

**Dumfries and Galloway**

**EDUCATION AUTHORITY ANNUAL REPORT**

**August 2017 – August 2018**

## **Introduction**

Across Dumfries and Galloway, the staff in our schools aim to raise attainment for all children and young people and in particular to remove barriers and reduce inequalities for children experiencing social and economic disadvantage. We know that children and young people have good experiences in our schools and have good outcomes from their learning, but our intention and ambition is to continue to improve. Our Raising Attainment Strategy is successfully building leadership capacity at all levels with shared accountability between headteachers and central staff and a collaborative and a collegiate approach to improvement. Dumfries and Galloway schools are data rich; staff are becoming more confident at using analysis to inform improvement. Although attainment for children and young people shows an improving picture we still need to focus on our most vulnerable children and young people – particularly children and young people who are subject to child protection processes, are care experienced and those with additional support for learning needs. The priority for this year is for focused and better targeted support and collective interventions across all agencies about explicitly and collectively raising aspirations for our most vulnerable children and young people.

This report takes account of what we know, informed by our Evidence Report, and sets out our improvement drivers and outcome measures for next year, in conjunction with our Children's Services Plan (Appendix 6) and Regional Improvement Collaborative plan (Appendix 5).

## **Context**

Education Services contributes to Dumfries and Galloway Council priorities by delivering a school education which will provide a good start in life for all our children. We are committed to giving all our children and young people an equal chance to fulfil their potential.

**Our Aim is to:** Provide the best start in life for all our children.

### **Our Commitments are:**

- Ensure early intervention, in particular to keep our region's most vulnerable children safe
- Invest in creating schools fit for the 21st century which are at the heart of our communities
- Raise ambition and attainment, in particular to address inequalities
- Support children to be healthy and active

Dumfries and Galloway is the third largest region in Scotland covering 6,426 sq. km (8.2% of the total land area of Scotland). It has population of 149,520 (National Records of Scotland (NRS), Mid-2016 Population Estimates (2.7% share of the total population of Scotland). 2015 estimates show 16% of the population in Dumfries and Galloway are in the 0 to 15 years old age bracket compared to the national average of 17%.

It is one of the most rural areas of Scotland (Scottish Government Urban Rural Classification 2013-14); third highest ranked of the mainland council areas, with 20% of the population living in remote rural locations, behind Argyll and Bute and the Highlands.

This is characterised by small settlements of 4,000 people or less spread across a large area. Of our 16 secondary schools, 50.0% have fewer than 500 pupils and of our 99 primary schools, 43.4%, have fewer than 50 pupils.

31.9% of all pupils had an additional support need recorded in September 2017 compared to the national value of 29.3%. As of September, census 2017, **286** school children in Dumfries and Galloway were reported as looked after. This is an increase of **43** on the previous year.

### **Key Reference Documents linked to this report.**

- Appendix 1 - Dumfries and Galloway 2018 NIF Evidence Report
- Appendix 2 - SWEIC Data
- Appendix 3 - Annual Plan
- Appendix 4 – PEF Spend Summary Report
- Appendix 5 - SWEIC Plan
- Appendix 6 – Children’s Services Plan

### **Executive Summary of Improvements**

- Dumfries and Galloway has an improving record of raised attainment in Literacy and Numeracy in the BGE and Senior Phase.
- In Attainment vs Deprivation a similar level of performance in all SIMD deciles is recorded to national values. In decile 1, the most deprived decile, the average tariff points reported for Dumfries and Galloway almost half those of the least deprived decile. However, over time, since 2012 this has been steadily increasing and is continuing to do so.
- The national benchmarking measure of leaver initial destinations shows a three-year increase in the % of school leavers in a positive destination approximately 3 months after leaving school (i.e. initial destination) The Dumfries and Galloway value of 94.6% is above the National and SWEIC %.
- Dumfries and Galloway is beginning to reduce the poverty related attainment gap in the BGE and Senior Phase.
- As a result of approaches to self-evaluation, analysis and evaluation of data, Dumfries and Galloway Education Service and the majority of establishments are targeting interventions to support improvement and improve outcomes for our 20% most socio disadvantaged young people so narrowing the poverty related attainment gap.
- A strategic commitment to an evidence informed approach to improvement is supporting an outcome focused approach to delivering excellence and equity.
- Informed by national priorities and the local context, the Local Authority provides clear strategic direction to education leaders about the priorities for improvement.
- Dumfries and Galloway makes very good use of research and data to plan and lead improvements aimed at improving outcomes for all children and young people.

- Dumfries and Galloway provides the conditions and environment for leaders to make particular innovative decisions on available spend, based on research and self-evaluation activities.
- To improve outcomes for learners, Dumfries and Galloway operates under a coherent governance framework at all levels, in which there is clarity of both responsibility and accountability
- Dumfries and Galloway is developing effective systems to monitor and evidence the extent to which spend has led to improved outcomes.
- The Education Scotland CIAG review in October 2017 highlighted an area of excellent practice in Dumfries and Galloway around Partnership Working. This was related to the 'Planning for your future' residential summer school and follow through project. The aim of this collaborative work is to raise the profile of what the area has to offer in terms of learning pathways and career opportunities, and to raise aspirations of those most at risk of not achieving a positive post-school destination.

### **Self-Evaluation and Improvement**

Our local authority NIF evidence report ( Appendix 1 ) , which should be read in conjunction with this annual report, gives an overview of our current available evidence on achievement, attainment, health and wellbeing and the wider education system, with a specific focus on the differences between children and young people living in the most deprived and the least deprived areas as well as any other gaps in our levels of attainment overall. The NIF report provides a clear evidence in relation to progress against the NIF priorities as well as how the key drivers for improvement are supporting improvements across our schools. This information has informed our annual plan (Appendix 3).

### **Strategies**

Dumfries and Galloway's Raising Attainment Strategy is underpinned by our commitment to improving outcomes by aiming to provide the best start in life for all our children and young people and an equal chance to make the most of their potential. Our aim and commitments of this strategy also take account of the National Improvement Framework.

The strategy complements the local authority's approach to implementing Curriculum for Excellence (CfE), including ensuring wellbeing, equality and inclusion, approaches to improving learning, teaching and assessment, developing leadership at all levels to support change, enhancing partnership working and embedding approaches to securing improvement through a culture of self-evaluation.

Our authority wide approach to improving learning, raising attainment and narrowing the poverty related attainment gap is underpinned by a very strong commitment to securing improvement through self-evaluation. Integral to our improvement agenda is an expectation that all establishments have a systematic approach to quality assurance and moderation, data analysis, evaluating and improving the quality of learning experiences and promoting stakeholder involvement as key strategies in improving learning, raising attainment and narrowing the poverty related attainment gap. This is reflected in our annual Education Plan

and in establishments via school improvement progress reports, Improvement Planning and PEF planning sheets.

