

**NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION**

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**1.0 EXECUTIVE SUMMARY**

- 1.1** This paper provides an overview of the Argyll and Bute Primary achievement in Literacy and Numeracy for P1, P4 and P7 published by the Scottish Government on the 14<sup>th</sup> December 2021 in Achievement of Curriculum for Excellence Levels (ACEL) 2020/21 (Appendix A).
- 1.2** This paper also provides the Committee with an update on the Scottish Governments 2022 National Improvement Framework and Improvement Plan for Scottish Education (Appendix B).
- 1.3** Additionally, the paper outlines Argyll and Bute Council Education Service's collaboration with the Northern Alliance Regional Improvement Collaborative.
- 1.4** Further, the paper details spending relating to the £600,000 of funding for Covid-19 recovery provided by Argyll and Bute Council.
- 1.5** It is recommended that the Community Services Committee:
- a) Considers the 2020/21 overview of the Primary and Secondary achievement in Literacy and Numeracy for P1, P4 and P7 within Argyll and Bute;
  - b) Notes that ACEL achievement data was not collected in 2020 by Scottish Government due to the impact of Covid-19. In 2021, the collection was limited to Literacy and Numeracy achievement in the Primary sector;
  - c) Notes the update on the Scottish Governments 2022 National Improvement Framework and Improvement Plan for Scottish Education.
  - d) Notes the level and nature of collaboration between Argyll and Bute Council Education Service and the Northern Alliance Regional Improvement Collaborative.
  - e) Notes the spending relating to the council's £600,000 funding of Covid-19 recovery in Education.

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**2.0 INTRODUCTION**

- 2.1** This paper provides an overview of the Argyll and Bute Primary achievement in Literacy and Numeracy for P1, P4, and P7 published by the Scottish Government on the 14<sup>th</sup> December 2021 in Achievement of Curriculum for Excellence Levels (ACEL) 2020/21 (Appendix A).
- 2.2** This paper also provides the Committee with an update on the Scottish Governments 2022 National Improvement Framework and Improvement Plan for Scottish Education (Appendix B).
- 2.3** Additionally, the paper outlines Argyll and Bute Council Education Service's collaboration with the Northern Alliance Regional Improvement Collaborative.
- 2.4** Further, the paper details spending relating to the £600,000 of funding for Covid-19 recovery provided by Argyll and Bute Council.

**3.0 RECOMMENDATIONS**

- 3.1** It is recommended that the Community Services Committee:
- a) Considers the 2020/21 overview of the Primary and Secondary achievement in Literacy and Numeracy for P1, P4 and P7 within Argyll and Bute;
  - b) Notes that ACEL achievement data was not collected in 2020 by Scottish Government due to the impact of Covid-19. In 2021, the collection was limited to Literacy and Numeracy achievement in the Primary sector; and
  - c) Notes the update on the Scottish Governments 2022 National Improvement Framework and Improvement Plan for Scottish Education.
  - d) Notes the level and nature of collaboration between Argyll and Bute Council Education Service and the Northern Alliance Regional Improvement Collaborative.

- e) Notes the spending relating to the council's £600,000 funding of Covid-19 recovery in Education.

