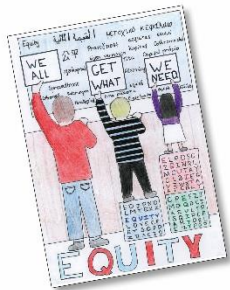
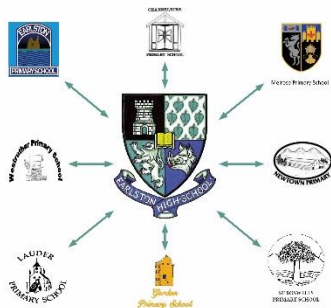


EARLSTON CLUSTER SCHOOLS

UNIQUE INDIVIDUALS
UNIQUE APPROACHES



*An innovative partnership
for the relentless pursuit
of equity and excellence*



Scottish
Borders
COUNCIL

Creating Magic Through Collaboration

Scottish Borders Council - Earlston Cluster

SEIC Conference
March 2019

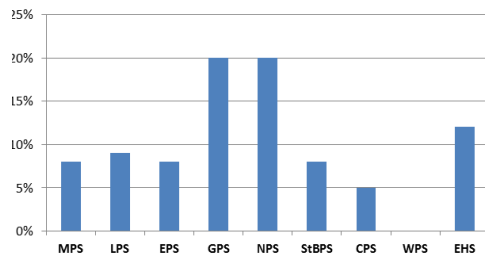
**“Individually we are one
drop; but together we are an
ocean.”**

– Ryunosoke Satoro

Identifying the Cluster need 2017 /2018

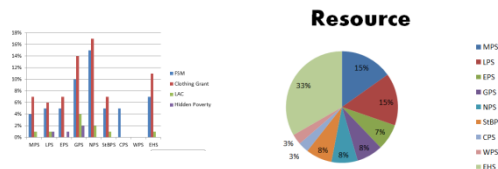


% of pupils who qualify for PEF in each school



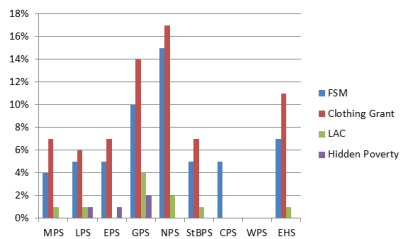
Total number of PEF eligible pupils per school:

- Free School Meals
- Clothing Grant
- Looked After Children
- Hidden Poverty



Attainment data for all PEF eligible pupils

Attainment trends primary / secondary



Identifying the Cluster need 2017 /2018



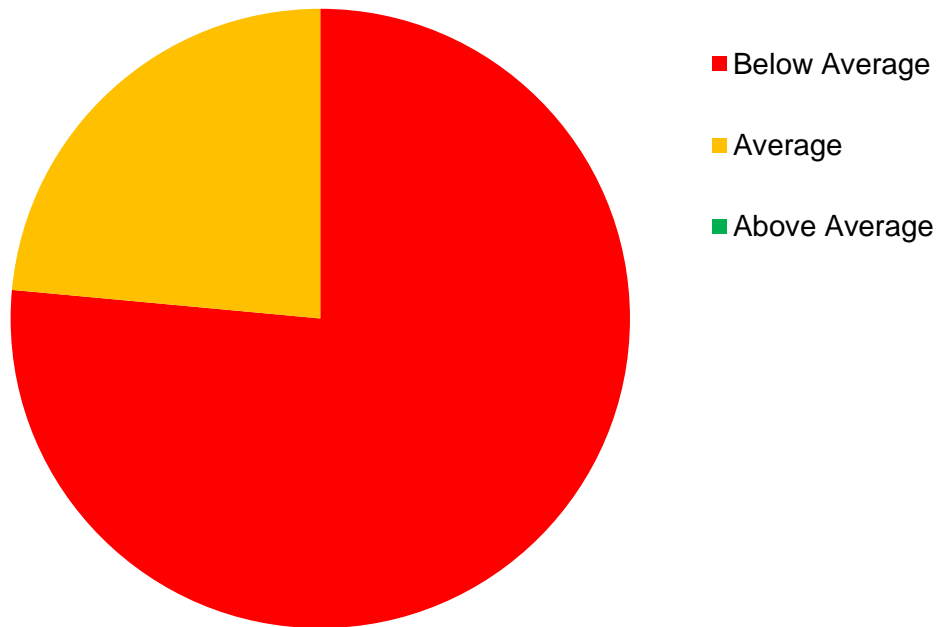
CAP1 & CAP2

- Information gave us a clear rationale for Children Affected by Poverty to receive a Numeracy and Maths intervention (CAP1)
- Learners with high attainment in Numeracy and Maths receive a Health and Wellbeing intervention (CAP2)