Two schools situated in Upper Nithsdale are part of the Scottish Attainment Challenge Schools programme. Both are making good progress towards achieving the deliverables within their plans. The primary school has an increased focus, through more effective use of data, on the children in most in need of support to close the poverty-related attainment gap. The primary school is beginning to embed their speech and language work at early level and are seeing signs of impact on children's literacy. They are also improving early identification of need. The secondary school is at an earlier stage but is beginning to see improvements in literacy and numeracy for identified young people and improved profiling of health and wellbeing. Improved use of tracking and monitoring is helping the school to deploy their additional learning assistant more effectively. Recruitment of staff is still a potential risk, but the schools are aware of these challenges and adjusting their plans if and when required.

The launch of Pupil Equity Funding (PEF) as part of the Scottish Attainment Challenge (SAC) in 2017 has further supported the capacity of our schools and increased opportunities to continue to deliver our authority wide aspiration to raise attainment and improve outcomes for all.

During session 2017-18 the local authority audit team conducted an internal audit to establish whether Pupil Equity Funding (PEF) received by Dumfries & Galloway Council to support schools in tackling the poverty-related attainment gap has been used in accordance with National Operational Guidance and Dumfries & Galloway local guidance. Their main area of interest was the support provided to schools by the Education Authority. Detail regarding the outcome of this is provided later in this report.

In the Education Scotland Dumfries and Galloway quarterly report for the Scottish Attainment Challenge, April 2018 comment was made that our schools were being well-supported in PEF through a collaborative approach between the local authority, including a seconded headteacher, attainment advisor and the area lead officer. It also highlighted that the local authority is working hard to ensure spending achieves both best value and maximum impact for targeted learners. As a result, focus and understanding of the SAC and PEF is improving across the local authority.

Key strengths were identified as Dumfries and Galloway having clear, focused schools' programme plans for 2018-19 and changes to school improvement planning processes for 2018-19 to include clear planning around Pupil Equity Funding. Next steps would involve the attainment advisor working with the schools in the Attainment Challenge programme to monitor the effectiveness of their interventions and approaches to see to what extent they are achieving positive and measurable results. This will also include work with the local authority to support schools with their planning and implementation of Pupil Equity Funding 2018-19.

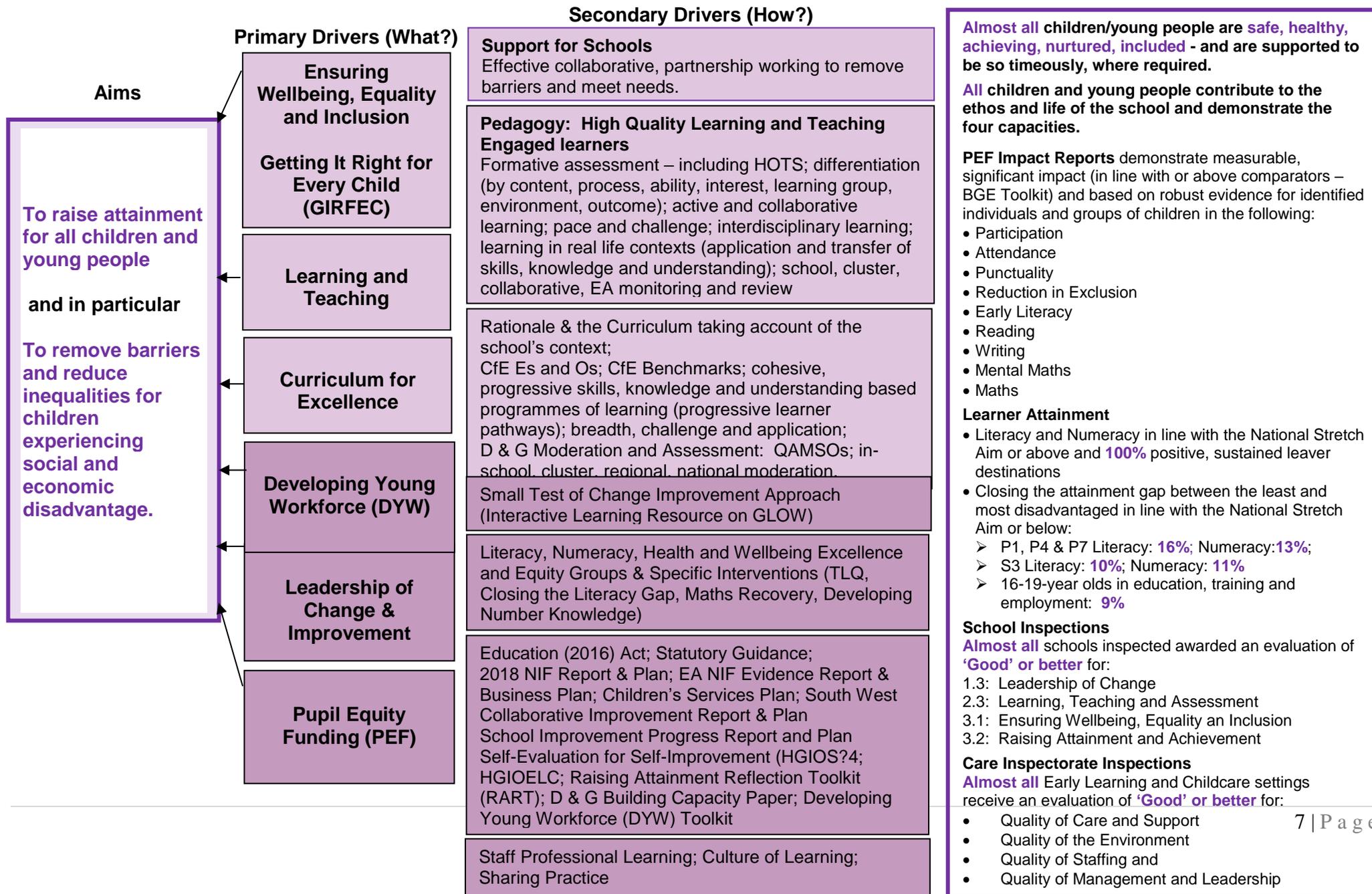
During October 2017 Skills Development Scotland (SDS) underwent an external review by Education Scotland on the Career Information, Advice and Guidance services delivered in Dumfries and Galloway. Activities that impact on the quality of customer experience were examined and evaluated against the three key principles of Outcomes and Impact, Service Delivery and Leadership and Quality Culture. Against five key themes SDS in Dumfries and

Galloway was awarded 4 very good grades (demonstrating major strengths) and 1 excellent grade (demonstrating outstanding and sector leading).