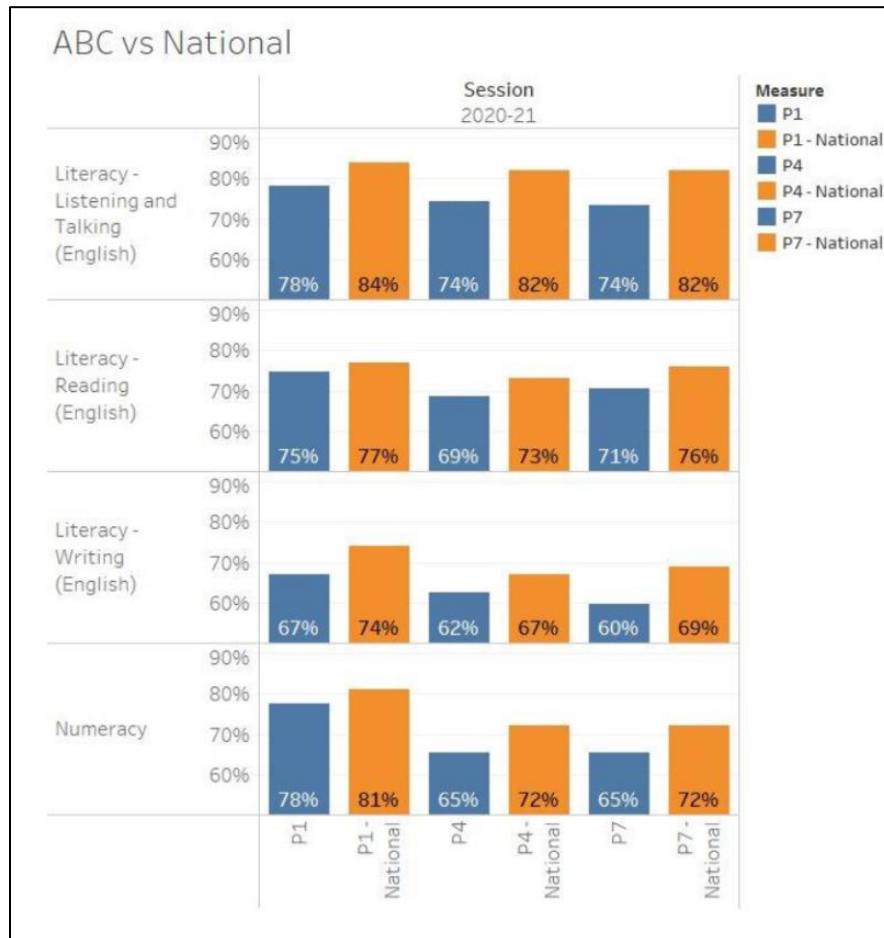
#### 4.0 DETAIL

- 4.1 Within Argyll and Bute Council, the percentage of P1, P4 and P7 pupils who are achieving the expected CfE Level relevant for their stage in Literacy and Numeracy is outlined in the Achievement of CfE Levels 2020/21 document (Appendix A).

The table below outlines the national expectations of when most children and young people may achieve each level:

<b>CfE Level</b>	<b>Stage</b>
Early	The final two years of early learning and childcare before a child goes to school and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier or later for some.

- 4.2 The following diagram summarises the Achievement of CfE Levels 2020/21 in Literacy and Numeracy within Argyll and Bute (blue) in comparison with the national average (amber):



**4.3** With reference to the above diagram, the 2020/21 data show that:

- In Numeracy, the number of Argyl and Bute pupils who achieved the expected levels of attainment was below the national average at all stages.
- In Listening and Talking, the number of Argyl and Bute pupils who achieved the expected levels of attainment was below the national average at all stages.
- In Reading, the attainment of pupils in Argyl and Bute was below the national average at all stages.
- In Writing, the attainment of pupils in Argyl and Bute was below the national average at all stages.

**4.4** In response to the reduction in children achieving the expected level for their stage, as detailed above, the Education Service initiated a number of actions and interventions:

- Education Officers engaged with Head Teachers in the close scrutiny and evaluation of School Improvement Plans to ensure that the gaps in

attainment demonstrated by the ACEL figures were being actively addressed as key strategic priorities.

- As part of such engagements, Education Officers worked with Head Teachers to ensure that Pupil Equity Fund planning was being directed towards recovery in attainment for those most negatively affected by Covid-19 restrictions.
- There has been targeted deployment of the Lead Teacher for Recovery and Renewal to schools where the pandemic has resulted in the greatest gaps in attainment.
- There has been continued collaboration between schools and Northern Alliance colleagues to develop teacher skills in teaching and assessment of Literacy and Numeracy provision.
- The Education Officer for Curriculum and Pedagogy has also targeted schools where inspection or other evaluations have indicated support is required in aspects of teaching, learning and assessment.

As a result of these initiatives and interventions, and in conjunction with the consistent face-to-face educational provision which has been in place since April 2021, there has been a marked recovery in attainment at all stages, as detailed below.

**4.5** The following diagram summarises Argyll and Bute Progress and Achievement (P&A) levels in Literacy and Numeracy collected in October 2021, compared to the ACEL collection in June 21.

	<u>Reading</u>		<u>Writing</u>		<u>Listening &amp; Talking</u>		<u>Numeracy</u>	
	<u>ACEL</u>	<u>P&amp;A</u>	<u>ACEL</u>	<u>P&amp;A</u>	<u>ACEL</u>	<u>P&amp;A</u>	<u>ACEL</u>	<u>P&amp;A</u>
	June 21	Oct 21	June 21	Oct 21	June 21	Oct 21	June 21	Oct 21
<b><u>% achieved expected level</u></b>								
<b>P1 achieved Early Level</b>	75%	<b>81% (+6)</b>	67%	<b>74% (+7)</b>	78%	<b>84% (+6)</b>	78%	<b>82% (+4)</b>
<b>P4 achieved First Level</b>	69%	<b>71% (+2)</b>	62%	<b>66% (+4)</b>	74%	<b>80% (+6)</b>	65%	<b>72% (+7)</b>
<b>P7 Achieved Second Level</b>	71%	<b>73% (+2)</b>	60%	<b>66% (+6)</b>	74%	<b>77% (+3)</b>	65%	<b>69% (+4)</b>

Progress and Achievement is the authority application which tracks and monitors the progress of young people in Literacy and Numeracy across the Broad General Education (BGE). Progress data is routinely collected at three points in the school session, the first being October, where the progress of individual pupils and cohorts can be measured.

