

# How well are the Scottish Attainment Challenge authorities improving learning, raising attainment and closing the poverty-related attainment gap?

Summary report

June 2019

## Foreword

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The First Minister launched the Scottish Attainment Challenge in February 2015. Its aim is to accelerate the pace at which Scotland closes the poverty-related attainment gap in:

- literacy;
- numeracy;
- health and wellbeing;

through leadership, families and communities and learning and teaching.

In September 2017, Education Scotland announced that HM Inspectors would establish a new programme of inspections. These were designed to evaluate and report on the progress being made in improving learning, raising attainment and closing the poverty-related attainment gap by the nine local authorities designated as challenge authorities within the Scottish Attainment Challenge. The inspection programme ran between December 2017 and December 2018 and all nine individual reports have now been published. This report now draws together the key findings from the programme.

I am encouraged to note that each of the nine challenge authorities demonstrates a strong commitment to our collective ambition of improving learning, raising attainment and closing the poverty-related attainment gap. The evidence shows clearly that where progress is greatest and outcomes strongest, there is very strong leadership and a culture of relentless drive for improvement. However, there is still variability in the rate of progress between authorities and there is scope for a few authorities to strengthen leadership at all levels and improve approaches to self-evaluation and the use of data.

During the inspection programme, we identified the key features that are evident in those challenge authorities making the greatest progress, including two authorities whose progress was evaluated as excellent. We have outlined these in this report along with a suite of challenge questions. I hope these will benefit all 32 local authorities with decision making at a local level and help to drive system-wide improvement at the pace that Scotland's children and young people deserve.



A handwritten signature in blue ink that reads "Gayle Gorman".

Gayle Gorman

HM Chief Inspector of Education

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## Introduction

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In 2017, Education Scotland introduced a new model of inspection of local authorities. These inspections focused on how well the nine challenge authorities within the Scottish Attainment Challenge are improving learning, raising attainment and closing the poverty-related attainment gap. HM Inspectors carried out the nine inspection visits between December 2017 and December 2018. During each inspection they met with local authority staff, including groups of headteachers, teachers and practitioners from change to early learning and childcare settings, primary, secondary and special schools. They also met with learners, parents<sup>1</sup>, and other stakeholders. In addition, inspection teams observed practice in establishments<sup>2</sup> and reviewed relevant documentation, with a particular focus on attainment outcomes for children and young people. The inspection methodology included the issuing of questionnaires to allow HM Inspectors to gather the views of various stakeholder groups. The findings from these are summarised in Appendix 3. We acknowledge the collaboration of colleagues from the Association of Directors of Education in Scotland and Audit Scotland who worked with HM Inspectors to develop the methodology and deliver the programme.

1. Throughout this report the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives and friends.
2. Throughout this report the term establishments should be taken to include early learning and childcare settings, primary, secondary and special schools.

## Section 1

# Inspection findings

## How effective is the education service's use of data to target, select and evaluate the impact of initiatives?

### Summary

All nine challenge authorities show a commitment to closing the poverty-related attainment gap. In the majority of authorities, continuous progress in closing the gap is underpinned by highly-effective self-evaluation. All challenge authorities have improved or are developing further their use of data to raise attainment. In a minority of these, the use of data is highly effective enabling them to secure significant improvement in educational attainment and achievement for children and young people. In a small number of challenge authorities, the use of data as a driver within self-evaluation is not yet sufficiently well-developed to inform fully the selection, targeting and evaluation of initiatives. As a result, the overall rate of progress has been slower in these authorities. In all nine challenge authorities, professional learning in leadership, pedagogy and engaging with research and research methodology is evident. In those challenge authorities making the best progress in closing the poverty-related attainment gap, outstanding professional learning, informed by high-quality data, has resulted in high aspirations, greater understanding of pedagogy and improved leadership of learning. Pupil participation, family learning, parental engagement and partnership working are significant features in the strategic plans of all nine authorities. For a minority of authorities, successful work with communities is at an early stage.

### Evidence and impact

#### Approaches to self-evaluation

The majority of the nine challenge authorities have robust and highly-effective self-evaluation processes in place, which are integral to their work in closing the poverty-related attainment gap. Where practice is strongest, self-evaluation is securing significant improvement at all levels in the system. There are clear links between the strategic vision for improved outcomes and the day-to-day practice of staff. In a minority of challenge authorities, whilst self-evaluation has improved, it is not yet leading to improved outcomes for learners. More time and a greater depth of consistency is needed to embed their approaches. All challenge authorities use a range of approaches to ensure stakeholders are actively consulted through self-evaluation.

In a minority of these, further work is needed to ensure stakeholders are more fully involved. Where progress is greatest, pupil voice and participation are resulting in them having a clear role in shaping improvement and leading aspects of the work. Overall, approaches to self-evaluation through the school review process have become more focused on securing progress in closing the poverty-related attainment gap. Further work is needed to improve the effectiveness of these arrangements in a few challenge authorities.

### **Analysis and evaluation of intelligence and data**

In a majority of challenge authorities, data is being used effectively to inform all aspects of the work of the Scottish Attainment Challenge and senior officers make skilful use of data to support and challenge their establishments. All nine challenge authorities collect, analyse and interpret data and provide professional learning in data literacy. Where specialist expertise is in place, this is done to a very high standard. In a number of challenge authorities, senior leaders have utilised funding to employ project managers and data specialists. There is clear evidence that these posts are adding value to workstreams and providing key information for elected members and stakeholders. Data in various formats is provided to establishments by authority staff and increasingly rich, meaningful data is being generated and interrogated by establishments themselves. Data mentors and coaches provide a 'hands on' approach within establishments to ensure teaching and support staff use data to inform learning, teaching and the use of targeted interventions. In a minority of challenge authorities, further progress in data literacy at all levels is needed. Importantly, class teachers would benefit from greater access to and support in using data to continue to increase their confidence and expertise. In those challenge authorities making greatest progress, high-quality data analysis is a key driver.