Numerous areas of positive practice were identified by inspectors during the review. These included:

- links between the service level agreement process and the School Improvement Plan is increasingly supporting the embedding of the Career Education Standard and employability skills in the curriculum and ensuring delivery of Career Management Skills by Careers Advisers
- positive contributions to monthly employability coordination group meetings enabling targeting of earlier interventions and supporting periods of transitions for targeted customers
- effective monitoring and tracking actions which support the achievement of high levels of positive destinations for customers

# Children, Young People and Lifelong Learning, Dumfries and Galloway Council: Raising Attainment for All Strategy



## People and Partnerships

The local authority raising attainment strategy provides a strategic, systematic and rigorous approach to securing improvement. Over the past few years, a clear focus on data analysis is a key driver for change and improvement. Session 2018–19 will see the introduction of a robust authority wide tracking and monitoring system to monitor pupil progress through the levels of the Broad General Education. This will complement existing Senior Phase tracking systems and but more importantly will support and challenge across transitions and targeted groups of children and young people leading to improvement. The local authority approaches to assessment and moderation are providing an effective collaborative framework for establishments and learning communities to plan and moderate standards. During session 2017-18, the local authority published a Quality Assurance and Moderation Framework to support practitioners in making confident judgements about achievement of a level and to raise attainment for all. Standards in literacy and numeracy are improving with robust measures used in the majority of schools and clusters to inform teacher judgement. This work is further supported by a team of 15 Quality Assurance and Moderation Support Officers (QAMSOS) who have led in conjunction with central officers' authority wide moderation. Moving forward further work and support in this area is being developed in collaboration with the South West Education Improvement Collaborative (SWEIC) in session 2018-19. (Appendix 5)

Key aspects of our raising attainment work are being supported by professional learning opportunities for staff at all levels which is focused on improving outcomes for young people and children. Staff are committed to engaging in continuous professional learning, enquiry and collaborative groups through national, local authority and school level activity. A wide range of professional learning opportunities are promoted with participation very much encouraged in the local authority.

In taking cognisance of National Improvement Framework priorities, authority wide Excellence and Equity strategic groups in Literacy, Numeracy and Health and Wellbeing groups have been established to ensure that the full range of services within Children, Young People and Lifelong Learners, and our partners, work coherently with schools and early learning and childcare settings to maximise the impact of available resources. These practitioner / partnership groups have been created to support, guide and share practice with schools and early learning & childcare settings to raise attainment and close the attainment gap.

The first phase of implementing the 1140 hours of Early Learning and Childcare has been completed. Eight school nurseries, one funded provider and a number of childminders in areas of deprivation are offering families early access to additional hours. Over three hundred children are benefitting from these hours with 85% taking more than the statutory provision of 600 hours and 50% taking the full thirty hours a week. All of these children also benefit from the offer of a free lunch which is supporting healthy lifestyles in line with Setting the Table guidance. One school nursery has also offered all year round provision as part of the Scottish Government funded trial which has supported a few families working patterns. Dumfries and Galloway Council is committed to providing as much flexibility and choice as possible for parents; families are able to drop off and collect their child at a time convenient to them in line with their family's needs. Phase two is due to commence in January 2019 with a further two schools, three funded providers and additional childminders offering the additional hours.

Children and families are benefiting from programmes such as PEEP, delivered in partnership with the library service and family learning, where children and families learn together, and parents can work towards SCQF qualifications. Many children have also taken part in Talking, Listening, Questioning (TLQ) groups which has significantly improved young children's communication and language skills.

32% of eligible two year old are taking up the offer of a place in either local authority nurseries, with a funded provider or with a childminder. This is supporting those children who may benefit the most from access to quality provision at an earlier age to secure positive outcomes. Dumfries and Galloway Council are committed to increasing the uptake and a multi-agency team are applying to be part of the Children and Young People Improvement Collaborative's Two Year Old Uptake Improvement Practicum (2YOU-IP).

Across our schools in Dumfries and Galloway we are improving the quality of partnership working relating to improvement planning across sectors to support a cohesive 3-18 learner journey. Children and young people across our schools experience a rich and varied curriculum. They are supported to be leaders of learning.

Dumfries and Galloway has a clear commitment to the delivery of improved outcomes for young people and families aiming to provide high-quality provision for equity and inclusion. Improving delivery of services to children and young people with additional support needs is a 2-year action but we have made good progress in year 1 by establishing the infrastructure for this. A restructured Supporting Learners service has been put in place with policy and guidance being updated in relation to ASL enrolment; exclusions; LAC educational attainment and home education. Scrutiny arrangements have been put in place to ensure regular monitoring of educational attainment for looked-after children and exclusions, and regular consultations with the Parents Inclusion Network (PIN).

Good partnership working is challenging and supporting schools to deliver appropriate universal and targeted support, with Education Psychological Services playing a key role. During 2016/17 the Educational Psychology Service undertook a period of self-evaluation and reflection which culminated in engaging in a Validated Self Evaluation (VSE) process in partnership with Education Scotland in March 2017.

During this time the Service introduced a Group Consultation model, based on Solution Focused Principles, for Primary Schools. Instead of holding an individual consultation meeting about a child with needs at the targeted level, psychologists convened and facilitated group consultations where several children or issues could be discussed among a group of Named Persons and Support Teachers. This model has enabled school staff to share good practice and strategies and has encouraged a more solution focused, collaborative approach. The Educational Psychology Service continue to support young people at the Universal Level in the form of training and building capacity of staff within the Directorate for Children, Young People and Lifelong Learning (CYPLL), including – a central role in GIRFEC implementation, development and implementation of the literacy strategy, ongoing work to improve early communication skills, inclusion of children with autistic spectrum disorders in mainstream classes, reflective dialogue for practitioners and overcoming barriers to learning training for newly qualified teachers.

Almost a third (32%) of our learners are identified as having an additional support need (SG Nov 2017) with support targeted through our staged intervention model, with the majority being supported at the universal level. In May 2018, there were 7,409 learners identified

as having an ASN, 1,350 with an Individual Education Plan and 147 with a Coordinated Support Plan. There has been significant growth in the number of children and young people with a Child’s Plan (970 in May 2018), through the delivery of our GIRFEC named person functions. Named Person staff engagement exercise that has highlighted a number of recommendations to put in place supports to colleagues in schools undertaking named person functions, with specific issues about mental health and wellbeing provision. These will be taken forward during session 2018-19.

