

**REPORT TO:** Education Committee

**MEETING DATE:** 31 May 2016

**BY:** Depute Chief Executive (Resources and People Services)

**SUBJECT:** Reading in East Lothian Schools

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**1 PURPOSE**

- 1.1 To inform the Committee of the work going on within schools, clusters and across the local authority to raise attainment in reading.

**2 RECOMMENDATIONS**

- 2.1 The Committee is asked to note the report.

**3 BACKGROUND**

- 3.1 Whilst the majority of our schools in East Lothian are making good progress in the development of reading skills, we must acknowledge that there is more that can be done.
- 3.2 The East Lothian Literacy Strategy was set out in such a way so as to reflect the approaches to raising attainment in literacy that had been identified in the *Raising Attainment* document published in 2012 by the Scottish Government and Education Scotland in association with ADES.
- 3.3 Since that time schools have been working to implement the 'Significant Aspects of Learning' identified in guidance from Education Scotland more recently. This is supporting staff in ensuring appropriate learning pathways for all children in developing their reading skills.
- 3.4 In December 2015 £1,000 was allocated to literacy co-ordinators in each school cluster for the purpose of supporting leaders and practitioners to engage effectively with the Literacy Strategy and provide support for the further development of reading and literacy skills.
- 3.5 All schools have also very recently completed a literacy audit that has provided information about the range of resources, teaching strategies

and specific interventions adopted to raise attainment in literacy. This information has allowed us to establish the extent to which there are common approaches in our schools that are having a positive impact on improving reading attainment. Schools will also be evaluating and reporting on their progress in addressing the expectations within the Literacy Strategy through their Standards and Quality report 2015/16.

### **3.6 Features of Practice**

3.6.1 Clusters have used this additional funding to support raising attainment in reading within contexts specific to their local situation. For example in Musselburgh a whole community approach was adopted ('Reading is Braw') where the focus is on all members of the community engaging with and promoting reading in a wide range of settings. This has led to the cluster bidding for further funding from the Scottish Government Innovation Fund. The outcome of this bid is awaited. The Tranent Cluster adopted a different approach and Literacy co-ordinators produced an outline of suggestions of good practice for staff in developing reading and literacy as a follow up to last year's 'Ross Rocks Reading' programme.

### **3.7 Features of Improvement**

3.7.1 As an Education service we are very aware of the need to improve our attainment in reading for all children, and in particular for children in the early primary years.

3.7.2 To this end the Educational Psychology team have been working to support the development of literacy skills with a particular focus on identifying reading difficulty in the early years. The intention is to produce an East Lothian position paper on identification, assessment and support for practitioners. A working group of interested parties such as Head Teachers and support for learning teachers are working with the Educational Psychology service to have this support for staff in place by the beginning of the new school session 2016-17.

3.7.3 In addition we have arranged staff development sessions to provide P1 teachers with training in the "Primary One Literacy Assessment and Action Resource" (POLAAR). This is a resource that is designed to help P1 teachers identify and assess children who are most at risk of developing later difficulties with reading and writing. Our expectation is that all P1 teachers will undertake the training over the course of this school session and session 2016-17. We will evaluate the impact of these approaches towards the end of session 2016-17.

3.7.4 On 3 March 2016 (World Book Day) the First Minister announced that there would be a Reading Challenge for all P4 to P7 pupils in Scotland starting in August 2016. Lindsey Barley, Depute Head Teacher,

Musselburgh Burgh Primary School has been invited to be a member of this Reading Challenge Advisory Group and in due course we will be able to disseminate the findings and recommendations from this group.