### **Impact on improving learning, raising attainment and closing the poverty-related attainment gap**

Progress in closing the poverty-related attainment gap is variable. Most challenge authorities can demonstrate the impact over time of their workstreams. Through self-evaluation, all challenge authorities generate, to some extent, qualitative and quantitative data. However, in the minority of challenge authorities not all of the data shows consistent progress in narrowing the poverty-related gap. Further professional learning in using self-evaluation to deepen staff understanding of the poverty-related gap at all levels is needed. In the most effective practice, self-evaluation approaches such as the tracking of interventions enables the authority to measure the individual and cumulative impact of these interventions and share the findings across the system. This is contributing very well to the pace of improvement. Where progress is greatest, there are very clear links between strong leadership, high-quality data, robust self-evaluation, highly-effective professional learning and the focus of interventions. There is scope to ensure that all authorities learn from those making most progress in order to increase the pace of improvement across the system.

## **Impact of professional learning on improving outcomes**

Across the challenge authorities, well-considered, strategically planned professional learning, informed by high-quality data, has been a very significant factor in bringing about improved outcomes. In the majority of challenge authorities, key partnerships with academia and others have delivered professional learning at classroom level in literacy, numeracy, health and wellbeing. In addition, they have up-skilled staff on how to make best use of data, improvement methodologies and action research. HM Inspectors found professional learning has enabled practitioners to make informed judgments about appropriate interventions and evaluate their impact. There are a few examples of sector-leading professional learning which have universally driven change in classrooms across an authority leading to improved attainment. These approaches have been co-constructed between academia, authorities and establishments. At each stage, the learning has been shared and built upon, reducing duplication and increasing the pace of improvement. As a result, there is greater collaboration within and between establishments by confident, well-informed staff. To enhance a culture of collaborative professional learning, all challenge authorities have put in place professional learning for leadership at all levels. In the best examples, this is providing sustainability through universal opportunities and succession planning. This also applies to young people who are offered high-quality opportunities to lead and motivate others within their schools and across the challenge authority.

## **Impact of strategic aims and objectives on families and communities**

Overall, work with families and communities is strong across the nine challenge authorities. Valuable projects which are well-targeted are making a difference to individual families and communities. There are positive examples of families reporting greater confidence in supporting their children in reading and numeracy at home. In a majority of challenge authorities, there are examples of structured family learning programmes, which make use of effective partnerships and lead to accredited and meaningful outcomes for parents. There is scope to bring about greater coherence between work with families and communities and wider attainment challenge activity. This will support deeper self-evaluation and a clearer understanding of the impact of work with families on the attainment and achievement of children and young people.

## How effective is the education service's leadership, governance and management of resources to improve learning, raise attainment and narrow the poverty-related attainment gap?

### Summary

In most challenge authorities, clear leadership, direction and accountability by senior leaders and strategic planning for improvement is helping to improve outcomes for children, young people and families, particularly those who are most vulnerable. Where practice is most effective, strong governance arrangements are in place and staff work within a clear and agreed governance framework. However, where practice is less effective, there is a need to improve reporting arrangements to enable those who have a governance role to monitor more closely information on outcomes for children and young people. In the best cases, staff can evidence the use and impact of financial resources on improved outcomes for children and young people, particularly those living in the highest levels of deprivation. In most challenge authorities, there is a need to confirm formal exit strategies and continuation strategies for Scottish Attainment Challenge workstreams and initiatives as a matter of priority. Where practice is most effective, challenge authorities have rigorous systems in place for financial monitoring, ensuring best value and sustainability. In a few challenge authorities, further work is needed to improve learning, raise attainment and narrow the poverty-related attainment gap by making more efficient use of available finances and resources.

### Evidence and impact

#### Strategic planning for improvement

Overall, challenge authorities' planning and strategy documents are becoming more streamlined. In the best examples, they are helping to ensure a clear focus on improved outcomes for learners, particularly for those living in poverty. Where practice is most effective, strategic planning for improvement within challenge authorities is making a positive difference through the very clear leadership and direction of senior leaders and elected members. They hold staff accountable for taking forward agreed actions aimed at improving learning, raising attainment and closing the poverty-related attainment gap. In moving forward, staff not directly involved in the Scottish Attainment Challenge need to be kept informed of developments and strategies aimed at raising attainment. Where practice is stronger, senior leaders have been successful in establishing a culture where staff work confidently with each other. Strong strategic leadership and direction are helping children and young people, including those living in the highest levels of deprivation, to progress in their learning.

## Governance framework

Overall, elected members within the challenge authorities are being kept informed of progress through committee processes, briefings and direct engagement with establishments. However, there is a need for senior leaders and elected members to agree on clear exit or continuation strategies for Scottish Attainment Challenge funded workstreams and initiatives and to consider detailed information on planned and actual progress with initiatives. Where practice is strong, officers and staff have a clear understanding of what they are accountable for. They work within a robust governance framework. In a few challenge authorities, HM Inspectors have identified the need for officers and staff to monitor and report on actions more rigorously. In most challenge authorities, strategic leaders work well and in collaborative partnerships with establishments, key stakeholders and communities. In a few challenge authorities, there is still a need for clearer lines of accountability for education services' and establishments' performance.

## Management of finance

Where practice is most effective, challenge authorities have rigorous systems in place for financial monitoring, ensuring best value and sustainability. Staff can evidence clearly and directly the use and impact of financial resources on improved outcomes for learners, particularly those living with the highest levels of deprivation. In a few challenge authorities, further work is needed to improve learning, raise attainment and narrow the poverty-related attainment gap by making better use of available finances and resources. All stakeholders now need to work together to ensure transparency and equity in the use of financial resources, including reporting on a more regular basis to senior leaders and elected members. Overall, headteachers and other officers would benefit from support and advice in financial management from colleagues with financial expertise. Where practice is stronger, staff can evidence the use and impact of financial resources on improved outcomes for children and young people, particularly those living with the highest levels of deprivation.