Supporting Learners Service has targeted the development of teacher confidence and capacity in delivering universal support in primary and secondary schools, through the work of our ASL teachers and central support staff. Given the pressures on resources, the research Making Best Use of Teaching Assistants (Education Endowment Foundation (2015) is driving our approach to increasing access to high quality teaching rather than non-teaching support. We have recently increased teacher provision in three of our learning centres and given our leaders of learning across all our learning centres additional non-contact day to support improved learning and teaching.

In May 2018, a Headteacher Authority Priority day was given over to the Supporting Learners Service, with a key focus on enablement and how lessons from self-directed support are developing new approaches to improving resilience, confidence and self-esteem for young people. In early 2018, 150 Learning Assistants completed an enablement workshop, which challenged their thinking around an enabling approach.

Working with Educational Psychology the Supporting Learners Service has developed “Better Relationships, Better Learning”, a locally packaged approach for supporting schools with an integrated programme of solution focus, nurture and restorative approaches. The package can be augmented with schools buying additional training and development through their Pupil Equity Fund.

Specialist teachers and support staff account for the majority of our staffing and predominantly these colleagues are working in schools. Of the £16 million Supporting Learners Budget £13.8 million pays for staff and £9m is directed to schools, as ASL teachers and learning assistants.

Local evidence supports the national picture of a correlation between ASN and deprivation, and that those children living in the most deprived areas are more likely to be identified as having barriers to learning.

Dumfries and Galloway – SIMD deciles and % of children identified as having an additional support need.

SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10
<b>29%</b>	<b>32%</b>	<b>26%</b>	<b>23%</b>	<b>19%</b>	<b>21%</b>	<b>19%</b>	<b>19%</b>	<b>18%</b>	<b>16%</b>

The engagement of partners in planning outcomes for young people and families ranges from being well established in some schools to limited engagement in others. Close working with the parent councils and the parent forum is supporting schools in the latter category to develop in this area to ensure moving forward this is a priority. Parents and partners have been involved in decisions about Pupil Equity Fund (PEF) projects in most schools. In addition, the involvement of Education Psychological Service and the Third Sector in PEF

projects has been integral in supporting schools deliver projects and improve outcomes for our most socio disadvantaged children and young people.

**Some examples of successful PEF interventions include:**

Talking, Listening Questioning (TLQ) for example is proving to be an effective intervention for improving the expressive language of children with vulnerable language skills in Nursery, P1 or P2 in a significant number of schools (80%). This has been evidenced both in terms of the assessed progress and the comments of the settings. The overall gains of around two years in information (vocabulary) and grammar have been consistent throughout the four years of the project so far. Additional benefits in terms of confidence, social skills and academic progress have also been evident.

Another successful intervention being used across our schools is through professional development in the Math’s Recovery Programme. This is preparing teachers to approach mathematics instruction in a new way. It emphasises ongoing assessment, careful observation, gauging student’s current knowledge and strategies, and building on them to increase the student’s knowledge, ability and self-confidence in mathematics. It also engages teacher reflection through the use of videotape of both the assessment interviews and the teaching.

In one cluster for example a collaborative approach PEF focused training of teaching staff and learning assistants to develop a whole cluster approach called ‘Teaching Number in the Classroom’, which has been developed from the Math’s Recovery programme to allow teachers to use the math’s recovery techniques in the classroom. Using PEF, they also bought in an additional teacher to release an experienced teacher to deliver small group Math’s Recovery sessions and 1:1 Math’s Recovery Intervention to targeted children.

The impact observed this year is outlined below.

**Whole School Average Standardised Scores – Mathematics Overall**

	<b>FSM</b>	<b>ASN</b>	<b>LAC</b>	<b>SIMD Q 1-2</b>
<b>2016/17</b>	94	90	71	103
<b>2017/18</b>	99	99	77	106
<b>Difference</b>	+5	+9	+6	+3

Building on the success of a Scottish Attainment Challenge Innovation funded project during Session 2016-17, a significant number of schools across Dumfries and Galloway have used PEF funding to deliver the Closing the Literacy Gap intervention. Closing the Literacy Gap is an evidence-based intervention, developed within Dumfries and Galloway and proven to close the poverty related attainment gap. It has recently been added to Education Scotland’s National Improvement Hub as an exemplar of good practice. It is an intensive, targeted approach designed to accelerate progress in both reading and writing. The pedagogy is based on the principles of an internationally acclaimed intervention called Reading Recovery and promotes high quality learning and teaching experiences and attainment sustained beyond intervention. Simply expressed, the underlying philosophy is children learn to read and write if they are encouraged to use a variety of inter-connected skills, processes and behaviours, rather than one particular method or approach. The intervention’s Framework for Learning runs parallel to, and complements most schools’ literacy programmes, sharing the same objectives and success criteria but breaking each

into smaller, more achievable steps. 31 schools now have Lead Teachers who strategically manage the intervention's high-quality assessment process, whilst supporting Learning Assistants and liaising with class teachers and parents. 64 Learning Assistants have been trained to expertly 'notice, encourage, prompt and praise' a wide range of interconnected literacy skills, based upon enhanced professional knowledge and shared, high quality pedagogy. All pupils, parents and Learning Assistants were motivated by rapid progress and success.

Data has been collected for 135 P1–P4 pupils, many of whom had been experiencing significant delays in reading and writing before intervention. Over 8 weeks, the children's average standardised score in reading improved by 11 points, equivalent to 12 months in age. Scores in Spelling improved by an average 8 standardised points. Although not explicitly targeted within the programme, remarkable gains of 15 standardised points, or 14 months in comprehension age were measured within the P3-4 age group.

Early Years Scotland have delivered Stay, Play and Learn sessions for families with children in Primary 1 and 2 at Whithorn Primary since August 2017. School staff work closely with Early Years Scotland Early Years Practitioners to plan and adapt sessions to meet the needs of our children and families. An important aim for the school is to increase parental engagement and promote early attachment to meet the outcomes of the Pupil Equity Fund. The school has noted a huge increase in the frequency, level and quality of parental engagement.

*'This has already had a very positive impact on the interactions the parents have with the school, not only during the P1 Stay Play and Learn sessions, but in other areas of children's engagement and learning too. We have noticed that the parents have developed much better relationships with the school than we had previously, and they are now much more enthusiastic about being involved in their child's learning. They also say that they feel much more confident about coming into the school in general and speaking to staff in particular.'*

*The parents and children also take an active part in planning the P1 Stay Play and Learn sessions and they say that they feel included in this process.*

*We have noticed our children are also taking more responsibility for their own learning as they are very keen to plan what they wish to do at their Stay Play and Learn sessions.'* Head Teacher, Whithorn Primary School.