Identifying the Cluster need 2017 /2018



CAP1 Cluster Baseline Performance



CAP1

- 68 learners
- GL Assessment used as cluster baseline
- Measures; Stanine, Standardised Age Score; Total Raw Score; Number, Money and Measure score

Identifying the cluster aim – CAP1



Intervention Knowledge



Baseline Data

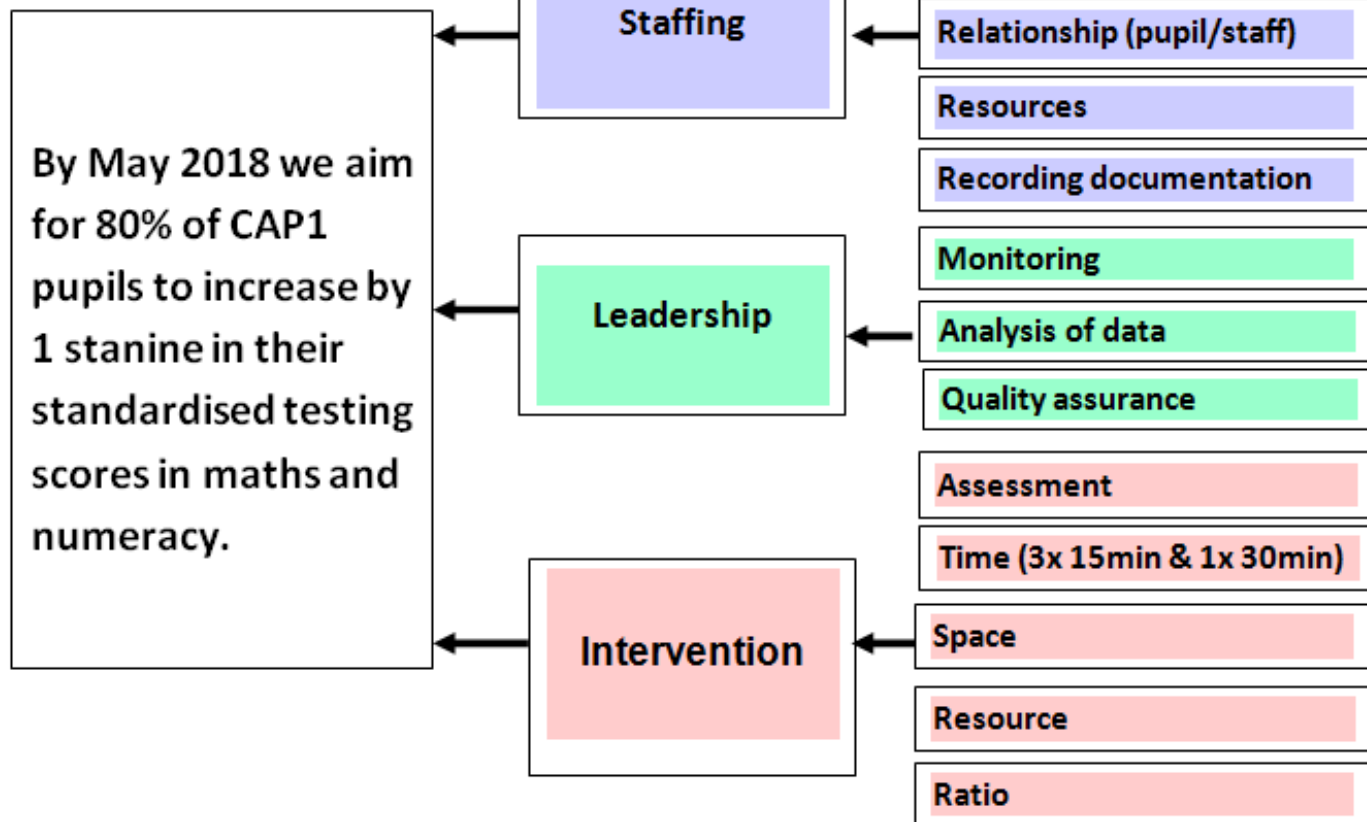


Cluster / School Evaluation

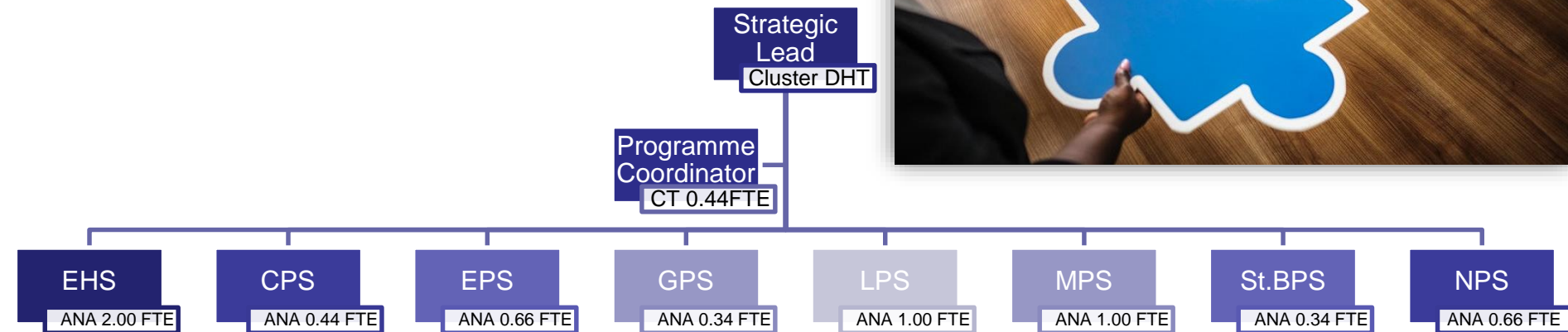
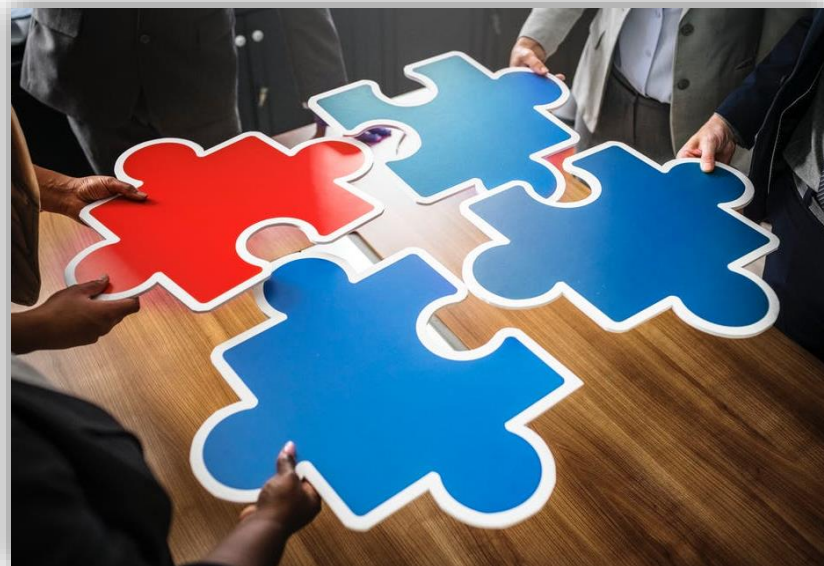
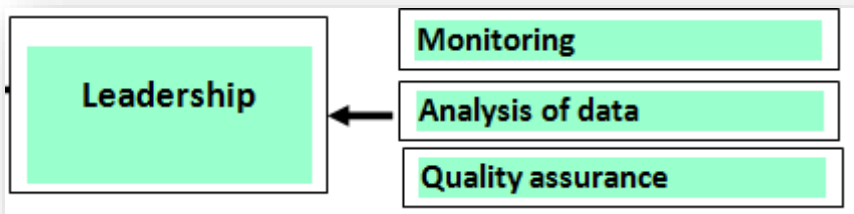


**By May 2018 we aim
for 80% of CAP1
pupils to increase by
1 stanine in their
standardised testing
scores in maths and
numeracy.**

