

**PERTH AND KINROSS COUNCIL****Executive Sub-Committee of the Lifelong Learning Committee****27 April 2016****Developing the Literacy and Numeracy Skills of Children and Young People****Report by Director (Education and Children's Services)****PURPOSE OF REPORT**

The purpose of this report is to highlight the continuous improvement priorities of literacy and numeracy in schools and how Perth and Kinross Council is striving to achieve this. It will present the support structures that have been developed creating the conditions for a collaborative approach to the continued development of literacy and numeracy, and will share case studies of effective practice that are enabling this. It will also consider the levels of attainment achieved in literacy and numeracy by children and young people in Perth and Kinross schools. The report will present data gathered locally, and also through the mechanisms of the Scottish Qualifications Authority (SQA).

**1. BACKGROUND / MAIN ISSUES**

1. 1 Through the National Improvement Framework it is the Scottish Government's vision to achieve excellence through raising attainment in ensuring that every child achieves the highest standards of literacy and numeracy.
1. 2 The Scottish Attainment Challenge aims to make Scotland the best place in the world to learn by tackling inequity so that every child can succeed in school and gain skills for life.
1. 3 The Scottish Attainment Challenge aims to raise the attainment of children and young people living in deprived areas in order to close the equity gap. It will focus and accelerate targeted improvement activity in literacy, numeracy and health and wellbeing.
1. 4 The National Improvement Framework will deploy a standardised assessment approach at P1, P4, P7 and S3 that will inform professional judgement on progress and attainment in literacy and numeracy.
1. 5 Education and Children's Services has been collating data on attainment in literacy and numeracy annually since academic session 2011/12.
1. 6 The data collection process enables schools to intelligently use data harvested to inform the School Improvement Planning framework and to strive for improved outcomes for children and young people.
1. 7 Developing literacy and numeracy skills is the responsibility of all in Scotland's education systems.

## 2. PROPOSALS

2. 1 Quality Improvement Officers have strategic remits for Literacy and Numeracy and are supported by an Education Support Officer who is pivotal in the coordination and developmental role.
2. 2 The Perth and Kinross Council Indicators, (PKC Indicators) were developed in 2012 as part of the 'Creating a Standard Together' resource within the PKC Skills Framework. The 'Creating a Standard Together' was devised to inform understanding about progression in learners' skills in literacy, numeracy and personal skills and attributes. The resource aims to support improvement in the capacity of schools and centres to deliver quality learning experiences by:
  - describing an expectation of standards for literacy and numeracy skills (The PKC Indicators) for Curriculum for Excellence levels, providing signposts for learners' emerging personal skills and attributes at each level.
  - supporting moderation activities by providing a toolkit (Assessment and moderation in Action) for professional engagement and dialogue to explore emerging standards in literacy and numeracy.
  - providing evaluation tools to support schools and practitioners as they evaluate and improve their work in delivering literacy and numeracy.

The PKC Indicators contain succinctly worded statements describing what achievement at each level may 'look like' in literacy and numeracy. The aim of the indicators is to achieve consistency in expectation of learners' performance across all establishments and help to, not only build trust and confidence in teachers' judgments, but also enhance teachers' confidence in their own judgements.

2. 3 Perth and Kinross Council has developed a range of approaches, support structures and mechanisms that create the conditions for young people to achieve and attain in literacy and numeracy to the best of their ability, and to improve outcomes for all.

**(Appendix 1 (P194 – 199)** details the support mechanisms and structures that have been developed and highlights their impact on learning and teaching.)

2. 4 Sharing good practice is recognised as a highly effective method of raising attainment and achievement. Good practice requires innovation, strong partnerships and relationships. Examples of effective practice have been identified through the Literacy and Numeracy Coordinators and through the support structures and mechanisms highlighted and are evidence of the impact of these mechanisms.

(**Appendix 2 (P200 – 203)** presents case studies of effective practice that are leading to improvements in the literacy and numeracy of children and young people and equipping them with the skills for life, learning and work.)

2. 5 Council Level Information P4/P7/S3 – Academic Years 2010/11- 2014/15. The additional information provided in **Appendix 3 (P204 – 205)** through tables, charts and graphs give further insight into attainment trends in literacy and numeracy. To summarise this information the following can be concluded:

- Attainment in literacy and numeracy across the authority is strong and continues to improve.
- Perth & Kinross pupils maintain expected national levels of attainment over a period of time.
- Attainment data is held for each school, Local Management Group (LMG) and authority wide. This enables careful scrutiny and interpretation of data which in turn informs LMG and school improvement planning.
- The percentage of Perth & Kinross school leavers attain or exceed national levels in literacy and numeracy and measure most favourably against a virtual comparator.