A Planning for Your Future (PFYF) Residential Programme and Study has been developed to engage young people in S2 and S3 across Dumfries and Galloway most at risk of disengaging, showing signs of low confidence, low levels of ambition or lack of awareness of future choices and opportunities. The criteria used to identify the target group included Young Carers, Care Experienced, young people entitled to Free School Meals, young people living in our more deprived postcodes (SIMD 20) or any other young person needing targeted support in the opinion of school-based staff.

The programme aims to impact positively on senior phase choices and specifically:

- to support young people, make informed decisions on their future education and employment choices;
- to assist young people with the transition from school into further or higher education at College or University; or into the world of work; and
- to raise the profile of the Crichton Campus and the academic and vocational opportunities available within Dumfries & Galloway and beyond.

The Residential Programme comprises of a themed approach to working with young people, incorporating Employability Skills across planned activities, which includes: Land-Based, Design, Engineer, Construct, Health and Social Care, Early Education and Social Studies, Hospitality and Tourism as well as Creative Industries and Enterprise

The Study element of the programme specifically measures the impact of the Residential Programme. The study is called A research project to evaluate the effects of employability support for young people in a rural setting and is planned to monitor and track the participants of the residential over a 3-year period. As well as following a sample of young people who have taken part in PFYF, the study will examine the progression of other young people for comparison.

At this stage the success of the delivery of these projects and other projects and the collation of data to evidence impact and outcomes is in the early stages, however good practice is being shared to promote improvement and consistency across the service.

Dumfries and Galloway's Raising Attainment Strategy is successfully building leadership capacity using a blended approach of strategic direction from the centre combined with collaboration and a collegiate approach to improvement.

Dumfries and Galloway is data rich. Staff at all levels are increasingly becoming more confident in scrutinising data to inform improvement. There are well developed approaches to analysis of data at local authority, establishment and classroom levels enabling staff to identify attainment gaps and implement appropriate interventions to secure improvement. Professional learning opportunities for staff have helped them become more confident in the use of data.

**Our Data Story** (Detailed analysis of performance data can be found in Appendix 1 and 2 of this report)

### **Insight Comparison data**

**National Benchmarking Measure: Leaver Initial Destinations** - Initial school leaver destination results (SLDR) published in March 2018 show 94.6% of young people left school with a positive destination. This is on par with last year and is higher than the national average of 93.7%

**National Benchmarking Measure: Improving Attainment for All** – 2017 data shows little variation over the past three years for all three groups (lowest 20%, middle 60% and highest 20%). Values are on par with national and SWEIC data. When considering the Dumfries and Galloway values for all 3 groupings of the (lowest 20%, middle 60% and highest 20%) for the 30% most deprived pupils values have increased from previous years. A difference exists however between all pupils and the 30% most deprived of lowest 20% - 84, middle 60% - 280 and highest 20% -340.

**National Benchmarking Measure: Attainment versus Deprivation** - Attainment vs deprivation across the 10 SIMD deciles in Dumfries and Galloway in 2017 is similar to the national and SWEIC data. In Dumfries and Galloway, the profile of our school population shows a higher proportion of young people in the middle deciles with fewer in SIMD deciles 1 and 2 as well as deciles 9 and 10. Young people in SIMD 10 performed less well in Dumfries and Galloway than the national and SWEIC average.

**National Benchmarking Measure: Literacy and Numeracy** - 2017 data reflects an improved performance for young people achieving literacy and numeracy at SCQF level 4 and 5. The values are slightly above the virtual comparator and the national average.

**Senior Phase Qualifications Breadth and Depth at S4** - The proportion of young people achieving awards at SCQF level 4 have improved on the previous year and are above virtual comparator values and the national average. The proportion of young people achieving awards at SCQF level 5 have improved on the previous year and are above virtual comparator values and above or the same as the national average. At S5 - The proportion of young people achieving awards at SCQF level 4 has not improved on the previous year is below virtual comparator values and the national average for achieving 1 or 2 awards but is above virtual comparator values and the national average for achieving 3 or more awards at SCQF level 4. The proportion of young people achieving awards at SCQF level 5 has not improved on the previous year, is below virtual comparator values and the national average for achieving most awards but is above virtual comparator values for achieving 3, 7 and 8 awards and is above both the virtual comparator and national average for achieving 10 or more awards at SCQF level 5. The proportion of young people achieving awards at SCQF level 6 has not improved on the previous year and is below virtual comparator values and the national average. At S6 - The proportion of young people achieving awards at SCQF level 5 have improved on the previous year and are above virtual comparator values and the national average for achieving 4 awards or more. The proportion of young people achieving awards at SCQF level 6 have improved on the previous year and are above virtual comparator values and the national average for achieving 9 of the 10 collected measures. The proportion of young people achieving awards at SCQF level 7 have improved on the previous year and are above virtual comparator values and the national average for achieving between 1 and 4 awards at this level.

Attainment for 1 or more SCQF level 3 qualifications or better for the most/least deprived 30% of pupils have remained very similar to the previous year at 96.6% and 99.1%, the gap between the most and least deprived has increased to 2.5% from 1.4% in 2013/14. Attainment for 1 or more SCQF level 4 qualifications or better for the most/least deprived 30% of pupils have fallen from the previous year values, the gap between the most and least deprived at 4.7% is similar to the 2013/14 gap of 4.6%. The attainment gap increases with the level of qualification, for those pupils attaining at least 1 qualification at SCQF 5 or better, the most deprived 30% of pupils has increased since the previous year but the least deprived 30% of pupils has fallen on the previous year. The gap between the most and least deprived has fallen from 24.2% in 2013/14 to 18.3% this year. There is a similar pattern for the pupils attaining at least 1 qualification at SCQF 6 or better, the most deprived 30% of pupils has increased since the previous year but the least deprived 30% of pupils has fallen on the previous year. The gap between the most and least deprived is 27.4% compared to 25.3% in 2013/14. This is an area which has been identified for improvement action and a focus for our Senior Phase strategic group.

**Curriculum for Excellence: Teacher Judgements reflected against the National Improvement Framework Stretch Aims.** (Comparison data between SIMD 20% most disadvantaged pupils and the SIMD 20% least disadvantaged pupils).

In considering the combined data for the percentage of P1, P4 and P4 children, 67% are achieving the level relevant to their stage for all literacy measures for the 20% most disadvantaged group against the stretch aim of 68%. The combined data for the percentage

of P1, P4 and P4 children, 82% are achieving the level relevant to their stage for all literacy measures for the 20% least disadvantaged group against the stretch aim of 85%. On further consideration to establish the gap between SIMD 20% most and least disadvantaged pupils with the stretch aim of 16% - a gap of 15% in 2017 is recorded for Dumfries and Galloway.