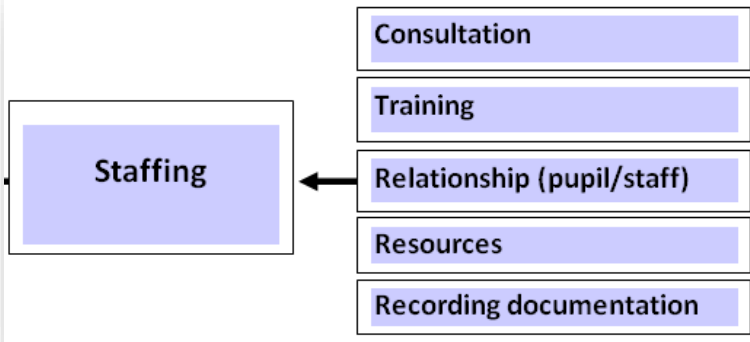
Implementation – Planning



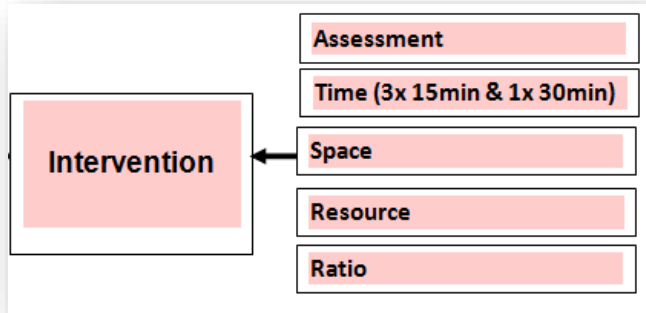
Implementation - Leadership



Implementation - Staffing



Implementation – Intervention: Target setting



Collaboration with SfLT, ANA and pupil



Collaboration with class teacher



Implementation – Intervention: Baseline

A timed assessment with no support

Name: _____

4 and 6 times table

1. $4 \times 5 =$

13. $3 \times 6 =$

2. $9 \times 6 =$

14. $4 \times 0 =$

3. $6 \times 6 =$

15. $4 \times 5 =$

4. $1 \times 4 =$

16. $6 \times 10 =$

5. $4 \times 10 =$

17. $6 \times 4 =$

6. $6 \times 2 =$

18. $4 \times 9 =$

7. $10 \times 4 =$

8. $0 \times 6 =$

19. $5 \times 4 =$

9. $6 \times 1 =$

20. $1 \times 4 =$

10. $4 \times 7 =$

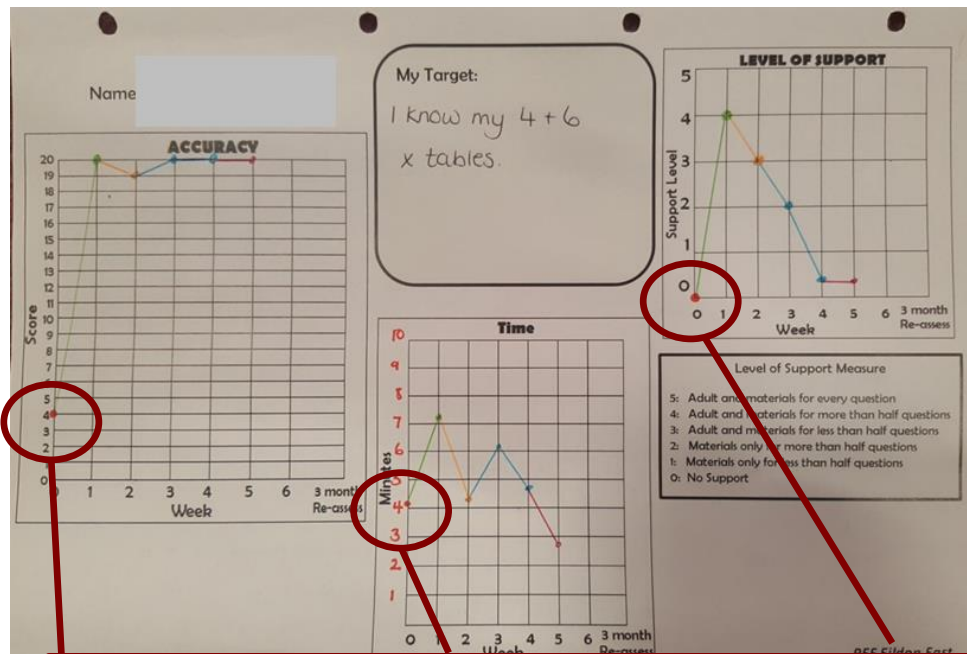
Accuracy: /20

11. $4 \times 3 =$

Speed:

12. $6 \times 8 =$

Support:



4/20

4 minutes

no support

Implementation – Intervention: Daily sessions



Activity focused on their target



Interactive



Implementation – Intervention: Daily sessions



1:1

A quiet space

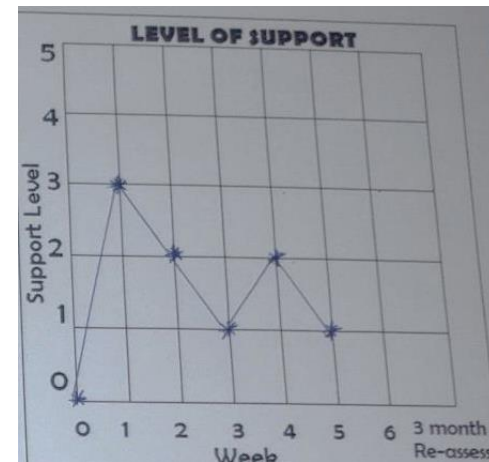
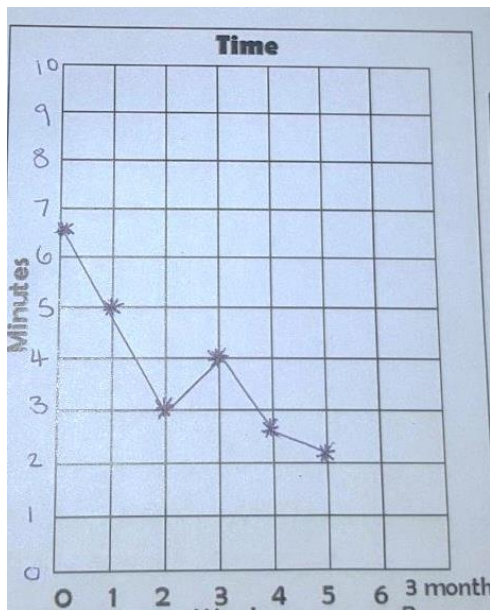
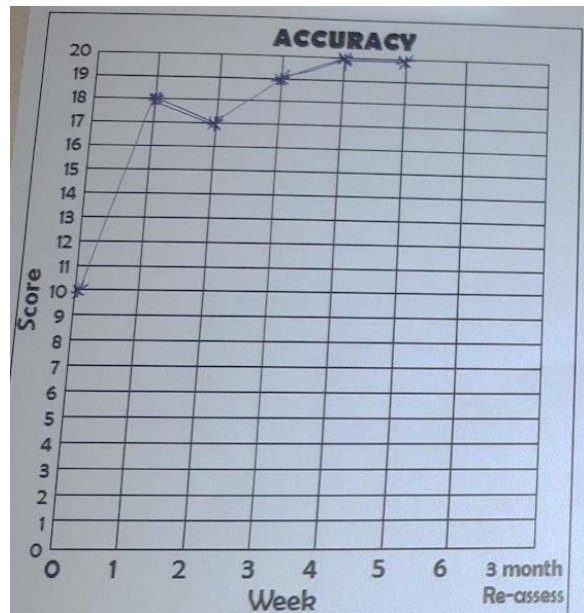


Implementation – Intervention

- Weekly Assessments



Pupils complete run charts

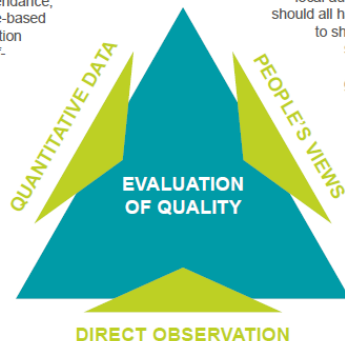


Project evaluation 2017/2018



Fig. 4: Triangulation

Schools collect a wide range of **quantitative data** for example about attainment, attendance, bullying and prejudice-based discrimination and option choices. Effective self-evaluation includes rigorous interrogation of this data by staff who are data-literate and use the data to recognise emerging issues and when specific interventions are necessary.



Direct observations of practice can take place in a range of learning contexts including during learning which takes place outdoors, in a workplace, at college and during excursions and residential experiences. Observations should be linked to agreed criteria and a shared understanding of their purpose. All stakeholders including staff, learners, parents and partners can engage in these structured observations and give feedback to support self-evaluation.

Staff, pupils, parents/carers, partners and other stakeholders such as the local authority or governing body should all have regular opportunities to share their views about the school. Examples of how **people's views** can be gathered include through surveys, focus groups, ongoing professional dialogue, learning visits and minutes of team meetings.