2. 6 The Senior Phase National Benchmarking Tool, Insight, accesses data from the Scottish Qualifications Authority suite of examinations and enables secondary schools and local authorities to use data for scrutiny and improvement planning. The charts and tables in **Appendix 4 (P206 - 208)** display attainment in literacy and numeracy for school leavers at levels 4 and 5 (National 4 and National 5 qualifications) over a 5 year trend and the comparison with the Virtual Comparator. The cohorts can comprise S4, S5 and S6 leavers and displays the highest level of literacy and/or numeracy achieved by young people at the point of leaving school.

### **3. CONCLUSION AND RECOMMENDATION**

3.1 This report highlights the continuous drive to achieve improved outcomes in literacy and numeracy, the mechanisms developed to support and the methods deployed to scrutinise attainment that inform improvement planning and challenge.

It also highlights key areas of strength and development in Perth and Kinross Schools.

3.2 It is recommended that the Committee considers and comments as appropriate on the contents of the report.

### Authors

<b>Name</b>	<b>Designation</b>	<b>Contact Details</b>
<b>Donald MacLeod</b>	<b>Quality Improvement Officer</b>	01738 476221 <a href="mailto:DonaldMacLeod@pkc.gov.uk">DonaldMacLeod@pkc.gov.uk</a>
<b>Christeen Williamson</b>	<b>Quality Improvement Officer</b>	01738 476373 <a href="mailto:CAWilliamson@pkc.gov.uk">CAWilliamson@pkc.gov.uk</a>

### Approved

<b>Name</b>	<b>Designation</b>	<b>Date</b>
<b>Sheena Devlin</b>	<b>Director (Education and Children Services)</b>	<b>24/03/2016</b>

If you or someone you know would like a copy of this document in another language or format, (on occasion, only a summary of the document will be provided in translation), this can be arranged by contacting the Customer Service Centre on 01738 475000.

You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.

## 1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

<b>Strategic Implications</b>	<b>Yes / None</b>
Community Plan / Single Outcome Agreement	<b>Yes</b>
Corporate Plan	<b>Yes</b>
<b>Resource Implications</b>	
Financial	<b>None</b>
Workforce	<b>None</b>
Asset Management (land, property, IST)	
<b>Assessments</b>	
Equality Impact Assessment	<b>None</b>
Strategic Environmental Assessment	<b>None</b>
Sustainability (community, economic, environmental)	<b>None</b>
Legal and Governance	<b>None</b>
Risk	<b>None</b>
<b>Consultation</b>	
Internal	<b>None</b>
External	<b>None</b>
<b>Communication</b>	
Communications Plan	<b>None</b>

### 1. Strategic Implications

#### Community Plan / Single Outcome Agreement / Corporate Plan

- 1.1 The Perth and Kinross Community Plan 2013-2023 and Perth and Kinross Council Corporate Plan 2013/2018 set out five strategic objectives:
- (i) Giving every child the best start in life;
  - (ii) Developing educated, responsible and informed citizens;
  - (iii) Promoting a prosperous, inclusive and sustainable economy;
  - (iv) Supporting people to lead independent, healthy and active lives; and
  - (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No ii

- 1.2 The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area:

- Change and Improvement

### 2. Resource Implications

#### Financial

- 2.1 N/A

### Workforce

2.2 N/A

### Asset Management (land, property, IT)

2.3 N/A

## **3. Assessments**

### Equality Impact Assessment

3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. The report is assessed as **not relevant** for the purposes of EqIA

### Strategic Environmental Assessment

3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals. No action is required as the Act does not apply to the matters presented in this report. This is because the Committee are requested to note the contents of the report only and the Committee are not being requested to approve, adopt or agree to an action or to set the framework for future decisions.