In considering the combined data for the percentage of P1, P4 and P4 children, 72% are achieving the level relevant to their stage for numeracy for the 20% most disadvantaged group against the stretch aim of 75%. The combined data for the percentage of P1, P4 and P4 children, 85% are achieving the level relevant to their stage for numeracy for the 20% least disadvantaged group against the stretch aim of 88%. On further consideration to establish the gap between SIMD 20% most and least disadvantaged pupils with the stretch aim of 13% - a gap of 13% in 2017 is recorded for Dumfries and Galloway.

In considering the data for S3, 56% are achieving the level relevant to their stage for all literacy measures for the 20% most disadvantaged group against the stretch aim of 84%. The data for S3, 90% are achieving the level relevant to their stage for all literacy measures for the 20% least disadvantaged group against the stretch aim of 95%. On further consideration to establish the gap between SIMD 20% most and least disadvantaged pupils with the stretch aim of 10%. A concerning gap of 34% in 2017 is recorded for Dumfries and Galloway.

In considering the data for S3, 73% are achieving the level relevant to their stage for numeracy for the 20% most disadvantaged group against the stretch aim of 84%. The data for S3, 94% are achieving the level relevant to their stage for numeracy for the 20% least disadvantaged group against the stretch aim of 95%. On further consideration to establish the gap between SIMD 20% most and least disadvantaged pupils with the stretch aim of 11%. A concerning gap of 21% in 2017 is recorded for Dumfries and Galloway.

Effective monitoring and evaluation of learning and teaching is embedded in the local authority within a clear structure developed as part of our process of School Self Evaluation for Self-Improvement Collaborative Reviews. Introduced during session 2017-18 these build on the successful school review visits which took place over the sessions from 2013-2016 and the Primary and Secondary Collaborative Forums. The collaborative reviews aim to support, extend and challenge a school's own self-evaluation, to affirm, or otherwise, their evaluation of strengths and areas for improvement, thereby strengthening outcomes for learners. The process is collaborative and uses many of the principles which underpin a collaborative enquiry approach to evaluation, intervention and improvement to address the national improvement priorities. This is achieved through working together with partner agencies and other stakeholders, to improve outcomes for all. Early intervention and prevention are key to the work of our schools and as such, underpin much of the school's improvement agenda. Partnership between the local authority and establishments over a period of years, combined with a focus within establishments, has resulted in our schools developing a range of processes for monitoring and evaluating the quality of learning and teaching. This has been further supported across Dumfries and Galloway through our schools' engagement in the Raising Attainment for All (RAFA) improvement methodology. This is resulting in well researched professional learning opportunities, sharing of good practice and improved pedagogy. A consistent strategic focus on improving leadership through collaborative professional learning has also resulted in enhanced capacity and effective leadership of targeted interventions.

The local authority has a continuing clear focus on improving stakeholder involvement. Parents are included and consulted at a strategic level through a dedicated support officer with a remit to promote parental engagement, SMT engagement with the chair of the parent forum and at a school level through an active network of Parent Councils. Parents are represented for example at CYPLL committee meetings and in senior staff appointment procedures. They have also been consulted in relation to improvement priorities for our annual plan and been involved in local authority service reviews. The importance of engaging children and young people in evaluating and improving educational provision is also recognised and at authority level this is being further developed and is a priority for next session. At establishment level, children and young people are regularly involved in the evaluation of learning and teaching and are consulted about a wide range of issues via a range of forums but particularly through the development of pupil councils and the use of HGIOS 4 (learner engagement version) which is in the early stages of use.

Dedicated Family Learning resource are supporting improved life chances for children and families through a wide range of interventions and targeted within areas of identified need within Dumfries and Galloway with a priority given to the following key catchment areas: - Stranraer (including Park School catchment); Newton Stewart; North West Dumfries (including Lochside/Lincluden catchment; Upper Nithsdale (including Sanquhar and Kelloholm catchment) and Annandale.

The work of Family Learning is embedded within the Children's Services Plan with a key priority being the testing of parenting approaches. PEEP (supporting parents and children learning together) is proving to have an important impact on parents and families, with positive feedback being received from participants and professionals across all delivery.

PEEP sessions are building parental capacity by providing opportunities for parents to work towards accredited qualifications and enable them to progress to other positive destinations such as volunteering, college or employment.

Other key initiatives which are delivering positive outcomes, and which continue to be implemented include Roots of Empathy; Incredible Years; FAST, FLASH, RESPECT, PICL and MATCH. Family Learning Co-Ordinators and Early Learning & Childcare staff are working with Parent Councils and Head Teachers to maximise PEF opportunities aimed at raising attainment and closing the poverty related attainment gap.

The National Review of Family Learning – Supporting Excellence and Equity continues to be utilised alongside the new Family Learning Framework in helping to shape delivery, inform and improve practice.

### **Example of the use of PEF Funding to support Family Learning**

The "Wider Experience" programme is where pupils get to take part in a chosen activity and learn a new skill or visit an organisation in the community. These activities are delivered by a variety of people and organisations within the community; by teachers and by parents/family members. We aim to provide children with wider experiences and encourage them to try new activities that they wouldn't get in the classroom. One of our specific outcomes is to ensure that children are getting an insight into the World of Work and gain an experience of some of the skills required.

Parents / Family members are supported initially to shadow a partner agency or school staff member and eventually progress on to delivering solely on their own with a group of pupils.

Family Learning encourages input from families to ensure they are learning together and bringing parents into the school community where teachers and parents are working alongside one another to meet the outcomes of Curriculum for Excellence. This is building parental capacity, and many have gone on to work with adult learning to get jobs or SQA qualifications.

Building upon well embedded approaches to securing improvement through self-evaluation, PEF has enabled a significant enhancement of targeted support, creative approaches to improving outcomes for children and young people, enhanced partnership working and improved stakeholder participation.

In seeking to deliver best possible health and wellbeing for all children and young people, a strategic approach to improving wellbeing is being taken. Staff in schools are being trained, so they can better support the mental health and wellbeing of children and young people. Improvements have also been made in the ways support is provided for children and young people with ASD and mental health issues and health information to young people is now provided in a more accessible way through the Cool2Talk service. Following consultation with local young people and other stakeholders, a two-year pilot of the cool2talk service from NHS Tayside was commissioned in Dumfries and Galloway. Five local NHS and Council young people's services agreed to embed the new digital service into their existing operations.

A local Pregnancy, Parenthood and Young People pathway has been developed alongside a local sexual health action plan. Actions aimed at improving children's oral health, diet and nutrition and levels of physical activity and to address the use of tobacco by young people continue to be taken forward.

