



# Community Planning Aberdeen

<b>Progress Report</b>	Project End Report 7.3: Increase the number of young people leaving school with a minimum of SCQF Level 3 in literacy and numeracy and 4 other qualifications to 93% by 2023.
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<b>Governance Group</b>	CPA Board – 19 April 2023

<b>Purpose of the Report</b>
This report presents the results of the LOIP Improvement Project Aim 7.3 which sought to increase the number of young people leaving school with a minimum of SCQF Level 3 in literacy and numeracy and 4 other qualifications to 93% by 2023 and seeks approval to close the project as the aim has been achieved.

<b>Summary of Key Information</b>
<p><b>1 BACKGROUND</b></p> <p>1.1 Literacy and numeracy are important because they form the basis of learning. They are required to learn other skills, as well as for participation in everyday life. Literacy and numeracy skills underpin workforce participation, productivity and the broader economy, and can also impact on social and health outcomes.</p> <p>1.2 Traditionally we have thought about literacy as the skills of reading and writing; but today our understanding of literacy encompasses much more than that. Literacy includes the capacity to read, understand and critically appreciate various forms of communication including spoken language, printed text, broadcast media, and digital media. Numeracy is not limited to the ability to use numbers, to add, subtract, multiply and divide. Numeracy encompasses the ability to use mathematical understanding and skills to solve problems and meet the demands of day-to-day living in complex social settings. To have this ability, a young person needs to be able to think and communicate quantitatively, to make sense of data, to have a spatial awareness and to understand patterns.</p> <p>1.3 Every young person needs to be literate and numerate. Without the skills of literacy and numeracy, a young person or adult is cut off from full participation in many aspects of life: they cannot perform basic tasks, such as reading or sending an e-mail; advertisements and notices are meaningless to them; they cannot jot</p>

down a shopping list or understand a utility bill; and they are cut off from participating in and contributing to many aspects of the society and culture in which they live. Young people and adults who do not have adequate literacy and mathematical skills cannot participate fully in schooling or in further and higher education, and they have fewer opportunities to take up satisfying jobs and careers. Better literacy and numeracy for individuals contributes to a more just and equitable society.

- 1.4 Mastering the skills of literacy and numeracy brings with it many social, economic and health benefits for the individual and society as a whole. Having young people who can apply mathematical understanding in a growing range of economic, technical, scientific, social and other contexts is essential if we are to ensure employment and economic prosperity in the future. We know too that children who do not learn to read, write and communicate effectively are more likely to leave school early and in later life to be unemployed or in low skilled jobs, to have poorer emotional and physical health, to have limited earning power, and are more likely to be imprisoned.

## **2 IMPROVEMENT PROJECT AIM**

- 2.1 Against this background, on March 2022 the CPA Board approved the [project charter](#) for the initiation of an improvement project which aimed to increase the number of young people leaving school with a minimum of SCQF Level 3 in literacy and numeracy and 4 other qualifications to 93% by 2023.
- 2.2 Some children and young people do not achieve the basic levels of literacy and numeracy. This has become more apparent over the last few years and can be aligned in part with shortages of English and Maths teachers in secondary schools. There are however, indications that levels of numeracy and literacy on entry to secondary schools are reducing in some cases and there is also evidence that levels of literacy and numeracy at home can be a key factor in levels of acquisition in school pupils.
- 2.3 Delivery of literacy and numeracy has followed a fairly traditional model of service delivery. There was potential to look beyond the traditional and consider alternative delivery models to complement the work of schools. Literacy and numeracy are key areas for improvement within the Education Service's Improvement Plan.

## **3 WHAT CHANGES DID WE MAKE?**

The project focused on testing the following changes:

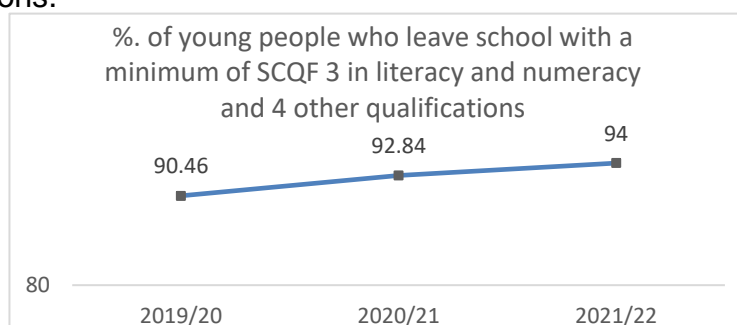
- A menu of family learning support activities was established and shared with families citywide
- Work to improve shared understanding of benchmarks was undertaken with Headteachers(HTs) across the city working in Associated School Groups
- Reviewed and improved transitions at all stages, N-P1, P7-S1 and transitions between all stages within our schools, with a Standard for Transition being

created and shared with all schools – this was implemented throughout session 2022/23