### Sustainability

3.3 N/A

### Legal and Governance

3.4 N/A

### Risk

3.5 N/A

## **4. Consultation**

### Internal

4.1 N/A

### External

4.2 N/A

## **5. Communication**

5.1 N/A

## **2. BACKGROUND PAPERS**

No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

## **3. APPENDICES**

- |             |   |
|-------------|---|
| Appendix 1: | Literacy and Numeracy Support Mechanisms                              |
| Appendix 2: | Case Studies of Effective Practice in Literacy and Numeracy           |
| Appendix 3: | Council Level Information P4/P7/S3 – Academic Years 2010/11 – 2014/15 |
| Appendix 4: | Senior Phase: National Benchmarking Measure: Literacy and Numeracy    |



## Appendix 1 – Literacy and Numeracy Support Mechanisms

Literacy Support	Description	Impact
<b>Literacy Coordinator Network</b>	Termly meetings with literacy coordinators from primary and secondary schools. Meetings enable sharing of local and national developments, key information and development work.	Meetings have enabled effective and mutually supportive relationships to develop across schools. This has strengthened transition and a shared understanding of literacy standards. There is improved understanding of the role of literacy coordinators and a clear focus on driving forward the responsibility of all staff in literacy learning. Coordinators have a very good knowledge of local and national priorities and direction and are able to share this in their schools. They also work together to produce a range of resources for use in all Perth & Kinross schools eg for technical accuracy and moderation activities.
<b>Excellence in Literacy Across Learning: Responsibility of All</b>	Two papers which brings together current local and national advice on excellence in literacy. Papers have been designed as a tool for auditing practice, school improvement planning and staff development.	Schools feed back that they find papers succinct and easy to use with staff teams. They provide clarity on “excellence” in literacy and help shape the policy and direction for school improvement. Papers also provide direction at local level for planning literacy training and lines of development.
<b>Talk, Listen, Communicate (TLC)</b>	TLC programme written in partnership with ECS and NHS Tayside Speech and Language Therapy (SLT) to upskill staff to support children’s language development. Over the past four years almost all Partner Provider nurseries have completed the TLC accreditation process.	Nurseries report an enhanced understanding of children’s language development and increased confidence in identifying and supporting children with speech and language needs and better partnership with working with Speech and Language Therapy.
<b>Training opportunities</b>	A range of training opportunities reaching a large and varied audience well received. Training	Practitioner knowledge, understanding and use of key national programmes has

	based on national programmes, eg Scottish Survey of Literacy and Numeracy, the POLAAR resource and Significant Aspects of Learning. Focus also on moderation in writing and talking, the teaching of reading, reading intervention programmes and leading the learning in the early years (with a focus on 2 year olds).	improved. Enhanced use of national resources. Practical use of resources to evaluate practice and improve the quality of provision provided. For example, the POLAAR environmental audit tool is enabling P1 staff to identify strengths in their literacy environment and reflect on practice in developing the early literacy skills of pupils. Local Authority Moderation events, successfully developing skills in moderating samples of writing and in leading moderation activities in local settings.
<b>Literacy Information Sharepoint</b>	A Literacy Sharepoint site on ERIC created where all relevant documents and training materials are stored and can be easily accessed by all ECS staff. Contained within are termly PKC Literacy Newsletters and the recently revised Skills Framework with a large section on Literacy.	This easy to access sharepoint means that all school staff can quickly and easily access key files, documentation and presentations specifically related to Literacy. This has significantly cut down on time spent locating materials, enabling enhanced scrutiny and use of resources. Access is open and therefore automatic to any member of staff joining ECS.
<b>Tracking and Monitoring of attainment</b>	PKC has held data on attainment in Literacy over a number of years (P4, P7 and S3). This information can be interpreted at Authority, LMG and individual school level and gives clarity on attainment in literacy overtime. A more detailed tracking and predicting tool has been developed and is currently being trialled by Perth High School LMG. Authority wide roll-out is planned for May 2016.	Attainment in literacy is scrutinised and interpreted in a range of ways. Trends are identified and authority performance is compared with national data (gathered from the SSLN survey). Allows for further improvements and meets national expectations with the roll out of the new tracking and predicting tool. This is being trialled very successfully, enabling more focussed discussions between teachers and managers on pupils' rate of progress and identification of intervention requirements.
<b>Numeracy Support</b>	<b>Description</b>	<b>Impact</b>
<b>Numeracy</b>	Termly meetings with numeracy	Meetings have enabled effective