The development and delivery of learning opportunities and a training pathway to increase the capacity, confidence and skills of staff to support and improve the mental health and wellbeing of children and young people is an action being taken forward over the three years as part of the Children Services plan. Good progress has been made in 2017-18 with an initial focus on increasing the number of school staff who have taken the 8-week evidence-based Mindfulness Based Stress Reduction (MBSR) programme. Since January 2017, 65 training events have been delivered by a Primary Mental Health Worker (PMHW) and/or PMHW in partnership with an Educational Psychologist to 1051 people. An analysis of evaluation data using the Mindfulness Attention Awareness Scale indicates that the MBSR course has had a positive impact on those who took part.

## **Outcomes**

In improving attainment for all, we have made good progress. Across our schools in Dumfries and Galloway 2017 declared data shows an increase in achievement across all stages and measures for literacy and numeracy. This set of results is encouraging as it shows that the range of interventions being used in our schools to support children and young people are leading to improved outcomes.

- There is a good focus on attainment across all SIMD levels which is leading to improvements
- Partnership working is a key strength in the senior school – for example when preparing young people to leave school – this is evidenced in a number of ways including the Employability Coordination Groups.

- We are sustaining positive destinations for the majority of young people within Dumfries and Galloway
- In all national measures reported on in Insight 2016-17 data for Dumfries and Galloway shows an improved performance
- Literacy and Numeracy SCQF Level 4 and 5 are both just above the virtual comparator and national data. This also shows an increase from 2015- 16
- School leaver destination data is just above the virtual comparator and national values. It also shows an increase from 2015- 16
- The national measure of improving attainment for all shows the average tariff points for the lowest 20%, middle 60% and highest 20% values for Dumfries and Galloway all above virtual comparator and national values
- In Attainment vs Deprivation a similar level of performance in all SIMD deciles is recorded to national values with Dumfries and Galloway having slightly lower levels of performance in SIMD deciles 9 and 10. In decile 1, the most deprived decile, the average tariff points reported are almost half those of the least deprived decile. However, over time, since 2012–13 this has been steadily increasing and is continuing to do so.

In reducing the attainment gap, we have made good progress. Curriculum for Excellence data collected for the last two years by the Scottish Indices of Multiple Deprivation (SIMD) deciles shows that although there is a gap in achievement for those pupils living in SIMD most deprived data zones compared to those living in the least deprived data zones there has been improvement in each and every decile from the previous year so demonstrating ongoing improvement.

- Literacy 67% - Combined P1, P4, P7 is above the 2018 SG Measure 59.8% for 20% most disadvantaged. S3 Literacy 56% is below the 2018 SG Measure 80.5% for 20% most disadvantaged
- Numeracy 72%- Combined P1, P4, P7 is above the 2018 SG Measure 69.2% for 20% most disadvantaged. S3 Numeracy 73% is below the 2018 SG Measure 80.7% for 20% most disadvantaged
- Insight national measures for Attainment vs Deprivation In lower deciles, 20% most deprived data zones show an improving performance over time. Average tariff points in decile 1- 3 are on average almost half the average tariff points of the 20% least deprived data zones. This value has increased overtime demonstrating on going improvement
- CfE data collected for the last 2 years by the SIMD deciles shows that although there is a gap in achievement for those pupils living in SIMD most deprived data zones compared to those living in the least deprived data zones there has been improvement in each and every decile from the previous year so demonstrating on going improvement.

In engaging with young people and parents to raise aspirations and promote opportunities and range of pathways and supporting learners to make informed choices, Dumfries and Galloway Education services have worked together with partners to deliver a coordinated progressive support service to young people. The aim is to support young people in making more informed choices based on skills, aspirations and raise awareness of opportunities for future employment. This includes young people at risk of leaving school without an appropriate pathway being supported through Employability Coordination Groups (ECGs); widening access programmes are in place to raise aspirations and support young people to address any barriers to entering higher education; conversations with learners on 'Planning for your Future' are beginning to take place earlier and information recorded on preferred route / sector and anticipated leave date is being used to inform pathway choices; engagement with parents through the parent forum has taken place to find a way to support parents to understand the need for different pathways and the focus on skills ,partnership working informed by pupil voice and labour market information is beginning to inform curricular planning, increasing the range of pathways available to our young people.

Dumfries and Galloway actions aimed at supporting young people into positive destinations are progressing well. The latest participation measure (published August 2017) shows that 92.5% of our 16-19-year-olds are participating in training, education or employment compared to 91.1% nationally, this is up 1.9% from the previous year. This is an increase in education from 68.6% to 70.4% and Employment from 20% to 20.7%. Unconfirmed status has decreased from 5.7% to 4.1%. The Youth Guarantee Partnership is working on improving this data through a tracking and monitoring group set up with core partners from Employability and Skills, FE Partners, Skills Development Scotland and Youth Services. SDS is also working with Scottish Government and HMRC to obtain more comprehensive data on those in employment. This should help reduce the number of unconfirmed statuses.

### **Pupil Equity Funding**

Dumfries and Galloway received £2,881,200 across 109 schools with amounts received ranging from £1200 to £129,600.

Following receipt of the National Guidance, a local guidance note was created to ensure that local policy and procedure were also considered when planning PEF spend. A PEF Officer was employed from August 2017 for a period of up to 12months to support schools in financial and employment procedures.

Schools identified issues with both local procurement rules and delays in the recruitment process for new posts created. Support was offered to schools in creating generic job descriptions for some PEF related posts that have subsequently been shared for all schools' information and use on GLOW.

In January 2018, Dumfries & Galloway Internal audit team carried out an audit on Education Services support to schools in their use of PEF. The resulting report confirmed compliance with the national guidance, but a service led acknowledgment that furthermore robust procedures were required both with regard to planning PEF spend and with the consultation with parents.

PEF Planning sheets have been incorporated in the School Improvement Planning process to capture planned spend at an early stage. Impact of this budget spend is then reported through the School Improvement Progress Report.

Criteria has been established around carry forward budgets to meet the national expectation that this is only in “exceptional circumstance”. A procedure has been created to provide schools the opportunity to demonstrate where they should be allowed to carry forward funding into the next school year.

A summary of the key areas of PEF spending in 2017/18 is provided below with more detail in Appendix 4: PEF Spend Summary Report.