- Grassroots Career-long Professional Learning (CLPL) approach established – building on skills, knowledge and expertise of existing staff as “expert teacher” [Grassroots Professional Learning Pilot Programme](#)
- Roll out of PEEP (Parents as Early Education Partners) groups to support parents as early educators of their children; working with Early Learning and Childcare settings to ensure a strong focus on the development of literacy and numeracy skills. (Covid restrictions and staff absence impacted on planned roll out last session.)

### 3 HAVE OUR CHANGES RESULTED IN IMPROVEMENT?

- 3.1 Yes, the project has achieved its aim with 94.29% young people leaving school with a minimum of SCQF Level 3 in literacy and numeracy and 4 other qualifications.



- 3.2 The impact of the changes tested are as follows:

- Menu of family learning support activities was established and shared with families citywide

Family learning is a powerful method of engagement and learning which fosters positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage. The menu of activities aims to achieve better outcomes for families through programmes which enable them to improve literacy, numeracy and health and wellbeing using an asset-based approach. Improving the life chances of children, young people, families and communities is at the heart of this approach, which aims to ensure everyone has access to high quality learning to meet their needs and aspirations. We aim to ensure that children and young people develop a broad range of skills and capacities, whilst supporting them to thrive, regardless of their social circumstances or additional needs. Parental engagement is identified as a priority in the National Improvement Framework (NIF).

## What has been achieved

- **120 group sessions** have been run with a minimum of 4 to a maximum of 10
- **5 parents** accessing counselling services (there is now a waiting list)
- On average **each ERF worker has 4 families getting 1-2-1 support** at anytime
- **6 residentials** where families got the chance to go away together and develop new skills
- **Easter play sessions city wide**
- **Summer play sessions city wide**
- **Development of courses** looking at how to speak to children about mental health & anxiety
- **Development of resources** to support ESOL families
- **Development of accreditation opportunities**
- Created **new opportunities to include STEM** into our offer

### Parents have said...

- They feel more confident in their parenting skills.
- There has been improvement in families attendance at school.
- There has been an increase in requests for support around anxiety, our offer has been expanded to reflect this.
- Families have access other supports such as the financial inclusion team.
- Parents have reported that they appreciate the support of Family Learning staff when attending meetings about their child's schooling, they felt their opinions were valued more.

## Next Steps

- To continue to develop relationships within the community , schools, and with parents
- Evaluate the ongoing challenges of families and alter the offer to continue to be relevant
- Source training for staff on how to speak to parents about gender, sexuality and identity
- Role out Domestic Abuse training for school staff and community groups
- Develop and trial / change work around parenting tweens
- Develop and trial / change work on family mental health

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- Work to improve shared understanding of benchmarks undertaken with Headteachers (HTs) across the city working in Associated School Groups

- 3.3 Following on from initial work with Head Teachers, a group Quality Assurance and Moderation Support Officers (QAMSOs) have designed a Google site to provide support in moderation of Curriculum for Excellence levels. We currently have 32 QAMSOs trained with another 10 attending training this session. The plan is to use their expertise to help staff seeking support in Moderation. The Google site will also allow us to share best practice. Evidence is being gathered to populate the site which will go live in April 2023.
- Reviewed and improved transitions at all stages, N-P1, P7-S1 and transitions between all stages within our schools, with a Standard for Transition being

created and shared with all schools – this is being implemented throughout session 2022/23

3.4 The Standard for Transition has been developed, shared and is being implemented across all our schools and settings this session. The key principles of this are set out below and are reflected in the transition arrangements in place across all Associated School Groups and within all schools across the city. Initial feedback from staff, learners and parents is positive and we will continue to monitor the impact of these improved transition arrangements.