<p><b>Coordinator Network</b></p>	<p>coordinators from primary and secondary schools. Meetings enable sharing of local and national developments, key information and development work. An important focus for session 15-16 has been the organisation of in-service training November 2015 in every LMG. Training organised and led jointly by primary and secondary numeracy coordinators.</p>	<p>and mutually supportive relationships to develop across schools. This has strengthened transition and a shared understanding of numeracy standards. There is improved understanding of the role of numeracy coordinators and a clear focus on driving forward the responsibility of all staff in numeracy developments. Coordinators have a very good knowledge of local and national priorities and direction, and share this in their schools and LMGs. Primary and secondary coordinators have been working on a joint project to create exemplification on the PKC Standards for Numeracy. These have been very well received by all practitioners, particularly support staff and non-subject specialists. This work has been instrumental in providing clarity and consistency in understanding standards.</p>
<p><b>Excellence in Numeracy Across Learning: Responsibility of All</b></p>	<p>Two papers which bring together current local and national advice on excellence in numeracy. The papers have been designed as a tool for auditing practice, school improvement planning and staff development.</p>	<p>Schools feedback that they find these papers succinct and easy to use with staff teams. Papers provide clarity on “excellence” in five key areas of numeracy and help shape policy development and direction for school improvement. Papers have also provided direction at authority level for planning numeracy training and lines of development.</p>
<p><b>Training opportunities</b></p>	<p>Range of training opportunities reaching a large and varied audience well received. Of particular note a 5 day Conceptual Development in Number training course led by Numeracy Hub trainers, funded by Education Scotland, which has</p>	<p>The Conceptual Development in Number training provides an excellent training opportunity giving participants deep insight into the developmental continuum in numerical thinking. Participants have issued with training resources and presentations to use in their own schools, with</p>

	<p>run over two school sessions and a suite of courses led by a numeracy consultant on progression and leadership in numeracy.</p>	<p>many successfully developing practice and increasing staff skill set. This work will be further developed with the creation of a Tayside and Fife Numeracy online hub and further twilight training to extend the participants knowledge and skills in taking this forward in their own settings. Training on progression in Numeracy skills and Leading the Learning in Numeracy - Early Years and Primary settings rated "excellent" by almost all participants. Schools are using the information from the training to audit their programmes and are reviewing them to ensure consistency in practice in teaching key concepts.</p>
<p><b>Authority In-service Training (Nov 2015)</b></p>	<p>Every school in PKC took part in Numeracy training through their Local Management Groups. The training was designed around authority presentations and LMG priorities. It was organised and led by primary and secondary numeracy coordinators. Running in tandem was numeracy training for all Early Years staff and Pupil Support Assistants.</p>	<p>Information originally shared at a numeracy focused authority event in June 2015 on the National Numeracy Hub has now been rolled out to early years' staff, primary teachers, secondary maths teachers and PSAs. The sessions also enable sharing of numeracy information on the effective teaching of key numerical concepts such as place value and fractions, percentages and decimals. Over 80% of evaluations from this event were very positive with the opportunities for joint primary/secondary working, moderation, information sharing and strategies for effective teaching all highlighted as key gains from the training. LMGs are planning to jointly continue to work on numeracy developments for the remains of this session and into next session.</p>

<p><b>Numeracy Information</b></p>	<p>A Numeracy Sharepoint site on ERIC has been created where all relevant authority documents and training materials are stored and can be easily accessed by all ECS staff. Contained within this sharepoint are termly PKC Numeracy Newsletters and the recently revised Skills Framework which contains a large section on Numeracy.</p>	<p>This easy to access sharepoint means that all school staff can quickly and easily access key files, documentation and presentations which specifically relate to Numeracy. Staff feedback that this has significantly cut down on time spent trying to locate materials, making more time for scrutiny and use of the resources. Access is open and therefore is automatic to any member of staff joining ECS.</p>
<p><b>Tracking and Monitoring of attainment</b></p>	<p>PKC has held data on attainment in Numeracy over a number of years (P4, P7, more recently P1 and S3). This information can be interpreted at Authority, LMG and individual school level and gives clarity on attainment in numeracy overtime. This session a more detailed tracking and predicting tool has been developed and is currently being trialled by Perth High School LMG. This planned for authority wide roll out May 2016.</p>	<p>Attainment in numeracy can be scrutinised and interpreted in different ways. Trends are identified and authority performance can be compared with national data (gathered from the SSLN survey). This will further improve and will meet national expectations with the roll out of the new tracking and predicting tool. This is being trialled very successfully, enabling more focussed discussions between teachers and managers on pupils' rate of progress and identification of intervention requirements.</p>
<p><b>National Numeracy Hub</b></p>	<p>Education Scotland launched the National Numeracy Hub in June 2015. The Hub offers all staff a wide range of professional development opportunities. These include live broadcasts, recorded sessions, research papers, a staff sharing area and links to important Education Scotland resources and documents. Live broadcasts this session have included planning for progression, numeracy across learning and numeracy &amp; mathematics in the Early Years.</p>	<p>Each local authority has a designated Hub Champion. Their remit has been to develop staff awareness and use of the National Numeracy Hub as an online professional development resource. Suzanne Miller, Head Teacher at Blairingone, is the current PKC Hub champion and has raised awareness and use of the hub through the numeracy co-ordinators network, working with the numeracy champions, presentations at PT and DHT days, awareness raising at PKC Numeracy Conference,</p>

		newsletters and CPD opportunities. Feedback from staff using the National Numeracy Hub has been very positive. Staff in PKC find it to be a very useful professional learning resource which has a positive impact on classroom practice.
--	--	---

