

NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION

1.0 EXECUTIVE SUMMARY

- 1.1 This paper provides the Committee with an update on the Scottish Governments 2017 National Improvement Framework and Improvement Plan for Scottish Education (Appendix A) and the actions undertaken by Education Service during the course of 2016 to secure educational improvement for all children and young people within Argyll and Bute.
- 1.2 This paper will also provide an overview of the Primary and Secondary achievement in Literacy and Numeracy for P1, P4, P7, S3 in Argyll and Bute published in Achievement of Curriculum for Excellence (CFE) Levels 2015/16 (Appendix B).

1.3 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- a) Note the actions that Education Services planned and implemented in 2016 to secure educational improvement for all children and young people within Argyll and Bute;
- b) Note the overview of the Primary and Secondary achievement in Literacy and Numeracy for P1, P4, P7, S3 within Argyll and Bute, and
- c) Note the actions to be undertaken by Education Service in response to the 2017 revised National Improvement Framework and Improvement Plan for Scottish Education.

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2.0 INTRODUCTION

- 2.1 The National Improvement Framework for Scottish Education was announced as the centrepiece of the Programme for Government in September 2015. Following a period of consultation on a draft Framework, the final publication was launched by the First Minister of Scotland, Nicola Sturgeon MSP, in January 2016. The Framework aims to raise attainment and ensure equalities of outcomes for all children and young people. As part of the Education (Scotland) Act 2016, the reporting procedures for the Framework have been placed on a statutory footing.
- 2.2 In December 2016, the Deputy First Minister and Cabinet Secretary for Education and Skills, John Swinney MSP, launched the 2017 National Improvement Framework and Improvement Plan for Scottish Education which sets out how everyone will secure educational improvement. On the same date, the National Improvement Framework evidence report for 2016 was also published (Appendix C) providing an overview of Scottish Education and the context in which children and young people learn. It details current evidence on achievement, attainment and health and well-being. The evidence report incorporates a range of evidence sources including the new Achievement of CfE Levels return (based on teacher professional judgements), Scottish Survey of Literacy and Numeracy (SSLN), Pupil Census, Teacher Census, Attendance, Absence and Exclusions, Growing Up in Scotland, 27-30 month Child Health Reviews, the OECD's Programme for International Student Assessment (PISA), Scottish Health Survey, the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) and HMI inspections (Appendix A).
- 2.3 This paper provides the Committee with an up-date on the 2017 National Improvement Framework and Improvement Plan for Scottish Education and, importantly how Education Services will respond. It also outlines for Committee the actions that Education Services implemented in 2016 to secure educational improvement for all children and young people within Argyll and Bute.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Community Services Committee:

- a) Note the actions that Education Services planned and implemented in 2016 to secure educational improvement for all children and young people within Argyll and Bute;
- b) Note the overview of the Primary and Secondary achievement in Literacy and Numeracy for P1, P4, P7, S3 within Argyll and Bute, and
- c) Note the actions to be undertaken by Education Service in response to the 2017 revised National Improvement Framework and Improvement Plan for Scottish Education.

4.0 DETAIL

4.1 In publishing the National Improvement Framework in January 2016, the First Minister, Nicola Sturgeon, reinforced the Scottish Government's commitment to continually improve Scottish Education and close the attainment gap, delivering both excellence and equity. The Framework identifies four key priorities in Scottish education namely:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children,
- Improvement in children and young people's health and wellbeing, and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

4.2 The Framework builds on a strong record of improvement and will drive work to continually improve Scottish Education and close the attainment gap, delivering both excellence and equity. Alongside the Scottish Attainment Challenge, the Framework identifies the following 6 key drivers of improvement:

- School leadership;
- Teacher professionalism;
- Parental engagement;
- Assessment of children's progress;
- School improvement, and
- Performance information.

The Framework is central to the Scottish Government's commitment to raising attainment for all, and closing the poverty-related attainment gap.

4.3 In 2016, Education Services implemented the following to secure educational improvement for all children and young people within Argyll and Bute.

- In June 2016, Education Service participated in the Teacher Judgement Survey where the achievement of Curriculum for Excellence levels were gathered nationally for Reading, Writing, Listening and Talking and Numeracy at the stages of P1, P4, P7 and S3. The 2016 Evidence Report details the national picture of the percentage of P1, P4, P7 and

S3 pupils who are achieving the expected CfE Level relevant for their stage in Literacy and Numeracy (Appendix C).

- Within Argyll and Bute, the percentage of P1, P4, P7 and S3 pupils who are achieving the expected CfE Level relevant for their stage in Literacy and Numeracy is outlined in the Achievement of CfE Levels 2015/15 document (Appendix B) and is summarised below:

CfE Levels	2015/2016	P1	P4	P7	S3	S3
		Early Level	First Level	Second Level	Third Level	Fourth Level
Reading	Argyll & Bute	82%	72%	75%	89%	32%
	Scotland	81%	75%	72%	86%	39%
Writing	Argyll & Bute	80%	64%	70%	88%	34%
	Scotland	78%	69%	65%	84%	37%
Listening and Talking	Argyll & Bute	86%	75%	80%	91%	43%
	Scotland	85%	81%	77%	87%	41%
Numeracy	Argyll & Bute	85%	68%	65%	89%	62%
	Scotland	84%	73%	68%	86%	49%