<p><b>Arrangements to support learners and their families</b></p> <ul style="list-style-type: none"> <li>• Learners and their families have the opportunity to influence transitions at all stages</li> <li>• Learners' wellbeing is a high priority in planning transitions</li> <li>• Families and partners work together to ensure effective transition arrangements for those requiring additional support</li> <li>• Learners are supported to make informed choices about the next phase of their learning</li> </ul>	<p><b>Collaborative planning and delivery</b></p> <ul style="list-style-type: none"> <li>• There is a comprehensive, well-planned programme of transition arrangements in place</li> <li>• All transition arrangements are planned in line with legislative requirements</li> <li>• All partners collaborate to ensure transitions support the needs of all learners</li> <li>• At all transitions we have shared approaches to record keeping and passing on of information to ensure continuity of plans</li> </ul>
<p><b>Continuity and progression in learning</b></p> <ul style="list-style-type: none"> <li>• At all stages continuity and progression in learning is planned for in all curricular areas</li> <li>• We collaborate across establishments to develop a shared understanding of progress</li> <li>• Learners are supported to identify their strengths and next steps in learning</li> <li>• Learners build upon prior learning and maintain appropriate pace in progress</li> <li>• We work with partners to offer opportunities for sustained positive post school destinations for all</li> </ul>	

- Grassroots CLPL approach established – building on skills, knowledge and expertise of existing staff as “expert teacher” [Grassroots Professional Learning Pilot Programme](#)

3.5 This session we launched our grassroots professional learning programme (GPLP), designed and delivered by a small network of 'Expert Teachers' across a range of key themes; pedagogy, health and wellbeing, inclusive practices, probation and Newly Qualified Teacher support and curricular support. Our GPLP offer is being shared across the local authority to support system wide improvement through enquiry-based practices, collaboration opportunities and evidence-informed learning. There are five programmes currently being delivered, with additional offers to stain March. Initial feedback from these programmes has been positive.

3.6 Further support for learning and teaching will be available through the work of two Digital Leads who will focus on the training coordination and delivery across all our key technologies from January. Additional digital support will also be offered through two Implementation Leads.

## Grassroots Professional Learning

School Session	Number of Professional Learning Sessions Run	Average number of attendees
2022/23 (to Feb '23)	48	16

- Roll out of PEEP (Parents as Early Education Partners) groups to support parents as early educators of their children; working with Early Learning and Childcare settings to ensure a strong focus on the development of literacy and numeracy skills. (Covid restrictions and staff absence impacted on planned roll out last session.)

3.7 PEEP groups support parents and carers to learn together with their children by making the most of everyday learning opportunities, valuing and building on the home learning environment and attachment relationships. The programme provides opportunities for parents and carers to act on their own learning potential by offering credit-rated units through the progression pathway.

Peep Project: Report Card		Oct-Dec 2022
Support parents and carers to learn together with their children by making the most of everyday learning opportunities, valuing and building on the home learning environment and attachment relationships. Provide opportunities for parents and carers to act on their own learning potential by offering credit-rated units through the progression pathway. Offer training and support to a range of professionals, practitioners and volunteers.		
How much we did	How well did we do it	Difference we make
<p><b>Approx. 293 families received Peep input</b></p> <ul style="list-style-type: none"> <li>❖ 15 universal groups</li> <li>❖ 11 Pop/up Sessions</li> <li>❖ 6 focused groups</li> <li>❖ 3 individual Peep for LAC/low mood</li> <li>❖ 9 ELC groups</li> </ul> <p><b>Progression Pathway:</b></p> <ul style="list-style-type: none"> <li>❖ 8 parent/carers working towards completing a <a href="#">Pathway</a></li> <li>❖ 5 completed Pathways, 5 level 3s</li> </ul> <p><b>Training:</b></p> <ul style="list-style-type: none"> <li>❖ 3 Online LTP Trainings</li> <li>❖ 26 new practitioners <a href="#">trained</a></li> </ul> <p><b>Support to professionals, practitioners/ volunteers:</b></p> <ul style="list-style-type: none"> <li>❖ 2 planning sessions with ELC settings</li> <li>❖ 4 ELC practitioners came to <a href="#">observe universal sessions</a></li> <li>❖ Monthly emails with updates and offers of support going out to all practitioners.</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>❖ Coordinator working on IV Award</li> <li>❖ Took part in October of Play</li> <li>❖ Preferred candidate chosen for <a href="#">vacancy</a></li> <li>❖ Awarded <a href="#">HJF</a> funding for intergenerational Peep group</li> </ul>	<ul style="list-style-type: none"> <li>❖ We were able to maintain our groups despite a vacancy on the <a href="#">team</a></li> <li>❖ Trained new ELC <a href="#">practitioners</a></li> <li>❖ ELC groups have doubled since last quarter- 2 started after receiving input from Peep <a href="#">team</a></li> <li>❖ Saturday sessions were the most well attended pop ups this quarter.</li> </ul>	<p><b>Feedback from families and newly trained practitioners:</b></p> <p>Because of it being held on a Saturday and at the art gallery it made for a <a href="#">really lovely</a> family day out. Loved the craft element and the footprint art. <a href="#">Also</a> the songs.</p> <p>Great space and fun activities, allowing a lovely chance to bond and learn with my <a href="#">son</a></p> <p>Fantastic service</p> <p>The training had a very good balance, everyone was included and listened to. The trainer made everyone comfortable and happy to participate and share.</p> <p>Very well presented. Natasha made us feel all at ease and part of a team! Lots of information and plenty time to ask for help or advice. It was good taking us our comfort zones to "perform" our demo. Knowing we have support even after the training was a big weight lifted.</p> <p>I feel like if people are more aware of Peep from an early stage, then they are more likely to engage all the way through their child's life.</p> <p>The benefits of the training and running a Peep group are never ending.</p>