## Appendix 2 Case Studies of Effective Practice in Literacy and Numeracy

### Case Study 1: Oral Language to Unlock Learning: Letham Primary School (2014 – current)

A successful project where speech and language therapists and school staff have worked collaboratively to improve children's listening and talking skills in the early stages in a school environment, has been running over the past two years at Letham Primary School. Speech and language therapists (SLTs) work with teachers and their classes to model a range of strategies designed to develop young learners' listening and talking skills. Through careful analysis of assessment data, children are then identified for inclusion in a focused programme to support their early language development. SLTs provide bespoke training for school staff and support staff in using identified strategies that are proven to be effective in building children's confidence and literacy skills.

The impact of this project is twofold. Staff confidence and knowledge has improved in understanding speech language and communication needs (SLCN) and using the most effective strategies to progress learning. There is clear improvement in children's use of grammar and the amount of content detail in their spoken language, as well as improvement in their ability to create and tell a story. The attainment of children who have been part of this project is being carefully tracked as they move through the school. It is clear from their progress in learning that the intensive support that they received in their earliest years at school has impacted positively on both literacy and numeracy. [Letham Primary Progress Report](#).

*"We are really stripping back to oral skills and we are going to give out TALK homework. If you can't talk it, you won't be able to write it." (Letham Primary class teacher)*

### Case Study 2: Book Trailers Using Digital Technology: Grandtully Primary School

Each year pupils from Grandtully Primary School take part in the Scottish Children's Book Awards run by the Scottish Book Trust.

<http://www.scottishbooktrust.com/scottish-childrens-book-awards>

This opportunity offers the pupils the chance to engage with new books and authors that they may not previously have considered reading. Knowing their vote will help decide the winning authors encourages pupils to really explore and get to know the books. One way the children have approached this is through the use of iMovies to create Book Trailers. The purpose of a book trailer is to engage a new audience, to entice them to read the book.

For pupils to create a trailer they are required to read the book using critical skills; be able to clarify, question, summarise, and visualise the story. They also have to think about how much detail to include, drawing in the audience and allowing them to make their own predictions. Creating trailers has given the pupils the opportunity to develop a range of reading skills and then apply them within a context that aims to encourage others to read the books they have enjoyed. Pupils have been keen to respond to books in new ways, create scripts and storyboards, add their own endings and bring the books to life through role play and puppets.

*"Making the trailer made me realise just how much I understood the themes of the book."* Hazel P6

*"It has made me excited about reading books and it made me want to write books too."* Jago P3

*"It helped me understand how good books are."* Maya P2

### **Case Study 3: Whole Campus Reading Action Plan - Crieff High School**

After focussing in previous sessions on up skilling staff in the teaching of writing and listening and talking, in session 2015-16 Crieff High School has a "**Whole Campus Reading Action Plan**." The plan has been designed and implemented by the Literacy Collegiate Group which has members from the teaching staff, CLD and the campus library.

The plan has three main strands: **Reading for Pleasure; Curricular Reading and Reading and the Family.**

#### **Reading for Pleasure:**

- Creation of Library Pupil Group (to take a central role in planning and delivering future reading initiatives, advise library on stock, help with author visits etc.)
- Pupil/staff book reviews on the school website
- Pupil/staff reading recommendations shared in a range of formats
- World Book Day events and initiatives

#### **Curricular Reading:**

- Staff training in BDA reading strategies
- Creation of subject-based booklists/web lists to encourage pupils to "read around" their subjects.
- Development of classroom libraries
- Development of paired reading

#### **Reading and the Family:**

- Parent workshop: "Encouraging Reading at Home."
- Library staff attend Parents' Evenings
- Intergenerational Reading Group
- Film / book nights and adult reading groups
- Purchase of more foreign language texts with reference to the linguistic profile of the catchment
- Queen's Birthday Reading Challenge (for Junior and Adult Readers)

#### **Case Study 4 - P7–S1 Mathematics and Numeracy Transition Booklet – Loch Leven Community Campus LMG**

Since 2013, the primary schools in the Kinross High Local Management Group have worked very closely with the Maths Department and how to best support learners in their transition from primary to secondary. More specifically, teachers and learners are evaluating key areas of Curriculum for Excellence Second Level and using these evaluations to help support P7 children in specific topics, increasing their understanding and confidence. This is done through the use of a carefully compiled transition booklet. Initially, Kinross High School staff identified main mathematics and numeracy topics which on average, cause pupils the most difficulty. These are whole numbers, decimal fractions, percentages, measurement and statistics.