- 3.8 In January 2016 the Scottish Government published a National Improvement Framework (NIF) for Scottish Education. Part of the government commitment is to ensure that *“every child has the same opportunity to succeed, with a particular focus on closing the poverty related attainment gap”*
- 3.9 A key priority of the NIF is improvements in attainment in literacy and numeracy. From 2016 Local Authorities will be required to provide Scottish Government with annual data on a range of measures of children’s progress. This will include reporting on Curriculum for Excellence levels in literacy and numeracy at P1, P4, P7 and S3. We will be reporting on highest Curriculum for Excellence levels achieved in reading, writing and listening and talking. This will be based on teacher judgement informed by standardised assessments used by East Lothian Council. This will tell us how our children and young people are progressing with their reading.
- 3.10 As with all other Local Authorities, East Lothian has been allocated some development time from one of the Attainment Advisers from Education Scotland. As part of this work a number of primary Head Teachers in the authority worked with the Attainment Adviser to explore effective approaches to closing the attainment gap between the most and least deprived children in our primary schools. The Attainment Adviser is now working with our Head Teachers to evaluate what is working well in order to develop improved consistency and a shared understanding of good practice about effective interventions that will help close the attainment gap.
- 3.11 East Lothian data for reading shows how well children from the most disadvantaged backgrounds and least disadvantaged backgrounds are achieving at P1. This socio-economic focus will complement data from the recent survey of the Early Development Instrument (EDI). This approach measures developmental readiness for school learning in the early months of Primary 1. It is not a diagnostic tool and does not report findings on individual children. It gives a snapshot of groups of children’s developmental health in five areas:
- Physical health and well-being;
  - Social competence;
  - Emotional maturity;
  - Language and cognitive development; and
  - Communication skills and general knowledge
- 3.12 This range of data will provide additional information to support our drive to raise attainment, with a particular focus on literacy, and will address underachievement, thus helping us to intervene early.

3.13 InCAS assessments were carried out by schools in East Lothian for the first time in 2014/15 and replaced the previous P3, P5 and P7 ePIPS assessments. Scores from the ePIPS assessments are standardised on a different scale to InCAS. A formula provided by the Centre for Evaluation and Monitoring (CEM) has been applied to convert the historical ePIPS scores to the InCAS scale to allow for trends reporting. However, the ePIPS scores were standardised across Scotland while the InCAS scores are standardised across Scotland and England and therefore may not be directly comparable, particularly at P7 where the pupils in England will have been preparing for their SATs tests.

The 2014/15 P7 cohort was the first group of pupils to undertake the InCAS assessments and a number of technical issues were experienced during this first assessment period which may have prevented some of these P7 pupils from completing the assessments properly. Therefore, the P7 results in 2014/15 may not be fully reflective of the actual ability of the 2014/15 P7 cohort and this will also have an impact on the overall combined stage results.

3.14 Referring to Table 1 below, InCAS average reading scores in East Lothian have generally increased since 2011/2012 for P5 and P7 pupils. The Follow-up PIPS scores (assessed in May) have followed a falling trend over a similar time period. Despite the general increase in P7 InCAS reading scores since 2011/2012, there has been a sudden decline in 2014/15 to below the UK Standardised Mean, which has also remained the case for 2015/2016. InCAS Scores have always been higher than the UK Standardised Mean in East Lothian, apart from the recent decrease in score in P7. Similarly, P1 PIPS follow-up scores have been decreasing over the years, falling below the Scottish Standardised Mean for the first time in 2014/2015. Scores for 2015/2016 were not available at the time of this report.

**Table 1 – PIPS & InCAS Reading Scores by Stage**

Stage	10/11	11/12	12/13	13/14	14/15	15/16	3 Yr Ave	Net Change	5 Yr Trend
P1 (PIPS)	51.34	51.22	50.96	50.42	49.49	N/A	49.66	-2.65	-0.66
P3 (InCAS)		100.93	101.35	103.05	103.94	104.13	103.71	2.61	0.80
P5 (InCAS)		101.32	100.85	101.66	105.76	106.58	104.67	4.90	1.32
P7 (InCAS)		101.12	102.23	104.25	97.97	98.69	100.31	-1.44	-0.61
P3 to P7 (InCAS)		101.12	101.46	102.97	102.65	103.30	102.97	2.19	0.55
National (InCAS)		100.00	100.00	100.00	100.00	100.00			

\* PIPS Scores have a Scottish Standardised Mean Score of 50

\*\* InCAS Scores have a UK Standardised Mean Score of 100

3.15 As can be seen in Table 2a and 2b below, P3-P7 boys had been increasing their average score until the P7 score decrease in 2014/15 and 2015/16. Boys scores in P3 and P5 are above the UK Standardised Mean and are generally increasing. The similar P7 score decrease occurred for girls in both 2014/15 and 2015/16, but not to the same extent as boys. The girls P7 score in 2015/16 still remained above the UK Standardised Mean score.