## Section 2

# Key features that are evident in those challenge authorities making the greatest progress

HM Inspectors have identified the following characteristics which are present in those authorities making greatest progress with improving learning, raising attainment and closing the poverty-related attainment gap.

- Shared and embedded vision and values leading to a culture of relentless drive for improvement.
- Shared responsibility and leadership at all levels.
- High levels of expertise in data analysis to drive clear and outcome-focused self-evaluation.
- High-quality professional learning informed by self-evaluation, leading to improved learning and teaching.
- Very effective partnership working.

Where progress is very good or excellent and outcomes strong, these features co-exist and align very closely with each other at all levels in the system, impacting positively on learners. It is critical to recognise that these cannot be used as a checklist, rather they should be regarded as a set of complementary features which, when taken together, help to create the conditions to secure strong progress and successful outcomes.

## Shared and embedded vision and values leading to a culture of relentless drive for improvement

**In each case, the authorities are building on a very strong and aspirational vision for their children and young people. They have articulated and communicated their vision successfully and achieved strong buy-in from staff at all levels, key partners and stakeholders. They demonstrate clearly a common moral purpose and a value-based approach to both educational and systems leadership. They can evidence a strong sense of shared ownership and leadership at all levels leading to a relentless, system-wide drive and enthusiasm.**

**Renfrewshire Council** is committed to delivering the [recommendations](#) from its Tackling Poverty Commission, developing its vision, values and aims for the Scottish Attainment Challenge in partnership with headteachers and other relevant stakeholders. The council's improvement plan reflects the strong commitment to early intervention, using universal approaches to raise attainment for all, alongside targeted interventions to close the poverty-related attainment gap. The Scottish Attainment Challenge improvement plan's close alignment with the [Children's Services Improvement Plan](#) is helping the council to achieve equity and excellence for all children and young people.

Staff at all levels, from strategic leaders through to practitioners, share a passion for achieving this vision. The vision and priorities for education inform work at all levels in the authority in relation to raising attainment and closing the poverty-related attainment gap. Action towards achieving these aims is very coherent across the authority and is aligned to local and national objectives.

**Glasgow City Council's** aspirational agenda is focused on addressing the barriers created by child poverty. It runs through corporate and service planning, including [Glasgow: A Learning City - Annual Service Plan and Improvement Report 2018-2019](#) and importantly, [Glasgow's Improvement Challenge](#), to achieve improvements in learning, raising attainment and mitigate the impact of poverty on the educational outcomes of all learners. It is firmly founded in strong evidence-based practice, promoting high-quality learning and teaching in educational provision across the city.

The very clear priorities established for education by Glasgow City Council have enabled it to enact its vision, providing a powerful strategic imperative for raising attainment, promoting achievement and mitigating the impact of poverty on the educational outcomes of learners.

## Shared responsibility and leadership at all levels

**Staff at all levels in these authorities are knowledgeable about national, authority and establishment priorities. They can speak with confidence about the attainment gap in their own context and recognise that, whatever their own role, they have a responsibility to tackle inequity by improving learning and raising attainment. There is a positive culture for improvement and high expectations for all learners, regardless of their needs or background. Centrally-based officers give strong and effective leadership and direction to establishments.**

Senior leaders across **Glasgow City Council** education authority, including elected members, provide very strong leadership and direction, demonstrating a strong commitment to improving learning, raising attainment and mitigating the impact of poverty on learners. This persistent focus on achieving excellence and equity for all children and young people in the city is viewed by elected members as one of their key roles. There are clearly defined expectations of, and support for, high-quality leadership at all levels across Education Services. Professional and collegiate collaboration, combined with very effective officer and elected member working, is well evidenced.

**Renfrewshire Council** has invested Scottish Attainment Challenge funding to establish a highly-effective workforce. Transition teachers work successfully across primary and secondary schools to support curricular transitions for targeted children and young people. This initiative has had a significant impact, building increasingly strong relationships between schools and parents, and encouraging greater family and parental engagement. Inclusion Support Assistants (ISAs) support children, young people and their families when learners are struggling with attendance, exclusion or difficult home circumstances.

They skilfully develop trust and positive relationships with parents. Parents are extremely appreciative of the work which ISAs do and report improvements in children's and young people's engagement with their family and with their school.

In **Inverclyde Council**, there is very strong alignment between the strategic vision and the day-to-day practice of staff working in various roles across the education service. Staff in education settings feel valued and empowered to be creative and innovative. They are very clear about their role in self-evaluation and establishment improvement and how this links to better outcomes for children and young people. Staff are increasingly taking on leadership for improvement roles at all levels, which has resulted in a strong authority-wide culture of distributed leadership.

## High levels of expertise in data analysis to drive clear and outcome-focused self-evaluation

**High-quality, outcome focused self-evaluation processes are a critical element of the work of these authorities. They recognise that in order to ensure that self-evaluation is robust and leads to better outcomes, it needs to be underpinned by high-quality data and informed by expert data analysis. Where these features are in place, officers and practitioners are confident that their decisions about which initiatives they will put in place, and whether to retain or discontinue existing initiatives are based on sound evidence. Successful authorities have put in place sound arrangements for expert data advice and analysis and regularly revise their quality improvement frameworks to ensure consistency of approach.**

**North Ayrshire Council** has a sector-leading self-evaluation tool for educational establishments which includes a structured approach to regular evaluative school visits by members of the central officer team. It has already been the focus of discussion with other local authorities in their Regional Improvement Collaborative.