The booklet comprises of 'I can' statements with example problems which should be calculated and then self-assessed using traffic light colours to indicate understanding. The transition booklet is worked on throughout the P7 year. Teachers discuss each aspect with learners and provide additional support if necessary. High school staff liaise with teachers and learners on an arranged visit to the feeder primary schools where they can monitor progress. The completed booklet is then used during the P7 transition days in June and Term 1 in August when learners engage in further learning and consolidation of the areas.

High School staff have found the booklets to be highly beneficial as it gives them an insight into the learners, their abilities in certain areas of mathematics and numeracy as well as their level of confidence in their abilities. It also acts as an informal assessment which primary staff can use to ensure knowledge and understanding.

Pupils also think positively about this transition process as they are engaging in work which is set and then followed up by the High School. It gives a sense of purpose to what they are learning and encourages them to discuss and evaluate their skills, strengths and next steps.

#### **Case Study 5 - Raising attainment in Numeracy through Active and Outdoor Learning (Forteviot Primary School, session 2015/16)**

This session a key focus for school improvement at Forteviot Primary School has been on raising attainment in maths and developing learning and teaching in numeracy which is active, engaging, progressive and consistent across the school.

Forteviot Primary school benefits from a Forest School Site on the Dupplin Estate and an outdoor classroom on the extensive school grounds. With a strong commitment to outdoor learning across the curriculum it has been beneficial to focus our attention on how we can raise attainment in numeracy through an active approach in the classroom which is complimented well by learning outdoors.

Teachers plan learning and teaching in maths based on the Experiences and Outcomes appropriate to each learner's previous experience. Through the use of new resources, learning in numeracy in the classroom is often through the use of games and activities which get the children thinking, problem solving and using what they know already to progress. The learning is fun and relevant and our learners show improved engagement in their activities. Our classrooms have numeracy

areas where our learners can have a go at different activities with their peers or on their own.

Whenever possible teachers take the learning outdoors and plan a numeracy activity at each of our Forest School sessions; in the school grounds our pupils can be found learning about numbers, place value, addition and subtraction, division and multiplication. They use natural materials to create and explore symmetry and pattern and use the real data they collect from the eco-system at the forest to create graphs and charts. They measure and estimate in real-life contexts.

The learning is engaging because the pupils love being outdoors and the different contexts and materials the outdoor environment provides us adds depth to their learning. As one of our youngest pupils recently said *"I like counting outside because there might be things past 10, I counted the railings to 140! There are not as many things to count in the classroom."* Now, who can argue with that?

The work in raising attainment in numeracy is developing and evolving but the signs are that maximising active and outdoor learning is having a significant impact on all of our learners. In addition, staff confidence is growing and teachers are willing to engage in professional development which supports this aspect of school improvement.

**Appendix 3 Council Level Information P4/P7/S3 – Academic Years 2010/11-2014/15**

**Table 4: Proportion of 2014/15 P4 Pupils making very good progress at First Level or better**

P4 Pupils within the LMG of...	Proportion of LMG roll in..			Organiser			
	SIMD 20%	SIMD 30%	ACORN Cat 5	Maths	Listening and Talking	Reading	Writing
Blairgowrie High School	8%	8%	17%	93%	93%	90%	88%
Breadalbane Academy	1%	1%	8%	93%	94%	93%	90%
Crieff High School	0%	0%	10%	95%	95%	94%	94%
CS of Auchterarder	0%	0%	2%	94%	95%	95%	92%
Kinross High School	1%	1%	3%	94%	97%	96%	95%
Perth Academy	14%	19%	23%	98%	95%	97%	96%
Perth Grammar School	11%	21%	21%	89%	89%	90%	88%
Perth High School	3%	4%	8%	96%	98%	96%	94%
Pitlochry High School	0%	0%	0%	86%	94%	94%	91%
St John's RC Academy	21%	28%	35%	91%	90%	89%	87%
<b>Perth and Kinross</b>	<b>7%</b>	<b>10%</b>	<b>14%</b>	<b>94%</b>	<b>94%</b>	<b>94%</b>	<b>92%</b>