Quantitative Data

- Pupil run charts
- Monthly frequency returns / QA records
- Stanine measures
- Standardised age scores
- Number, money and measure scores
- Raw score data

People's Views

- Pupil surveys
- ANA surveys
- SfL surveys
- Cluster CT surveys

Direct Observation

- Programme coordinator quality assurance – intervention observation

Quantitative Data



By May 2018 we aim for 80% of CAP1 pupils to increase by 1 stanine in their standardised testing scores in maths and numeracy.

63% of CAP 1 pupils demonstrated an increase of at least 1 stanine in their standardised testing scores in maths and numeracy.

Quantitative Data



STANDARDISED AGE SCORE

76% of CAP 1 pupils have demonstrated an increase in their Standardised Age Score (SAS)

Quantitative Data



NUMBER, MONEY & MEASURE SCORE

79% of CAP 1 pupils
demonstrated an increase in
their Number, Money and
Measure scores

Quantitative Data



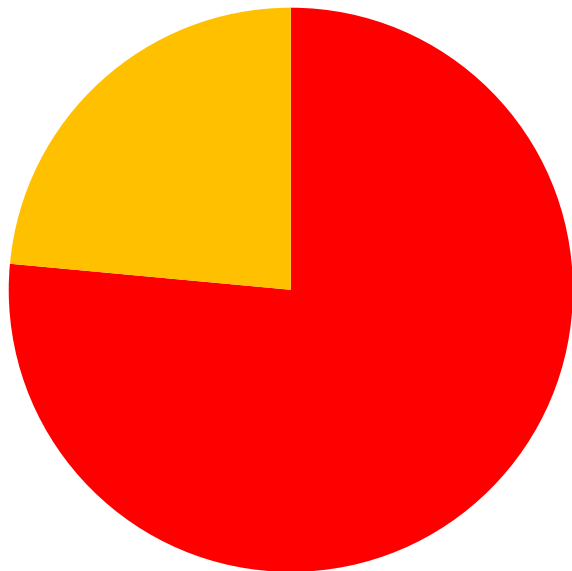
**TOTAL RAW
SCORE**

**82% of CAP 1 pupils
demonstrated an increase in
their total raw scores (TRS)**

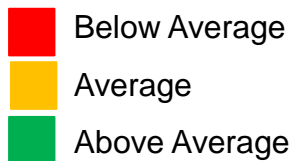
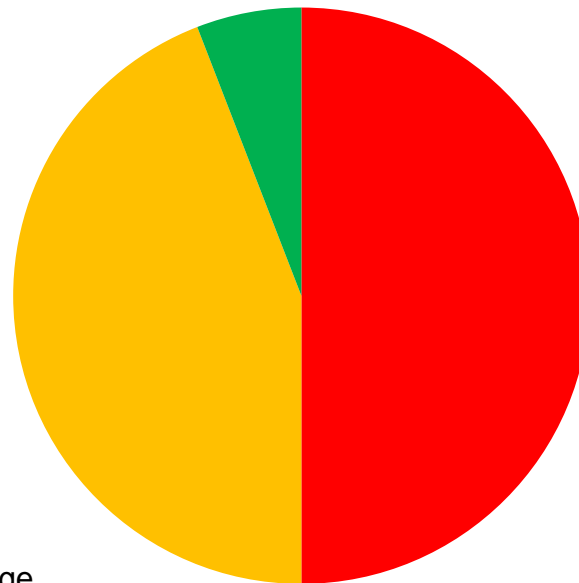
Quantitative Data