### Tables 2a & 2b – P1 PIPS and P3-P7 INCAS by Gender

**Table 2a - boys**

Stage	10/11	11/12	12/13	13/14	14/15	15/16	3 Yr Ave	Net Change	5 Yr Trend
P1 (PIPS - Follow up in May)	50.97	50.26	50.7	50.0	48.32	N/A	49.66	-2.6	-0.66
P3 (INCAS)	101.00	99.60	99.8	101.9	103.20	103.90	103.00	2.9	1.08
P5 (INCAS)	100.4	99.40	99.50	100.40	104.3	105.3	103.33	4.9	1.48
P7 (INCAS)	98.10	99.9	101.5	102.5	96.0	97.30	98.60	-0.8	-0.65
P3 to P7 (INCAS)	99.8	99.7	100.30	101.50	101.50	102.30	101.77	2.5	0.65

**Table 2b - Girls**

Stage	10/11	11/12	12/13	13/14	14/15	15/16	3 Yr Ave	Net Change	5 Yr Trend
P1 (PIPS - Follow up in May)	53.37	52.28	51.3	50.9	50.69	N/A	50.94	-2.7	-0.67
P3 (INCAS)	103.60	102.50	103.0	104.3	104.70	104.40	104.47	0.8	0.48
P5 (INCAS)	103.70	103.10	102.20	103.10	107.3	108.0	106.13	4.3	1.23
P7 (INCAS)	101.70	102.20	103.1	106.0	99.8	100.30	102.03	-1.4	-0.48
P3 to P7 (INCAS)	103.00	102.60	102.70	104.50	103.80	104.40	104.23	1.4	0.45

\* PIPS Scores have a Scottish Standardised Mean Score of 50

\*\* INCAS Scores have a UK Standardised Mean Score of 100

3.16 From Table 3 below, the gap between the genders has generally been reducing in P3's but has been increasing in P5 and P7. Looking at the 3 year average, it can be seen the gap between genders, typically increases the older the pupils are.

### Table 3 – Gender Gap in PIPS and INCAS Scores

	Girls scores slightly higher than boys
	Boys scores slightly higher than girls

Stage	10/11	11/12	12/13	13/14	14/15	15/16	3 Yr Ave
P1 Gap (PIPS - Follow up in May)	2.40	2.03	0.60	0.86	2.37		1.28
P3 Gap (INCAS)	2.60	2.90	3.20	2.40	1.50	0.53	1.48
P5 Gap (INCAS)	3.30	3.70	2.70	2.70	3.00	2.67	2.79
P7 Gap (INCAS)	3.60	2.30	1.60	3.50	3.80	2.93	3.41
P3 to P7 Gap (INCAS)	3.20	2.90	2.40	3.00	2.30	2.06	2.45

3.17 Table 4 below shows the difference in reading scores between the most deprived 30% and the remaining 70%. Similarly to the gender gap, the deprivation gap has generally been declining in P3 but has experienced recent increases in both P5 and P7. Looking at the 3 year average, there again appears to be a general trend that the deprivation gap typically increases as pupils get older.

**Table 4 – Most Deprived v Remaining 70% Difference**

	Remaining 70% perform higher
	Most Deprived 30% perform higher

Stage	10/11	11/12	12/13	13/14	14/15	15/16	3 Yr Ave
P1 Gap (PIPS - Follow up in May)		4.78	4.07	3.25	5.4	N/A	4.24
P3 Gap (INCAS)	5.57	3.72	6.07	8.63	5.97	5.40	6.67
P5 Gap (INCAS)	7.21	7.85	6.70	6.62	6.11	8.66	7.13
P7 Gap (INCAS)	7.09	6.11	6.57	8.12	6.89	7.27	7.42
P3 to P7 Gap (INCAS)	6.61	5.86	6.48	7.76	6.56	6.92	7.08

## 4 POLICY IMPLICATIONS

4.1 None.

## 5 INTEGRATED IMPACT ASSESSMENT

5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

## 6 RESOURCE IMPLICATIONS

6.1 Financial - None

6.2 Personnel - None

6.3 Other – None

## 7 BACKGROUND PAPERS

7.1 None.

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<b>DATE</b>	29 April 2016