**Table 5: Proportion of 2014/15 P7 Pupils making very good progress at Second Level or better**

P7 Pupils within the LMG of...	Proportion of LMG roll in..			Organiser			
	SIMD 20%	SIMD 30%	ACORN Cat 5	Maths	Listening and Talking	Reading	Writing
Blairgowrie High School	8%	8%	17%	85%	90%	91%	89%
Breadalbane Academy	1%	1%	8%	70%	84%	83%	75%
Crieff High School	0%	0%	10%	94%	95%	94%	92%
CS of Auchterarder	0%	0%	2%	84%	91%	85%	86%
Kinross High School	1%	1%	3%	97%	99%	97%	91%
Perth Academy	14%	19%	23%	89%	92%	87%	85%
Perth Grammar School	11%	21%	21%	86%	91%	89%	85%
Perth High School	3%	4%	8%	93%	92%	93%	92%
Pitlochry High School	0%	0%	0%	78%	84%	89%	87%
St John's RC Academy	21%	28%	35%	82%	87%	79%	76%
<b>Perth and Kinross</b>	<b>7%</b>	<b>10%</b>	<b>14%</b>	<b>88%</b>	<b>92%</b>	<b>90%</b>	<b>87%</b>

**Table 6: Proportion of 2014/15 S3 achieving secure learning at Third Level or better**

S3 Pupils at..	Proportion of school roll in..			Organiser			
	SIMD 20%	SIMD 30%	ACORN Cat 5	Maths	Listening and Talking	Reading	Writing
Blairgowrie High School	9%	9%	18%	74%	72%	69%	66%
Breadalbane Academy	0%	1%	5%	86%	86%	86%	86%
Crieff High School	0%	0%	9%	71%	75%	76%	75%
CS of Auchterarder	0%	1%	2%	89%	65%	62%	60%
Kinross High School	2%	2%	2%	91%	78%	77%	78%
Perth Academy	11%	14%	16%	77%	91%	87%	88%
Perth Grammar School	12%	19%	21%	80%	72%	69%	69%
Perth High School	4%	6%	8%	66%	84%	69%	69%
Pitlochry High School	0%	0%	2%	87%	72%	56%	56%
St John's RC Academy	16%	26%	29%	63%	72%	76%	66%
<b>Perth and Kinross</b>	<b>6%</b>	<b>9%</b>	<b>12%</b>	<b>77%</b>	<b>78%</b>	<b>73%</b>	<b>72%</b>

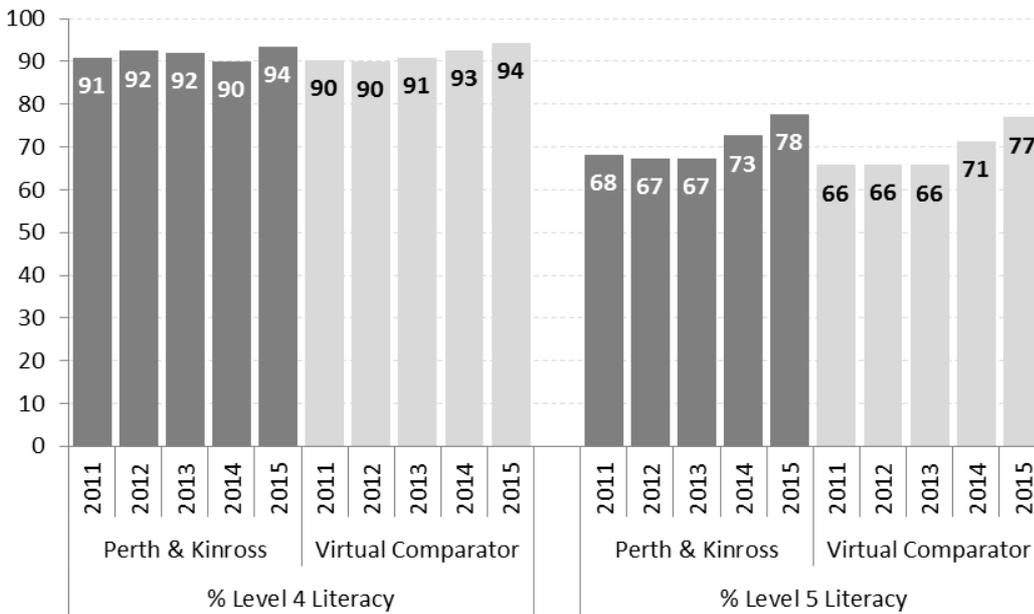
## Appendix 4 Senior Phase: National Benchmarking Measure: Literacy and Numeracy

The National Benchmarking Measures speak about performance at the point of exit from school, so they are concerned with the performance of the leavers as a cohort - some coming from S4, some from S5 and some from S6 but all together making up the 'mixed' leavers' cohort for that particular school session.