**Renfrewshire Council** has developed an outstanding approach to [understanding and analysing data](#) to inform improvement in all aspects of its work related to the Scottish Attainment Challenge. The central team of authority officers is strongly focused on improvement and rigorously discusses data regularly with schools, including a focus on the local evidence for impact of Scottish Attainment Challenge and Pupil Equity Funding. The data analysis team supports this work by providing highly-effective professional learning for individual staff, groups, schools and officers.

In **Inverclyde Council's** education service, the authority's investment in data analysis to improve performance monitoring is having a significant positive impact. Schools are making very good use of data to target improvement through initiatives funded by the Scottish Attainment Challenge. Staff report very positively on how the quality of the data has improved their work by enabling them to better identify and target the poverty-related attainment gap. As a result of this robust and rigorous approach to data, staff have a deeper understanding of their local context and the challenges faced by many children, young people and families in their care.

## High-quality professional learning informed by outcome-focused self-evaluation, leading to improved learning and teaching

**High-quality professional learning has been a very significant influence in bringing about system-wide improvement in these authorities. Professional enquiry, research and research methodology have supported staff in working collaboratively to select, implement and review interventions within and across establishments. Partnership working with academia has enhanced staff understanding of pedagogy and improved leadership of learning. There are clear links between the focus of interventions and professional learning.**

In **North Ayrshire Council**, a key aspect of the authority approach to planning for further improvement and raising attainment has been the setting up of the Professional Learning Academy. This sector-leading approach has helped staff across the authority access a wide range of high-quality professional learning activities which are helping to raise attainment, particularly for those from the most deprived backgrounds. The work of the Professional Learning Academy has reached staff in every school in North Ayrshire Council, improving both pedagogy and outcomes for children and young people.

In **Glasgow City Council**, the impact of professional learning is outstanding, and a wide range of sector-leading interventions are impacting positively on families and communities. These outcomes are based on sound evidence-informed strategies which empower staff, along with strong self-evaluation which challenges staff to continue to improve. The approach taken to professional learning places a strong emphasis on building practitioner capacity and creating an empowered system.

The highly-effective approach developed by the Scottish Attainment Challenge leads in **Inverclyde Council** has ensured that coaching and modelling officers are delivering sector-leading practice in supporting leadership for learning in the classroom.

In **Inverclyde Council**, senior staff across the authority have established an excellent culture of collaborative professional learning as demonstrated through the highly-effective implementation groups and professional learning communities. There is a very impressive and well-structured approach to professional learning for all staff working with children and young people. Staff across the authority are outward focused and ambitious for all children, young people and their families. Through a wide range of learning opportunities, there is a deep understanding of the importance of evidence-based approaches to raising attainment.

## Very effective partnership working

The most successful authorities have put in place very effective partnership working, enhancing the capacity of education staff to meet the needs of learners by improving learning and teaching. In particular, strong partnerships with universities are helping to improve pedagogy as well as the use and analysis of data to measure the impact of initiatives and interventions. Working in partnership around family engagement initiatives is leading to improvements in parenting skills, parental ambition and employability.

**Renfrewshire Council** works very effectively with academic partners, including the [University of Strathclyde](#) and [University of the West of Scotland](#) to deliver and evaluate evidence-based targeted programmes and interventions to close the poverty-related attainment gap. The central team's work with University of Glasgow ([Robert Owen Centre for Educational Change](#)) is helping to coordinate key workstreams to ensure that they have maximum impact.

Parents and children in **North Ayrshire Council** have been engaged in joint learning activities in the [Wee Famille](#) initiative learning French, delivered in partnership with [Scotland's National Centre for Languages \(SCILT\)](#).

Very good use of evidence-based practice combined with effective partnership working, has supported a range of high-quality interventions selected to suit the **West Dunbartonshire Council** context. These include nurture, mindfulness, growth mindset and resilience. The [multi-agency hub](#) provides high levels of support for children, young people and families through a partnership approach which provides access to wide-ranging professional expertise.

In **Inverclyde Council**, community learning and development is a highly-effective partner for schools, working to improve the life chances of children and young people and their families. Community learning and development-led learning sessions are delivered to families in primary schools and direct support is currently being provided for over 150 young people in secondary schools. A range of courses, including those focused on personal development, have supported a number of parents to successfully move onto college, university and employment.

## Section 3

# Challenge questions

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### For establishments and local authorities

#### Self-evaluation to secure improvement

- To what extent does self-evaluation place sufficient emphasis on the pace of progress in closing the poverty-related attainment gap?
- To what extent does the quality and reach of self-evaluation ensure a wide range of approaches and include learners, families, partners and stakeholders?
- To what extent do the outcomes from self-evaluation, including the rigorous use of data, provide clear direction about which interventions are raising attainment and helping to close the poverty-related gap?

#### Improvement in performance

- To what extent, can we demonstrate consistent improving trends for all learners in literacy, numeracy, health and wellbeing?
- To what extent, and using what measures, can we demonstrate that we are making progress in improving learning, raising attainment and closing the poverty-related attainment gap?
- To what extent, and through what means, are we promoting collaboration through professional learning, partnership working and stakeholder engagement including within Regional Improvement Collaboratives?

#### Leadership of improvement and change

- To what extent, do elected members have detailed financial information on both Scottish Attainment Challenge and Pupil Equity Funding, including planned and actual expenditure and planned and actual progress with initiatives?
- To what extent, do establishments and the local authority have effective systems in place to measure improvements in performance of learners, particularly those who are most vulnerable?
- What formal exit strategies and continuation strategies for Scottish Attainment Challenge workstreams and initiatives are in place to ensure sustainability and embedding of practice?
- What arrangements are in place to ensure that establishments and the local authority share good practice and learn from good practice elsewhere?