Cluster Baseline Performance Nov 17



Cluster Final Assessment May 18

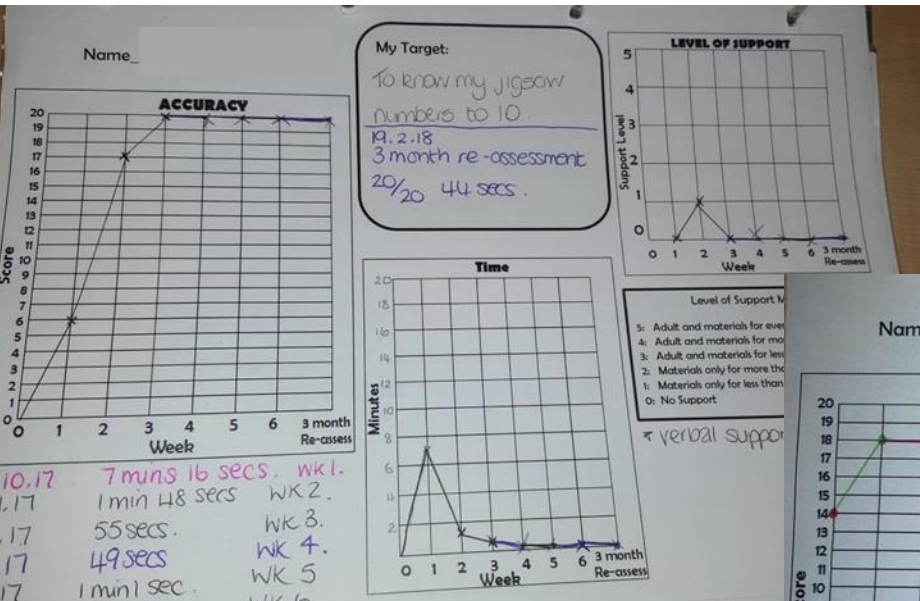


Quantitative / Individual's Views



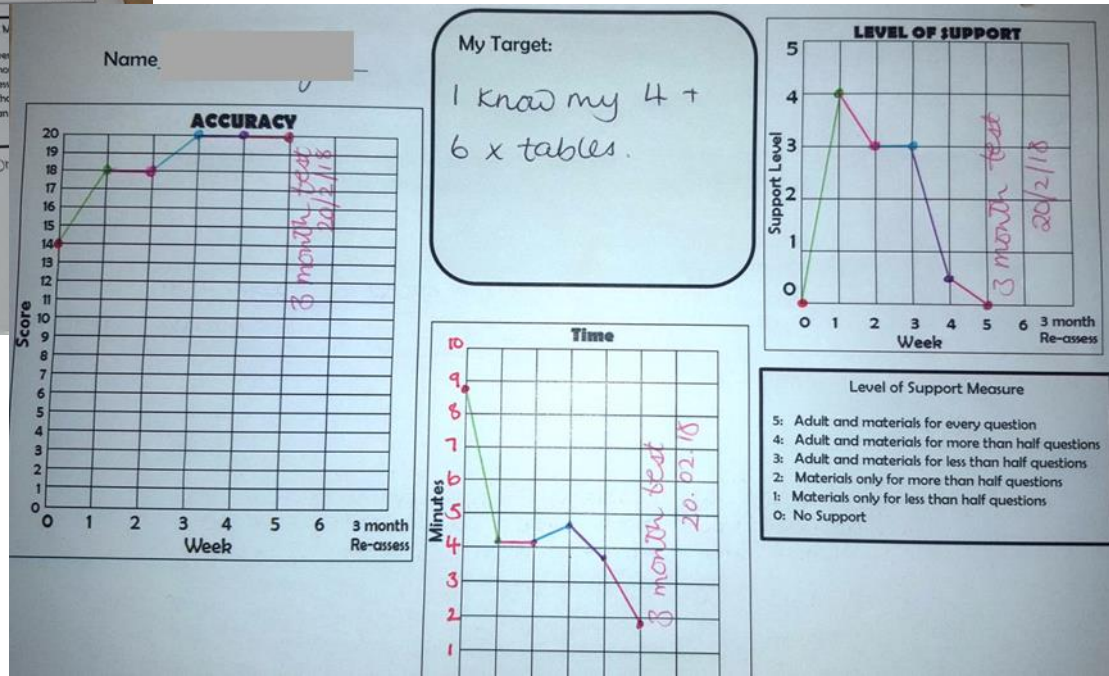
Self-belief

Motivation



Engagement

Confidence



Individual views



I'm delighted to see the increase in Laura's confidence and willingness to explain her thinking within numeracy. She is able to recall basic number facts much more readily.

Class teacher

I didn't think I could do my 8 times table at first but look at me now! I feel much more confident with my maths.

Learner

Anything that helps Laura is fantastic. I am very grateful for the support and patience (*the ANA*) has given her. Laura is always telling me what she does in her 1:1 sessions, they sound a lot of fun.