- All local Authorities have direct access to a named Scottish Government Attainment Advisor who works collaboratively alongside local authority staff on agreed priorities which support the Scottish Attainment Challenge. Rosneath Primary School was identified through the Scottish Attainment Challenge initiative to receive targeted support to close the poverty related attainment gap. The Attainment Advisor assigned to Argyll and Bute has provided support and challenge to the Education Officer (Area), Headteacher and staff at the school to increase capacity within the school and identify strategies that will raise attainment in literacy. A range of learning and teaching approaches have been put in place and data has been generated to evidence improvement. Following analysis and evaluation of information gathered, successes will be shared with schools across the authority in order to inform best practice.
- The Attainment Advisor has recently begun to support initiatives in other schools in the Helensburgh area, John Logie Baird, Luss, and Colgrain. She has also worked with central education staff in building capacity within the team to advise and support schools in responding to the NIF priority of raising attainment and reducing the poverty gap.
- The Education Service has recruited a team of Quality Assurance and Moderation Support Officers (QAMSOs) from within the central team

and education establishments. These officers are released from the Authority to attend National Improvement Framework workshops in Glasgow and Edinburgh on sharing standards of attainment. The knowledge gained at these meetings by QAMSOs is used to inform the Education Service's strategy in raising attainment in literacy and numeracy and to ensure standards of attainment are in line with national expectations.

- The Education Service is currently rolling out a training programme that aims to have by June 2017 a dedicated Assessment Facilitator in every establishment. Assessment Facilitators build capacity in their establishments in order that teachers are confident in planning for improved attainment and making quality professional judgements on achieving Curriculum for Excellence levels. Facilitators are increasingly working collaboratively to bring cluster school staff together to share their understanding of standards expected in order that there is consistency across establishments.

4.4 In December 2016, the Deputy First Minister and Cabinet Secretary for Education and Skills, John Swinney MSP, launched the 2017 National Improvement Framework and Improvement Plan for Scottish Education which sets out how everyone will secure educational improvement. The Framework will see new and better information gathered throughout primary and early secondary school years to support individual children's progress and to identify where improvement is needed. The data will be used to close the gap in attainment between children from the least and most deprived communities in Scotland.

4.5 The 2017 National Improvement Framework and Improvement Plan for Scottish Education contain both ongoing and new improvement activity to be implemented by Education Service within each of the 6 key drivers (Appendix A). In 2017 we will be required to respond to the new improvement activity summarised below:

- School Leadership – support more teachers to take the step to headship;
- Teacher Professionalism – raise levels of STEM (Science, Technology, Engineering, and Mathematics) enthusiasm, skills and knowledge including enhanced Career-Long Professional learning for practitioners.
- Parental Engagement – implement final recommendations on the Scottish Schools (Parental Involvement) Act 2006;
- Assessment of children's progress – ensure that nurseries in the most disadvantage areas benefit from an additional teacher or degree qualified early learning and childcare professional. Improve attachment, resilience and mental wellbeing in our children and young people through programmes of support;
- School Improvement – implement the expansion of Early Learning and Childcare entitlement, the changes to National 5, Higher and Advanced Higher qualifications and improve the use of assessment data in schools to drive improvements in learner outcomes, and

- Performance Information – implement the standardised assessment tool in schools, reduce the attainment gap and carry out our statutory duties to plan and report on the National Improvement Framework.
- After the analysis of the NIF data from June 2016 Education Officers have been supporting schools to improve their tracking and monitoring to ensure that young people are making good progress within levels. All schools will be asked to provide an update of Literacy and Numeracy levels in February 2017 at P1, P4, P7 and S3.

5.0 CONCLUSION

- 5.1 Education Service will continue to plan and implement both the ongoing and new improvement activity within the 2017 National Improvement Framework and Improvement Plan for Scottish Education to secure educational improvement for all children and young people within Argyll and Bute and meet our statutory duties within the Education (Scotland) Act 2016.

6.0 IMPLICATIONS

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| 6.1 | Policy | The development of the National Framework for Scottish Education supports the central purpose of the Scottish Government and the delivery on the national outcomes. The framework would support delivery on the SOA Outcomes 1 and 3. |
| 6.2 | Financial | Potential resource implications arising from the introduction of the NIF. Specifically around the standardised testing and assessment, collation of data, additional reporting at class, school and authority level. |
| 6.3 | Legal | As part of the Education (Scotland) Act 2016, the reporting procedures for the Framework have been placed on a statutory footing placing further duties on Argyll and Bute Council. |
| 6.4 | HR | There are potential workload issues for teaching staff that should be considered within school working time agreements. |
| 6.5 | Equalities | One of the two main tenets of the Scottish Government's vision for education is to address educational inequalities. There is no current evidence base that standardised assessments leads to a reduction in inequalities and can only be viewed as one element that contributes to professional teacher judgement and assessment. |
| 6.6 | Risk | There is a potential reputational risk for the Council if there is failure to secure improvements/close the attainment gap for children and young people. |

- 6.7 Customer Service The NIF is clear around the expectations for parental involvement and engagement which should provide positive benefits in supporting their role in their children's education.

Ann Marie Knowles
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Appendices

Appendix A: 2017 National Improvement Framework for Scottish Education -
<http://www.gov.scot/Resource/0051/00511513.pdf>

Appendix B: Achievement of CfE Levels 2015/16 document -
<http://www.gov.scot/Resource/0051/00511579.pdf>

Appendix C: National Improvement Framework – 2016 Evidence Report -
<http://www.gov.scot/Resource/0051/00511488.pdf>