that the pace of progress could be increased. This will involve:
 - Effective analysis and use of authority and school level data across the National Improvement Framework (NIF) measures and sub-measures, as well as bespoke local data sets, to strengthen our collective understanding of where success is being achieved for children and young people affected by poverty and where more targeted support is required.
 - Analysis of inspection evidence and other sources to identify where additional support is required and what effective practice can be shared.

- Working collaboratively to develop and provide challenge and support through the local authorities, Regional Improvement Collaboratives (RICs) and Education Scotland's regional improvement teams.

B. Every school and every teacher will have access to and understand what the data and evidence says and have the skills to use this to improve children and young people's learning, progress and achievement. This will involve:

- Developing a shared understanding of appropriate outcomes and measures and how these might be used to demonstrate impact at child, classroom and / or school level.
- Continuing to strengthen practitioner engagement with research, collaborative enquiry and use of other evidence to underpin decisions about improving practice and reviewing improvement priorities.
- Effective engagement of all stakeholders with expertise in data literacy and improvement methodologies.
- Ensuring that every school has access to relevant high quality professional learning and a network of support to develop data literacy skills.

We will work with teachers and schools to enhance their professional practice by empowering them to embed successful approaches into the curriculum.

C. Specific approaches which are making the biggest impact in improving children's progress and attainment in literacy, numeracy and health and wellbeing will be identified and systematically shared. This will involve:

- Attainment Advisors, RIC and authority staff working together to identify and validate effective approaches.
- Developing more systematic and collective approaches to sharing expertise and supporting innovation through authorities, RICs, Education Scotland and other stakeholders.

D. There will be an enhanced focus on working with schools to develop sustainable approaches to improvement and ensure lasting impact for children and young people affected by poverty. This will involve:

- Delivering the strategy to embed Scotland's curriculum narrative to ensure a renewed, shared impetus in achieving the aspirations of CfE.
- Building leadership capacity to ensure a strengthened focus on equity within school culture, ethos and professional learning.
- Engagement with third sector and other partner organisations to explore the most effective approaches and how to build sustainability.

We will increase our collective efforts across all levels of government to improve the outcomes of children living in poverty.

E. Working together at national, regional and local level, we will build on the momentum of empowerment and collaboration, to identify, take responsibility for and tackle the causes for the attainment gap at all levels. This will involve:

- A whole systems approach, delivered collaboratively and building on our shared understanding and agreement of NIF and NPF priorities.
- Ensuring coherent approaches and expectations around planning at authority level including Local Outcome Improvement Plans, NIF plans, RIC plans, Children Services plans, to ensure everything is effectively aligned to achieving equity and excellence.
- Using a social justice lens to work across Scottish Government policy boundaries to ensure a coherent approach to tackling child poverty and its effects, maximising the impact of policies focused on school, households, communities and regions.

Points for discussion

5. ICEA members are invited to consider the five actions outlined above and offer their views on:

- **The international evidence relating to the improvement of academic and wider outcomes in areas of with high concentrations of poverty and other challenging contexts.**
- **The importance of targeting support and challenge to areas of high concentrations of disadvantage and other challenging contexts.**
- **The evidence base relating to the identification of underperformance and the intervention of the middle tier to maximise outcomes.**
- **The importance of maintaining professional and public confidence and a positive culture whilst tackling underperformance.**
- **How a future Scottish Attainment Challenge (SAC 2.0) might be structured to make even greater progress on closing the poverty related attainment gap.**

Scottish Government
September 2019

SCOTTISH ATTAINMENT CHALLENGE – MAXIMISING IMPACT TO 2021

Progress against the 11 National Improvement Framework measures

1. Percentage of children known to have no concerns across all domains at their 27-30 month Child Health Review, by SIMD quintile.

27-30 month review	Most Deprived 20%	Least deprived 20%	Gap
2017/18	37.1%	56.1%	19.0pp

2. The proportion of children aged 4-12 who had a borderline or abnormal total difficulties score, by SIMD quintile.

Aged 4-12 total difficulties	Most Deprived 20%	Least deprived 20%	Gap
2012-15 combined	22.0%	6.0%	16.0pp
2014-17 combined	22.0%	10.0%	12.0pp

3. The proportion of children aged 13 and 15 who had a borderline or abnormal total difficulties score, by SIMD quintile.