## Links to and evaluations for each challenge authority

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### Excellent progress

[Glasgow City Council](#)

[Renfrewshire Council](#)

### Very good progress

[Inverclyde Council](#)

[North Ayrshire Council](#)

[West Dunbartonshire Council](#)

### Good

[Dundee City Council](#)

[North Lanarkshire Council](#)

### Satisfactory

[Clackmannanshire Council](#)

[East Ayrshire Council](#)

### Weak

None

### Unsatisfactory

None

## Regional Improvement Collaboratives

### Forth Valley and West Lothian Collaborative

Clackmannanshire Council  
Falkirk Council  
Stirling Council  
West Lothian Council

### West Partnership

East Dunbartonshire Council  
East Renfrewshire Council  
Glasgow City Council  
Inverclyde Council  
North Lanarkshire Council  
Renfrewshire Council  
West Dunbartonshire Council  
South Lanarkshire Council

### South West Collaborative

East Ayrshire Council  
North Ayrshire Council  
South Ayrshire Council  
Dumfries and Galloway Council

### Northern Alliance

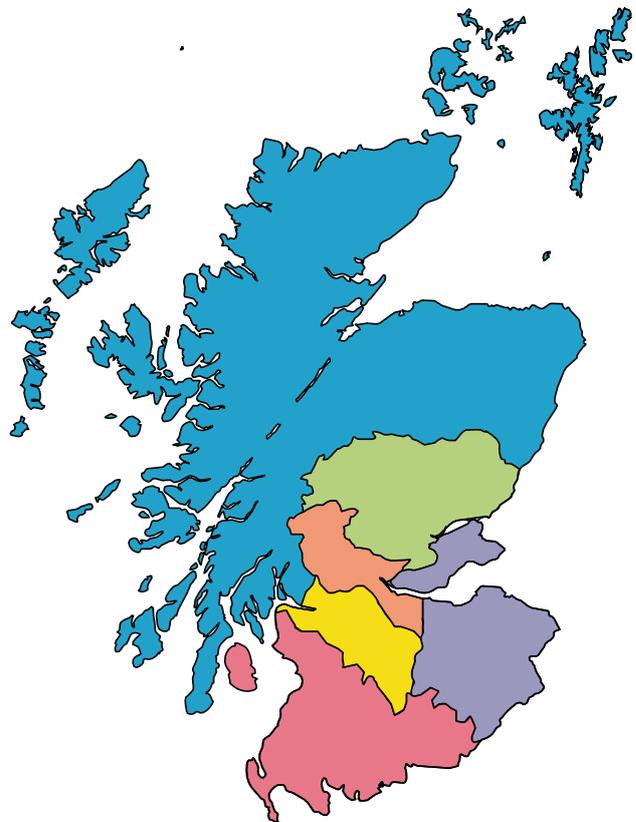
Aberdeen City Council  
Aberdeenshire Council  
Argyll and Bute Council  
Comhairle nan Eilean Siar  
The Highland Council  
Moray Council  
Orkney Islands Council  
Shetland Islands Council

### Tayside Collaborative

Angus Council  
Dundee City Council  
Perth and Kinross Council

### South East Improvement Collaborative

The City of Edinburgh Council  
East Lothian Council  
Fife Council  
Midlothian Council  
Scottish Borders Council