## 4 HOW WILL WE SUSTAIN THESE IMPROVEMENTS?

4.1 The changes tested have now been embedded as business as usual and will be sustained through the following:

- Strategic Equity Fund and Family Wellbeing funding used to support ongoing family learning work across Aberdeen schools
- Continuing professional learning for teachers to support moderation and shared understanding of benchmarks, this is supported by Quality Assurance and Moderation Support Officers (QAMSOs)

- Standard for transition is established and being implemented, schools will continue to develop approaches to effective transition
- Grassroots approach to Career Long Professional Learning (CLPL) has been successful and proven highly effective, this will continue to be developed and supported by the Building Capacity Team
- All Early Learning and Childcare (ELC) settings continue to roll out the Parents Early Education Partnership (PEEP) programme

## **5 HOW WILL WE MONITOR THESE IMPROVEMENTS?**

- 5.1 Attainment data is monitored by the quality improvement team working with schools and data discussions held 3 times yearly and also reported to the Children's Services Board.
- 5.2 Attainment data is collected and published annually by local authority and Scottish Government.
- 5.3 Should it be agreed that the project is ended, the data recorded will also continue to be monitored and reported to the Attainment and Transitions Sub Group of the Children's Services Board, as well as added to the Outcomes Framework/Improvement Programme Dashboard to ensure that performance continues.

## **6 OPPORTUNITIES FOR SCALE UP AND SPREAD**

- 6.1 This project was very specifically about raising attainment in numeracy and literacy. It has highlighted the benefits of early intervention and different services working together to achieve a common goal. This approach is one which the service continues to develop, working with partners to support learners at all stages and is reflected in the Family Support Model which informs the draft Children's Services Strategic Plan 2023-26.

### **Recommendations for Action**

It is recommended that the CPA Board:

- i) Agree that testing is concluded and that this Improvement Project is brought to an end on the basis that the aim has been achieved with the proportion of school leavers attaining a minimum of SCQF Level 3 in Literacy & Numeracy and 4 other qualifications is now 94.29%; and
- ii) Note that the dataset for the overall aim will continue to be reported via the Improvement Programme dashboard to ensure progress is monitored.

### **Opportunities and Risks**

- Capacity of school staff and partners in the Covid recovery period – ensuring that this was built into each School's Improvement Plan protected time to take forward the necessary actions
- Staff absences in the Covid recovery period did occasionally prove challenging, however having a clear plan and protected time for development work mitigated against the possible negative impact of this

- Possible cuts to the CLPL budget – there have been reductions to the budget but using the Grassroots approach and making use of existing talent within the workforce has meant effective CLPL has still been able to be delivered
- Opportunities for more joined up working across services to benefit service users

### **Consultation**

Attainment and Transitions to Adulthood Outcome Improvement Group  
Education Quality Improvement Team  
Children’s Services Board

### **Background Papers**

The following papers were used in the preparation of this report.

[Charter 7.3 Improve Attainment in Literacy and Numeracy.docx](#)

[Local Outcome Improvement Plan \(sharepoint.com\)](#)

[Network-EducationAberdeen - 2022-06-21 Transition Standard.pdf - All Documents \(sharepoint.com\)](#)

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