### Areas of Spend – Primary and Secondary

Allocation	Staffing:- Teaching	Staffing:- Non-Teaching	Professional Learning	Resources/ Equipment	IT Equipment/ Software	PVG Checks	Transport/ Travel Costs	Photocopying/ Printing	Room Hire	Project Costs	BALANCE
£2,881,200	£784,366	£714,804	£62,157	£771,295	£79,547	£344	£2,856	£2,985	£2,607	£46,922	£413,316
100%	27.22%	24.81%	2.16%	26.77%	2.76%	0.01%	0.10%	0.10%	0.09%	1.63%	14.35%

### Spend by Curricular Area – Primary and Secondary

Allocation	Literacy	Numeracy	Health & Wellbeing	Unknown/ Other	BALANCE
£2,881,200	£268,691	£145,281	£715,287	£1,338,625	£413,316
100.00%	9.33%	5.04%	24.83%	46.51%	14.3%

### Impact of Pupil Equity Funding

In Dumfries and Galloway, almost all schools reported that Pupil Equity Funding has enabled focused delivery with identified children and young people to reduce inequality of educational outcome, experienced as a result of socio-economic disadvantage. In general, schools allocated PEF to widen and increase the range of strategies and interventions to improve outcomes for the identified children and young people. Using existing knowledge of learners, other children also benefited from inclusion in these interventions. This focus, along with the key strategies and actions to deliver the NIF priorities, has been central to schools’ improvement work and has made a positive difference to outcomes for children and young people.

To close gaps in learning and ensure that the gains made were sustained, most schools had at least one member of staff trained to take forward interventions with identified children, young people and groups using the ‘small test of change’ improvement approach. This methodology ensured effective measurement of impact and improvement from baseline and throughout the child’s / young person’s improvement journey. Tools used to measure impact included the Likert Scale, Leuven Scale, Pupil Attitude to Self and School Survey (PASS), the Boxhall Profile and the Rosenberg Self-Esteem Scale.

Early indications of how PEF has made progress in reducing inequality of educational outcome were noted across the region’s schools as follows:

**Improved Health and Wellbeing** - Generally, for most schools, this element was identified as a crucial starting point in closing the poverty related attainment gap. Across Dumfries and Galloway’s schools, in terms of emotional wellbeing, there is evidence of increasing confidence, self-esteem and resilience for identified children and young people though

engagement with the following programmes: Roots of Empathy; Emotion Works; Growth Mindset; Nurture; Mindfulness; Lego Therapy and Therapeutic Drawing and Talking.

Schools have also focused on improving relationships within the school, cluster and community. Examples include the anti-bullying programme delivered by KiVa, playground leaders, trained and upskilled pupils as School Counsellors and Learning Assistants as Family Support Workers, the latter with a focus on positive transitions and improving home school relationships for identified children and young people.

Programmes such as local swimming, 'Fit 4 Fun', 'Better Movers, Better Thinker', and 'Let's Move On' focused on increasing physical activity and wellbeing. To address sustainability of gains made in this aspect, schools focused on empowering children / young people and engaging parents; for example, young people's training in Health and Food Technology; breakfast clubs and 'Eating a Rainbow' partnership with the NHS.

**Alleviation of financial barriers for identified children and young people** - Evidence of equality of opportunity, in line with Dumfries and Galloway Council's Anti-Poverty Strategy. Schools maintained focus on reducing the cost of the school day. Examples of successful interventions in relation to this includes funding for uniforms, home learning kits, school trips, residential experiences and tickets to school events.

**Improved attainment in literacy and numeracy** - In general, schools' priorities, strategies and actions to reduce inequalities aligned to socio-economic disadvantage were aligned with the delivery the four NIF priorities. In working to improve attainment in literacy and numeracy, a range of focused interventions were put in place. There is evidence of impact in literacy for identified children through interventions such as 'Talking, Listening and Questioning' (TLQ) delivered in collaboration with Speech and Language Therapy (SALT), 'Closing the Literacy Gap', 'Collaborative Strategic Reading' and 'Accelerated Reader'. A focus on developing Mental Math's ability, and targeted interventions such as 'Math's Recovery' and 'Developing Number Knowledge' were successful in improving outcomes in numeracy and math's for identified children and young people.

**Increased participation, engagement in learning and curricular access** – Schools intervened through the provision of learning resources, PE kit bags, funded music tuition for individual children/young people and provision of stationery. A few schools have focused on improving individual children's working memory through the use of the CogMed programme.

**Increased engagement and access to local facilities, local community groups, activities and events** – Extended opportunities and experiences to practice social and life skills through identified children and young people's engagement with community members, organisations and teams such as Greystone Rovers, Queen of the South, Tai Chi, Let's Get Sporty.

**Increased access to a range of holiday activity programmes, pre-nursery clubs and parenting initiatives** – Identified children and families gained access to services and support during the holiday period.

**Increased engagement with parents, families and collaboration with partners** – Some schools had collaborated with the YMCA, Tree of Knowledge and Sleep Scotland and the Stay, Play and Learn initiative was delivered in collaboration with Early Years Scotland.

A few schools had allocated PEF to develop children / young people's skills for life and work through digital technologies (iPads). Some schools had engaged the expertise of parents in supporting the development of skills for life and work through engagement with 'World of Work' and Career Standards. Additionally, to ensure sustained advantage of specific interventions, several schools trained pupils, staff and parents.

### **Summary of our areas for improvement/challenges**

Although attainment for children and young people shows an improving picture we require to continue to focus on our most vulnerable children and young people – particularly children and young people who are subject to child protection processes, are care experienced and those who have additional support for learning needs. Data tells us that the attainment gap remains concerning – there is a 50% gap between attainment levels of those in deciles 9 and 10 and those in decile 1.

More coordinated identification of key vulnerable groups to allow focused and better targeted support and collective interventions is needed.

We need to improve systems for capturing and using data to improve attainment and ambition for vulnerable groups – this would include better tracking, monitoring and reporting systems to be developed and implemented.

Work is needed across all agencies about explicitly and collectively raising aspirations for our most vulnerable children and young people.

## GLOSSARY

<b>NIF</b>	National Improvement Framework
<b>SWEIC</b>	South West Education Improvement Collaborative
<b>PEF</b>	Pupil Equity Funding
<b>BGE</b>	Broad General Education
<b>SIMD</b>	Scottish Index of Multiple Deprivation
<b>CFE</b>	Curriculum for Excellence
<b>CIAG</b>	Children Integrated Agency Group
<b>SAC</b>	Scottish Attainment Challenge
<b>QAMSO</b>	Quality Assurance and Moderation Support Officers
<b>ASN</b>	Additional Support Needs
<b>PIN</b>	Parents Inclusion Network
<b>LAC</b>	Looked After Children
<b>CYPLL</b>	Children Young People and Lifelong Learning
<b>SCQF</b>	Scottish Curriculum Qualifications Framework
<b>GIRFEC</b>	Getting It Right for Every Child
<b>PEEP</b>	Peers Early Education Partnership