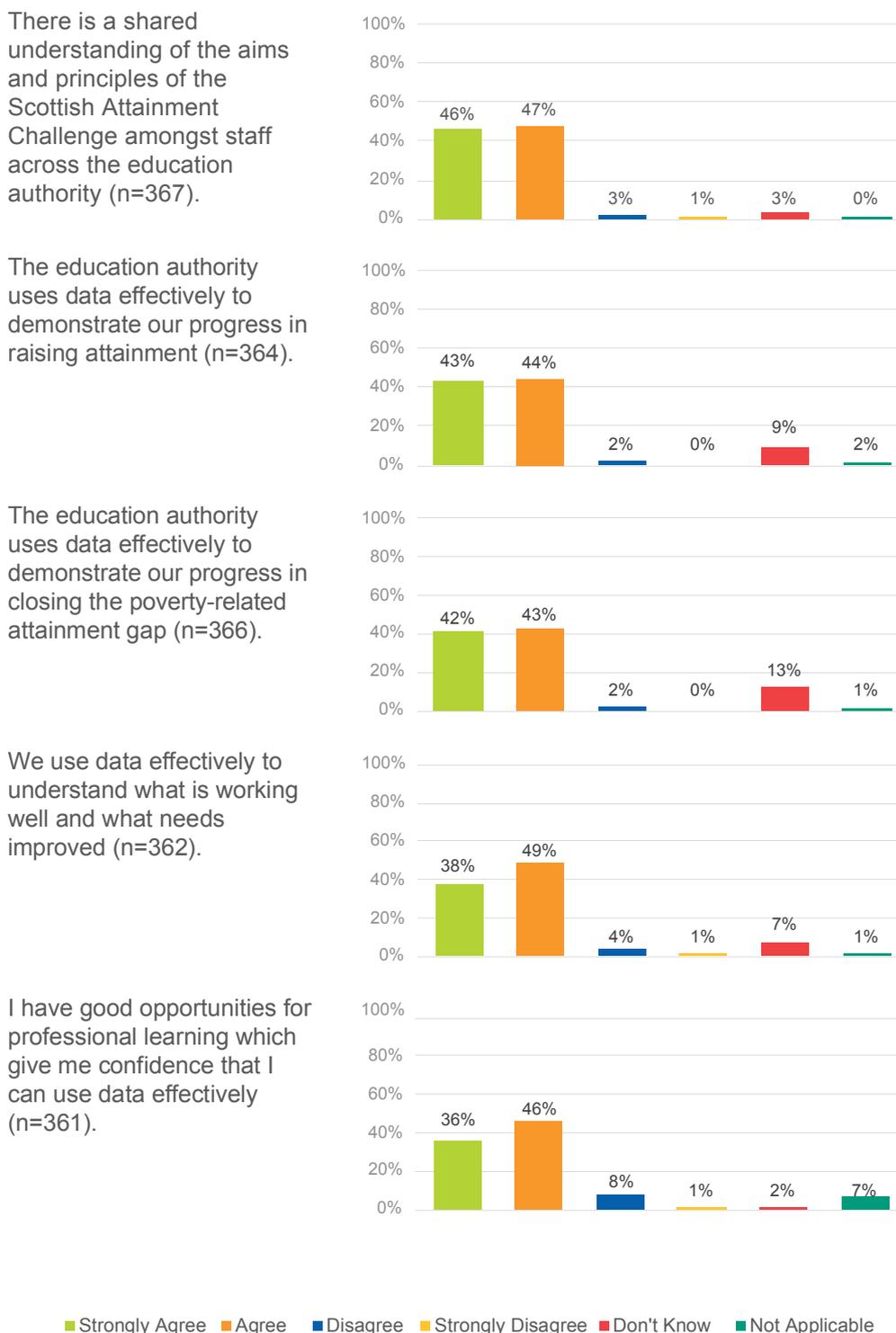


Attainment Challenge Authority

## Aggregated questionnaire data gathered from the inspection programme

### Centrally-deployed education authority staff

Figure 1: Results of Pre-Inspection Questionnaires used in the inspections of nine challenge authorities: centrally-deployed education staff

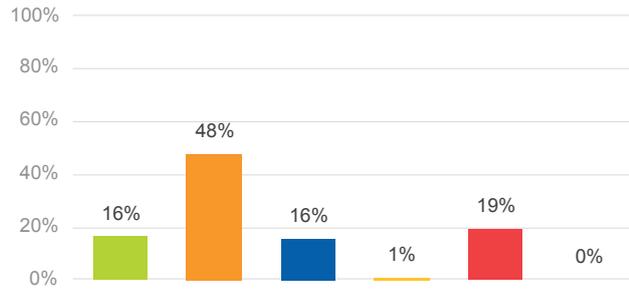


## Aggregated questionnaire data gathered from the inspection programme

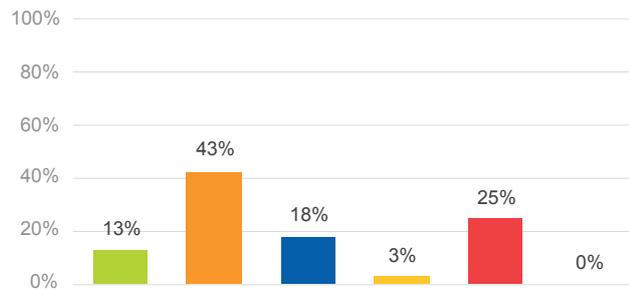
### Parent Councils

**Figure 2: Results of Pre-Inspection Questionnaires used in the inspections of nine challenge authorities: Parent Councils**

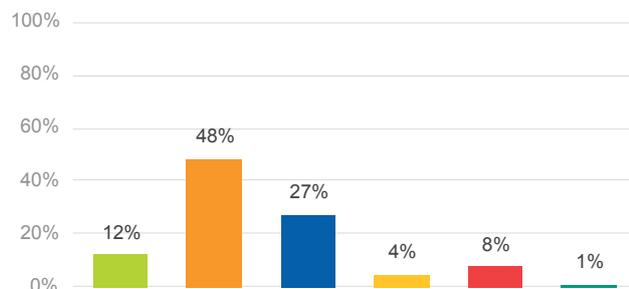
The education authority promotes the voice of young people and takes account of their views (n=240).



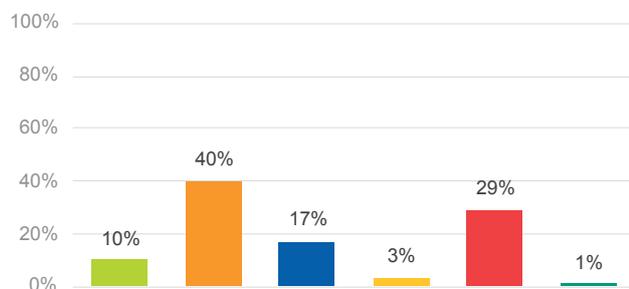
The education authority is having a positive impact on closing the poverty-related attainment gap in our school (n=239).



Through consultation and participation the Parent Council has a chance to influence the aims and plans for education in our school area (n=240).



The education authority provides good opportunities for parents to access family and adult learning (n=239).



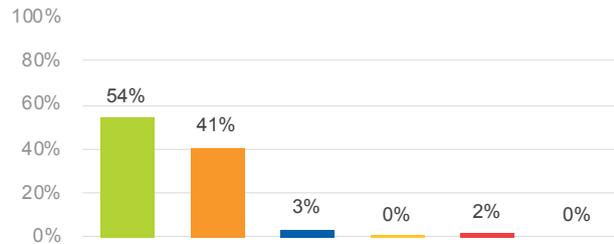
■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know ■ Not Applicable

## Aggregated questionnaire data gathered from the inspection programme

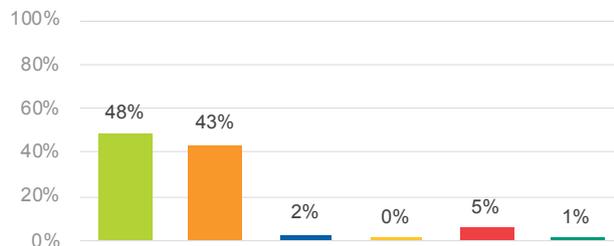
### Headteachers

Figure 3: Results of Pre-Inspection Questionnaires used in the inspections of nine challenge authorities: headteachers

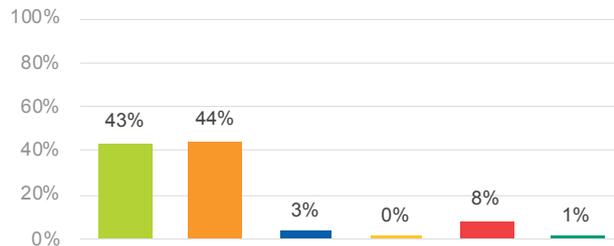
The education authority promotes and supports effective use of data to evaluate impact and outcomes (n=540).