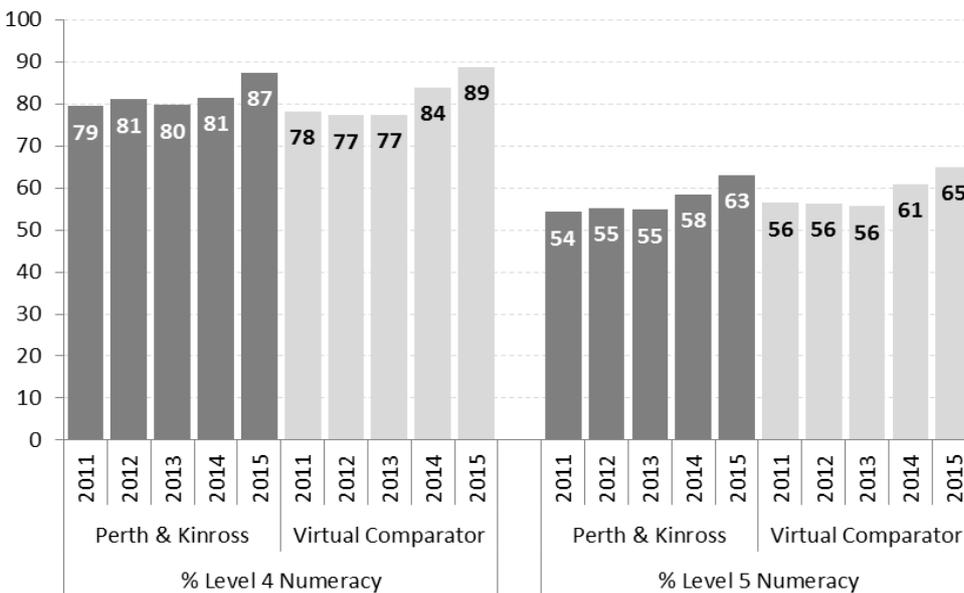
A range of qualifications and awards can contribute to the literacy and numeracy measures.

Source: Insight Feb 2016 update

**Figure 1: Perth and Kinross: Percentage of school leavers attaining literacy at Level 4 and 5**



**Figure 2: Perth and Kinross: Percentage of school leavers attaining numeracy at Level 4 and 5**



**Figure 3: Percentage of 2014/15 school leavers achieving Level 4 literacy and numeracy**

	Literacy		Numeracy	
	School	Comparison to VC <sup>1</sup>	School	Comparison to VC
<b>Blairgowrie High School</b>	89	-4	77	-11
<b>Breadalbane Academy</b>	94	-1	89	-2
<b>Crieff High School</b>	93	-1	83	-4
<b>CS of Auchterarder</b>	96	-2	88	-5
<b>Kinross High School</b>	97	0	93	0
<b>Perth Academy</b>	91	-2	88	1
<b>Perth Grammar School</b>	97	4	92	6
<b>Perth High School</b>	94	-2	88	-4
<b>St John's RC Academy</b>	92	2	90	7
<b>Perth and Kinross</b>	<b>94</b>	<b>-1</b>	<b>87</b>	<b>-1</b>

**Figure 4: Percentage of 2014/15 school leavers achieving Level 5 literacy and numeracy**

	Literacy		Numeracy	
	School	Comparison to VC	School	Comparison to VC
<b>Blairgowrie High School</b>	69	-1	52	-7
<b>Breadalbane Academy</b>	78	-2	60	-9
<b>Crieff High School</b>	71	-3	51	-10
<b>CS of Auchterarder</b>	82	-4	72	-1
<b>Kinross High School</b>	85	2	73	0
<b>Perth Academy</b>	73	-3	67	3
<b>Perth Grammar School</b>	75	4	69	11
<b>Perth High School</b>	84	1	62	-8
<b>St John's RC Academy</b>	81	16	61	5
<b>Perth and Kinross</b>	<b>78</b>	<b>1</b>	<b>63</b>	<b>-2</b>

<sup>1</sup> Virtual Comparator