

## TEACHER PANEL

### CLOSING THE POVERTY-RELATED ATTAINMENT GAP

#### Purpose

1. To inform the Teacher Panel members of the publication of Education Scotland's summary inspection report of the nine Scottish Attainment Challenge authorities; and to seek Panel member's views on the progress of closing the attainment gap in light of the report's contents.

#### Introduction

2. 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.
3. 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.
4. The inspection programme ran between December 2017 and December 2018 and all nine individual reports have now been published. Education Scotland's report now draws together the key findings from the programme.
5. In June 2019 Education Scotland published '*How well are the Scottish Attainment Challenge authorities improving learning, raising attainment and closing the poverty-related attainment gap*'. The report draws together the key findings from the challenge authority inspections, identifies key features which support greatest progress and sets out challenge questions aimed to support all 32 local authorities in closing the poverty-related attainment gap.
6. The challenge questions set out in the report are as follows:

#### 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 work-streams 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?

#### **Points for discussion**

7. Teacher Panel members are invited to:

- note the contents of the aforementioned report; and
- provide views on the progress of closing the poverty-related attainment gap including:
  - what is working;
  - what are the key factors for success; and

- how do we intensify progress?

Learning Directorate  
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