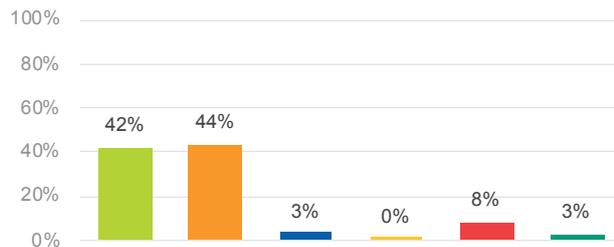
The education authority uses data effectively to demonstrate our progress in raising attainment (n=540).



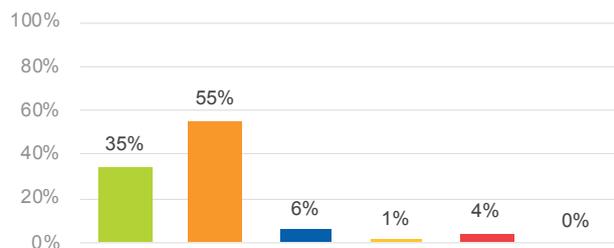
The education authority uses data effectively to demonstrate our progress in closing the poverty-related attainment gap (n=536).



I am confident that the Scottish Attainment Challenge funding is being used effectively to improve outcomes for children and young people (n=537).



The education authority effectively promotes and supports schools to engage families in improving learning (n=542).



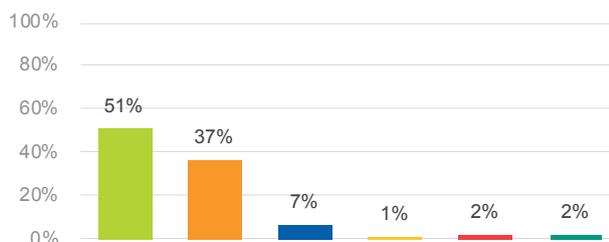
■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know ■ Not Applicable

## Aggregated questionnaire data gathered from the inspection programme

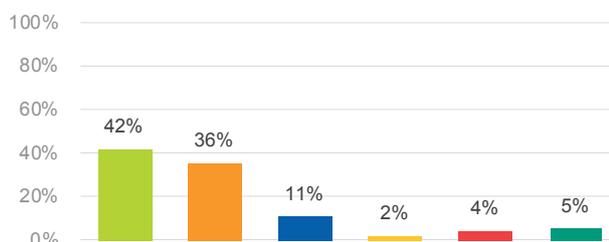
### Partners

Figure 4: Results of Pre-Inspection Questionnaires used in the inspections of eight\* challenge authorities: partners

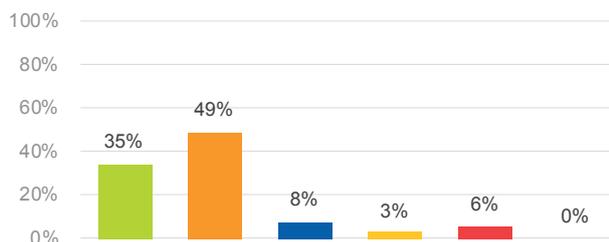
The education authority promotes partnership working with other services and organisations with a focus on closing the poverty-related attainment gap (n=152).



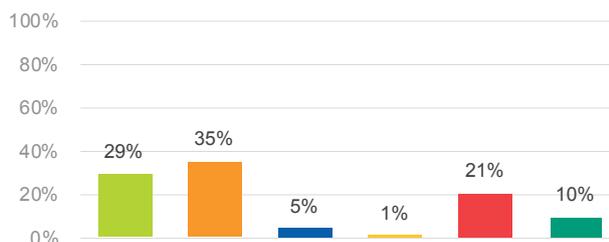
As partners we are actively involved in supporting the education authority to evaluate its work and in making plans for improvement (n=152).



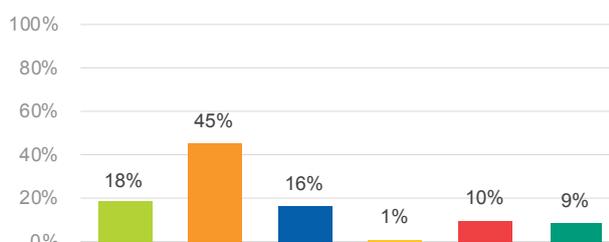
The education authority promotes partnership and takes very good account of our views (n=153).



We use data effectively to measure improvement in children's progress in literacy, numeracy and health and wellbeing (n=153).



Through consultation and participation we have a chance to influence the aims and plans for education in our local authority area (n=153).



■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know ■ Not Applicable

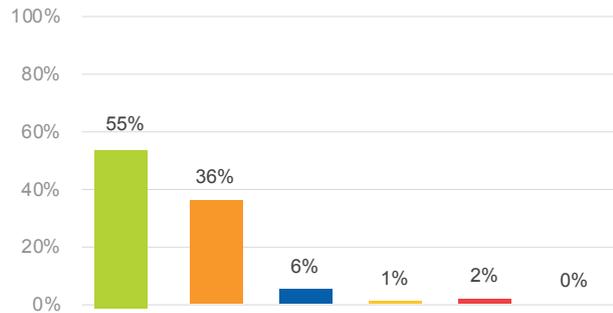
\*No data for West Dunbartonshire Partners