The most recent data collected in October 2021, when measured against the ACEL data collected in June 2021, offers an additional insight into the cohort's progress and recovery as they move into the next stage.

With reference to the above diagram, the October 2021 Progress and Achievement data shows that:

- across all measures and stages, there was significant recovery in the percentage of young people achieving their expected level by October 2021.
- the recovery across all organisers and stages ranged from 2% to 8% improvement between ACEL June 2021 and Progress & Achievement collection (October 2021).

It is anticipated that a continued trend in improvement and recovery will be evidenced by the February 2022 Progress and Achievement uplift of data from schools.

**4.6** The 2022 National Improvement Framework and Improvement Plan for Scottish Education replaces the 2021 framework and plan, and identifies both ongoing and new improvement activity that the Scottish Government will take forward and support at National level. The 2022 National Improvement Framework and Improvement Plan improves the availability, quality and consistency of data, and extends understanding of what is working across the country to drive improvements for children and young people across all parts of the Scottish education system.

There have been several key additions and amendments to the vision, priorities and drivers of National Improvement Framework (NIF) and Improvement Plan for 2022:

- The addition of a fifth Priority – to place the human rights and needs of every child and young person at the centre of education;
- The reordering of the NIF priorities, to place children's rights and the United Nations Convention on the Rights of the Child first, and move improvements in attainment to the end, reflecting the key national focus of recovery and Health and Wellbeing, and the understanding that, through developing the Four Capacities of Curriculum for Excellence, education in

Scotland seeks to develop the whole person for future success and fulfilment.

- The driver previously entitled *School Leadership* has been revised to *School and ELC Leadership* to reflect the continuous nature of the Scottish Education System from 3-18;
- The driver previously entitled *School Improvement* has been revised to *School and ELC Improvement* for the same reason;
- The driver formerly entitled *Assessment of Children's Progress* has been changed to *Curriculum and Assessment* to reflect that assessment is an integral part of curriculum design and delivery.

The National Improvement Framework and Improvement Plan details recovery within Education from the effects the pandemic. It sets out the actions the Scottish Government and its partner local authorities have taken to date, and some key next steps to support learners to achieve to their full potential regardless of place or context. It also summarises plans to build on the innovation and strengths that have emerged during the pandemic. It consists of the following themes:

- Early Learning and Childcare
- Health and Wellbeing
- Supporting learning and attainment
- Ensuring equity
- Additional Support Needs
- National qualifications
- Supporting positive destinations for children and young people
- Supporting the education workforce

**4.7** The Education Service will continue to plan for and implement both the ongoing and new improvement activity within the 2022 National Improvement Framework and Improvement Plan for Scottish Education to secure educational improvement for all children and young people within Argyll and Bute whilst meeting our statutory duties as defined within the Education (Scotland) Act 2016. We will report our progress within our 2022/23 Annual Plan and work in collaboration with the Northern Alliance, our Regional Improvement Collaborative.

**4.8** Education within Argyll and Bute has worked closely with partners within the Northern Alliance Regional Improvement Collaborative to plan for and implement the improvement activity required by the National Improvement Framework.

- Two school clusters are engaged in the Northern Alliance School Improvement Project which applies key educational research and thinking to school improvement planning and implementation.
- Argyll and Bute Education Central Team members and Head Teachers are engaging with Northern Alliance officers to support and inform the evolution of the next Northern Alliance Improvement Plan.
- Argyll and Bute Education Managers meet regularly with Northern Alliance Primary and Secondary Curriculum Leads to develop high-quality curriculum and assessment practice.
- Practitioners in Argyll and Bute are strongly represented on the Northern Alliance Data for Improvement Collaborative, developing the sources and use of data to support raising attainment and closing the poverty-related attainment gap.
- Also with the aim of reducing the poverty-related attainment gap, five schools in Argyll and Bute are working with the colleagues from across the Northern Alliance in the Promoting Equity Improvement Programme, to develop improvement methodology through analysis of the impact of Pupil Equity Fund interventions.
- Teachers from schools in Argyll and Bute have engaged with Northern Alliance to share practice in tracking and monitoring pupils' attainment in primary and early secondary education.
- Primary and Secondary schools across the authority are engaged with the Northern Alliance Numeracy and Literacy Leads in four separate initiatives to increase attainment in key areas of numeracy and literacy.
- Almost all secondary English and Maths departments are represented on and work with the Northern Alliance Subject Specialist Support Groups.

**4.9** Covid-19 recovery in Education has been supported by £600,000 of funding from Argyll and Bute Council. This funding has been directed towards initiatives to support the health and wellbeing of children and young people.