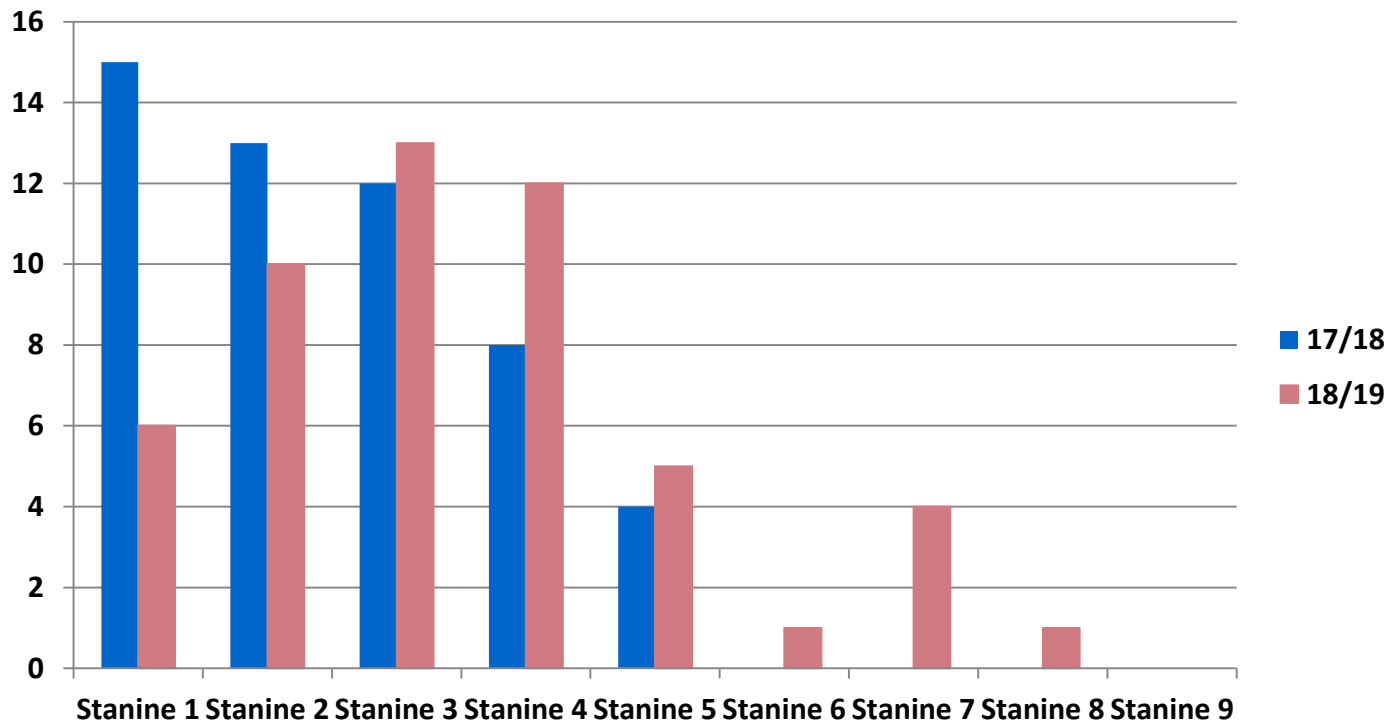
Parent



Year 2 – A changing picture for 2018/2019



Like for like comparisons year 1 and year 2



Year 2 – Early balance measures



Learners ...	December 2018	May 2018	October 2018
Enjoy working with an adult away from class most of the time, nearly all of the time or always.	94%	95%	95%
Said that the extra help they are getting is helping them with their learning most of the time, nearly all of the time or always.	94%	96%	98%
Said that the extra help they are getting is making things easier for them in class most of the time, nearly all of the time or always.	96%	98%	97%
Said that the extra help makes them more confident most of the time, nearly all of the time or always.	90%	96%	94%
Said that they know what target they are working on most of the time, nearly all of the time or always	98%	93%	98%

Year 2 – Aims and development



By May 2019 we aim for 85% of CAP1 pupils to increase by 1 stanine in their standardised testing scores in Maths and Numeracy

Creating Magic Through Collaboration

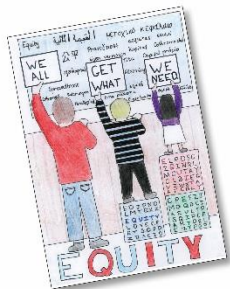


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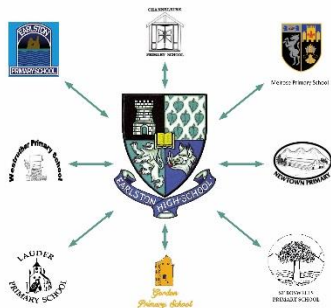
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5th March 2019