## Aggregated questionnaire data gathered from the inspection programme

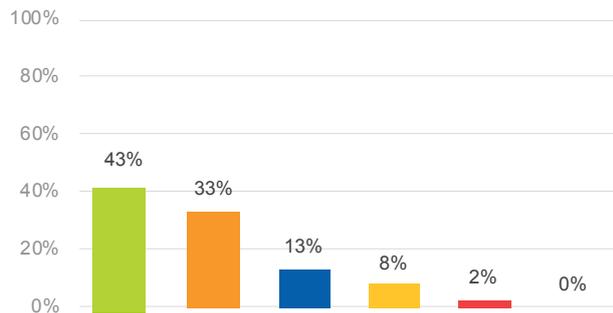
### Elected members

**Figure 5: Results of Pre-Inspection Questionnaires used in the inspections of eight\* challenge authorities: elected members**

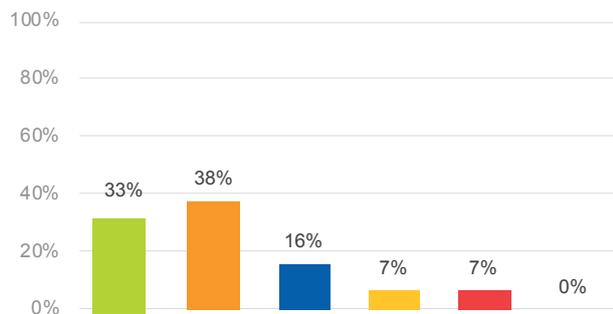
I have a good understanding of the impact of deprivation on educational attainment across the Council area and about how the Council is addressing this (n=89).



I understand how initiatives funded by the Scottish Attainment Challenge and Pupil Equity Funding are aiming to close the poverty-related attainment gap in my council (n=90).



When considering changes to future education budgets, council officers provide information setting out the potential impact on attainment of proposals to increase or reduce elements of education spend (n=90).



■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know ■ Not Applicable

\*West Dunbartonshire elected members had a different questionnaire

**Education Scotland**  
Foghlam Alba

**GLASGOW City Council**

passion commitment relentless drive  
**STRONG LEADERSHIP & VISION**

To have a world class CITY with a thriving, INCLUSIVE, economy where everyone can FLOURISH & BENEFIT from the CITY'S SUCCESS"

**INSPECTION HIGHLIGHTS**  
EXCELLENT PROGRESS IN IMPROVING LEARNING, RAISING ATTAINMENT AND CLOSING THE POVERTY-RELATED ATTAINMENT GAP.

**1 DATA ANALYSIS & MONITORING**  
are having a significant impact ON ATTAINMENT AND ACHIEVEMENT.

to TARGET and SELECT, programmes & initiatives AND TO SUPPORT with evaluation  
Glasgow Counts (read more)  
Literacy For All (read more)

Staff have a very clear UNDERSTANDING & KNOWLEDGE of the impact of POVERTY  
School staff are very positive on how the quality of data has improved their work.

Young people report that: We HAVE a voice!  
+ INCLUDED + ACHIEVING + INVOLVED

Nurturing approaches in A NURTURING CITY  
Children and young people are welcome and secure  
FAMILIES' NEEDS are understood + met  
HEALTH & WELLBEING improving with more physical activity  
NURTURE (read more)

**2 Outcomes are improving for CHILDREN AND YOUNG PEOPLE**

**3 OUTSTANDING impact of PROFESSIONAL LEARNING**

Leadership and capacity building approaches  
LEARNING & TEACHING are higher quality  
Sustainable PROGRESS & RESULTS  
RAISED ATTAINMENT & ACHIEVEMENT

Sector-leading interventions based ON SOUND EVIDENCE-INFORMED STRATEGIES  
GLASGOW Psychology Services  
LEADERS OF Learning  
SELF EVALUATION to empower staff  
LEADERSHIP development - all levels  
Family LEARNING

High quality professional learning hub  
Royston Centre  
Glasgow CITY COUNCIL

EXCELLENCE  
FOCUS ON  
REDUCING INEQUALITY  
OVERCOMING BARRIERS - CULTURE OF ASPIRATION  
ASPIRATION

www.education.gov.scot » Read full report « HIGHLIGHTS from Inspection

**Education Scotland**  
Foghlam Alba

**WHAT is making a DIFFERENCE FOR CHILDREN AND YOUNG PEOPLE in RENFREWSHIRE COUNCIL?**

**INSPECTION HIGHLIGHTS**  
EXCELLENT PROGRESS with IMPROVING LEARNING, RAISING ATTAINMENT and narrowing the POVERTY-RELATED ATTAINMENT GAP.

**1 Very strong SELF-EVALUATION**  
HIGH-QUALITY DATA = SUCCESSFUL INTERVENTIONS = SECURING Improvement

**2 HIGHLY effective LEADERSHIP**  
SHARED VISION and an ETHOS of empowerment of staff  
TO IMPROVE OUTCOMES for children and young people, their families and communities.  
PLANNING  
Quality ASSURANCE  
Service DELIVERY  
collaboration  
INNOVATION

**3 PROFESSIONAL LEARNING**  
High Quality LEARNING & teaching including special training for Classroom Assistants  
Family and community LEARNING programmes  
Promoting Alternative THINKING STRATEGIES

**4 CONSISTENT IMPROVEMENTS**  
Closing the poverty-related ATTAINMENT GAP  
GOVERNANCE of Scottish ATTAINMENT CHALLENGE  
LITERACY NUMERACY  
MEETING LEARNERS' NEEDS HEALTH & WELLBEING

DATA LITERACY (READ MORE)  
NURTURE (READ MORE)  
Parents/carers in PARTNERSHIP (READ MORE)

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## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

<b>All</b> 100%	<b>Almost all</b> 91%-99%	<b>Most</b> 75%-90%
<b>Majority</b> 50%-74%	<b>Minority/less than half</b> 15%-49%	<b>A few</b> < 15%

Other quantitative terms used in this report are to be understood as in common English usage.

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