**4.10** The table below sets out spending relating to the £600,000 council Covid-19 Recovery Funding. Comments on the individual areas of spending and their impact can be found below the table.



Funding	Original Spending Plan 600,000	Updated Spending Plan 600,000
<b>Spending Plan</b>		
Outdoor Learning Programme	200,000	206,091
Educational Psychologist (Principal Teacher)	75,000	75,000
Childminder Recruitment Programme	30,000	30,000
Lead Teacher Nurture	60,000	60,000
Lead Teacher Nurture	0	60,000
Increase capacity of Counselling service	92,900	46,450
Health and Wellbeing support workers	155,840	0
Staff Coaching	0	17,100
LGBTQ Outreach Work	0	9,000
Notre Dame Seasons for Growth resources	0	1,650
Uncommitted		94,709
	<b>613,740</b>	<b>600,000</b>

- The Outdoor Learning Programme was successfully delivered to all schools between April and June 2021 by three outdoor centre partners. As a result, more than 3000 children and young people benefitted from activities which supported their health and wellbeing, and which developed their skills, confidence and resilience in the period which followed the second lockdown.
- £75,000 was originally allocated to enhance the provision of educational psychology to support the range of mental health developments undertaken by the Educational Psychology Service (EPS) directed at improving outcomes for children and young people. Despite advertising, due to availability of Educational Psychologists nationally this post could not be filled. As an alternative, a Principal Teacher for Maximising Attendance secondment has now been advertised to work with schools and the EPS to support authority wide attendance developments.
- Six new childminders have been registered with Care Inspectorate since the recruitment programme began and a further four are in the process of working towards registration. As well as boosting family incomes and helping to alleviate poverty, the introduction of these childminders has allowed parents to return to work and contribute to the Argyll and Bute economy.
- Two Lead Teachers of Nurture took up post in October 2021 and are supporting schools in their implementing of Nurturing Approaches and Provision. The Nurture Teachers are enabling schools to make progress with the *Our Children, Their Nurturing Education* early intervention programme. As a result, our young people who experience the greatest

distress are receiving positive, supportive direct interventions, both from the Nurture Teachers and trained teachers in their own schools.

- Health have recruited one additional School Counsellor from the council's funding, taking the present number to 10 counsellors. It is still hoped to recruit another Counsellor. As of the end of 2022, 222 children and young people have accessed the counselling service, ranging from primary 5 to S6.
- Four Health and Wellbeing Support Workers/Family Liaison Workers are being funded through the Care Experienced Children and Young People Grant, from which sufficient funding was available.
- Coaching for Head Teachers, Central Team members and other Educational Staff has been available since April 2021. There has been strong positive feedback from staff around the positive impact of coaching, and the Council funding is enabling the continuation of this service until June 2022.
- Council-funded Seasons for Growth resources are supporting children and young people who have had to confront loss or change in their lives.

## **5.0 CONCLUSION**

### **5.1 This paper provides:**

- a) an overview of the Argyll and Bute Primary and Secondary achievement in Literacy and Numeracy for P1, P4 and P7 published by the Scottish Government on the 14<sup>th</sup> December 2021 in Achievement of Curriculum for Excellence Levels 2020/21(Appendix A);
- b) an update on the Scottish Government's 2022 National Improvement Framework and Improvement Plan for Scottish Education (Appendix B);
- c) an outline of Argyll and Bute Council Education Service's successful collaboration with the Northern Alliance Regional Improvement Collaborative;
- d) details of spending relating to the £600,000 of funding for Covid-19 recovery provided by Argyll and Bute Council.

## **6.0 IMPLICATIONS**

- 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 will support delivery of SOA Outcomes 1 and 3.
- 6.2** Financial – Potential resource implications arising from the implementation of the NIF and closing the poverty related attainment gap.
- 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** Fairer Scotland Duty – There is no potential issues around this.
  - 6.5.1** Equalities – Protected characteristics – One of the two main tenets of the Scottish Government’s vision for Education is to address educational inequalities.
  - 6.5.2** Socio-Economic Duty – As a local authority Argyll and Bute have considered socio economic disadvantage and the impact this may have on attainment of children and young people. As such, our Education Management team work collaboratively with schools to address these issues should they arise.
  - 6.5.3** Islands – There is no specific island based impact from this information.
- 6.6** Climate Change - None
- 6.7** 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.
- 6.8** 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.

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**15 February 2022**

**Appendices**

**Appendix A:** Achievement of CfE Levels 2020/21

[Achievement of Curriculum for Excellence \(CfE\) Levels 2020-21 - gov.scot  
\(www.gov.scot\)](https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-frame)

**Appendix B:** 2022 National Improvement Framework for Scottish Education

<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-frame>