Aged 13 & 15 total difficulties	Most Deprived 20%	Least deprived 20%	Gap
2015	34.0%	26.0%	8.0pp

4. Percentage of P1, P4 and P7 children (combined) achieving the CfE Level relevant to their stage in Literacy, by SIMD quintile.

P1,4 & 7 literacy	Most Deprived 20%	Least deprived 20%	Gap
2016/17	59.8%	81.5%	21.7pp
2017/18	62.0%	83.4%	21.4pp

5. Percentage of P1, P4 and P7 children (combined) achieving the CfE Level relevant to their stage in Numeracy, by SIMD quintile.

P1,4 & 7 numeracy	Most Deprived 20%	Least deprived 20%	Gap
2016/17	69.2%	86.5%	17.3pp
2017/18	71.3%	87.9%	16.6pp

6. Percentage of S3 children achieving CfE 3rd Level or better in Literacy, by SIMD quintile.

S3 3 rd level literacy	Most Deprived 20%	Least deprived 20%	Gap
2016/17	80.8%	94.4%	13.6pp
2017/18	81.4%	94.6%	13.2pp

7. Percentage of S3 children achieving CfE 3rd Level or better in Numeracy, by SIMD quintile.

S3 3 rd level numeracy	Most Deprived 20%	Least deprived 20%	Gap
2016/17	80.7%	95.5%	14.8pp
2017/18	81.8%	95.7%	13.9pp

8. Percentage of school leavers with 1 or more qualifications at SCQF Level 4 or better, by SIMD quintile.

SCQF Level 4	Most Deprived 20%	Least deprived 20%	Gap
2009/10	87.3%	97.6%	11.3pp
2017/18	92.6%	98.7%	6.1pp

9. Percentage of school leavers with 1 or more qualifications at SCQF Level 5 or better, by SIMD quintile.

SCQF Level 5	Most Deprived 20%	Least deprived 20%	Gap
2009/10	58.4%	91.7%	33.3pp
2017/18	75.0%	95.4%	20.3pp

10. Percentage of school leavers with 1 or more qualifications at SCQF Level 6 or better, by SIMD quintile.

SCQF Level 6	Most Deprived 20%	Least deprived 20%	Gap
2009/10	27.2%	72.8%	45.6pp
2017/18	44.4%	81.8%	37.4pp

11. Percentage of 16-19 year olds participating in education, training or employment, by SIMD quintile.

Participation	Most Deprived 20%	Least deprived 20%	Gap
2015/16	63.2%	82.0%	18.8pp
2017/18	62.6%	82.4%	19.8pp

Percentage of leavers in initial positive destinations (not one of the 11 measures)

Positive destinations	Most Deprived 20%	Least deprived 20%	Gap
2009/10	78.8%	93.5%	14.6pp
2017/18	90.4%	97.2%	6.8pp

Evaluation

Attainment Scotland Fund evaluation: interim report (year 3), published June 2019: www.gov.scot/publications/evaluation-attainment-scotland-fund-interim-report-year-3/

Education Scotland inspection reports

Education Scotland published a report in June 2019 “*How well are the Scottish Attainment Challenge authorities improving learning, raising attainment and closing the poverty-related attainment gap?*” education.gov.scot/Documents/SACSummaryReport.pdf

The individual inspection reports for the Challenge Authorities are available:

- Clackmannanshire - education.gov.scot/other-sectors/education-authority/688179
- Dundee - education.gov.scot/other-sectors/education-authority/688183
- East Ayrshire - education.gov.scot/other-sectors/education-authority/688158
- Glasgow - education.gov.scot/other-sectors/education-authority/688163
- Inverclyde - education.gov.scot/other-sectors/education-authority/688181
- North Ayrshire – education.gov.scot/other-sectors/education-authority/688156
- North Lanarkshire – education.gov.scot/other-sectors/education-authority/688176
- Renfrewshire - education.gov.scot/other-sectors/education-authority/688159
- West Dunbartonshire - education.gov.scot/other-sectors/education-authority/688154