

Forth Valley and West Lothian Regional Improvement Collaborative



Strategic plan 2022-2024

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Background

In 2019 Forth Valley and West Lothian Regional Improvement Collaborative (FV&WL RIC) published its first three-year strategic plan. It set out its' mission thus:-

'Our Regional Improvement Collaborative will focus on closing the poverty related attainment gap by ensuring that every child engages with the highest standards of learning and teaching to develop a range of skills, qualifications and achievements to allow them to succeed and achieve a high quality positive and sustained destination when they leave school.

Our approach will be shaped by teachers, practitioners, pupils, parents and partners working together with a common purpose to give all our children and young people the highest quality educational experience and best outcomes in life'.

Whilst our context and approaches may have changed over the last three years the core mission of FV&WL RIC remains largely the same, and our new three-year plan will reflect this ongoing commitment.

A global pandemic has impacted on our progress towards reducing our poverty related attainment gap and therefore this challenge is more important than ever. Our plans, networks and operations built up over the first two years of existence were put paused in order to provide day to day support of education delivery on an emergency basis. As children and young people began returning to school it became very clear that educational disadvantage had been further exacerbated by the crisis, and that the attainment gap between our least and most disadvantaged learners had increased. Our efforts were therefore focussed on supporting recovery. Two emergency recovery plans were agreed and implemented. Our RIC responded by becoming more agile and adaptable to support these.

As we move forward, our RIC must once again take a strategic but agile view of how it can best support our stakeholders. The educational landscape within which we operate has changed, and a series of published reports and reviews mean that further large-scale change is likely. Our RIC plans must therefore enable us to support our practitioners and learners through this period of change.

Introduction

This plan has been informed and shaped by a range of factors and influences. Attainment data at all levels from across our RIC has been analysed and gaps identified. Local Authority plans have been scrutinised to find commonalities and potential areas for collaboration. The implementation challenges for establishments and Local Authorities from priorities such as the Scottish Attainment Challenge (SAC) refresh have been factored in. Consultations with stakeholder representatives have been undertaken and their views included in the plan. Finally, our self-evaluation has told us what has been successful and has had a positive impact on practitioners and learners.





FVWL RIC Strategic Plan Focus



Vision and Values:

Our FVWL RIC vision is to build a collaborative culture to close the socio-economic attainment gap and improve outcomes for all learners.

Our core values are: **Equity, Empowerment and Collaboration.**

Aims:

Our RIC aims to add value to the service our Local Authorities provide. Our role is to support our Local Authorities to enhance the educational experience and outcomes for all of our children and young people.

Through collaborate collegiate working we can collectively:-

1. Better support the professional development of our practitioners through enhanced CLPL.
2. Build professional networks to allow our practitioners to collaborate and share best practice.
3. Provide opportunities to broaden and enhance curricular opportunities for all our children and young people.

Given the limited resources of our RIC the main focus of our work will be targeted at those learners who are at the greatest disadvantage through circumstances such as poverty. It is hoped however, that by developing pedagogy and skills, and by building practice sharing networks that all learners in our RIC will benefit from improved pedagogy and broader curricular opportunities.

Our RIC therefore has the following specific aims over the course of this three year plan:-

- To improve the quality of the learning pathways of learners affected by poverty
- To work collaboratively and proportionately to raise the attainment/achievement of learners affected by poverty
- To facilitate support and professional development to support educational recovery and accelerate progress.

Themes:

To meet the specific aims of this plan, three over-arching themes set the focus and permeate our plan for 2022-24:



In order to proportionately raise attainment and begin to close the gap will require the following to guide our actions:-

- **The collective efforts and participation of all stakeholders to achieve common goals.**
- **The wellbeing of our children and young people will be of paramount importance.**
- **A collective commitment to equity and inclusion will be guiding principles in all that we do.**

Action areas:

Our RIC will provide universal, targeted and intensive levels of support to our Local Authorities as directed by our Programme and Collaborative Board in their drive to close the poverty-related attainment gap. The refreshed Scottish Attainment Challenge has provided common areas of focus for our Local Authorities. All our Local authorities have to develop stretch aims to meet this challenge. Supporting Local authorities in their attempts to meet these stretch aims over the next three years will be a central focus in our efforts. Data from across our RIC has indicated that to successfully meet stretch aims will require a specific focus on supporting learners who have:-

- Additional support needs,
- Been adversely impacted by poverty
- Been or are currently care experienced
- A gender influenced attainment gap.

Rationale:

Our self-evaluation, available data and the direction of local and national policy have provided the basis for our overall aims.

Nationally, there will be a focus on the curriculum, particularly surrounding assessment and the articulation of the Broad General Education with the Senior Phase. The curriculum will also be built around the principles of equity and inclusion and will be directly affected by the implementation of the UNCRC and a Learning for Sustainability agenda. These developments coupled with our collaborative focus on improving participation measures mean our formal, wider and hidden curriculum will be a focus for development across our RIC for the duration of the plan.

Within the context of our formal and wider curriculum, our data indicates that if we are to close the poverty-related attainment gap then we could have the greatest impact through targeting the equity measures where the gap is at its widest. Therefore, in addition to targeting Quintile 1 learners overall, we will have a specific focus on children and young people with Additional Support Needs (ASN) and learners who are care experienced. The gender gap is significant at all levels, and by targeting inequity in this area we can have a significant impact on closing the overall attainment gap.

Our self-evaluation has shown that where our RIC can add value then we can have greatest impact. In order to meet our aims our RIC must add value to existing work, supporting our practitioners and facilitating collaboration. In terms of ASN, our RIC has been focussing efforts on supporting learners at the National 1-3 level. To this end we are currently working with SQA and SCQF to develop a skills passport for these learners to improve pathways. We have also jointly developed with Tayside RIC, a national bank of resources to support National 1-3 learners. It is our intention that this will remain the main area of focus in supporting our learners with ASN.

Data Informed Focus Areas

Data gathered from across our RIC (see Appendix 2) has identified that we have significant attainment gaps in terms of learners impacted by poverty, learners with Additional Support Needs (ASN) and Looked After Children (LAC). In each of these identified areas it also appears that the gap is greater for boys than girls.

Overall aims:

Our Local Authorities have identified a series of stretch aims as part of the Scottish Attainment Challenge. Our RIC will seek to support the achievement of these Stretch aims by adding value through building collaborative networks, developing collaborative professionalism and empowering our practitioners to:

Participation	Wellbeing, Equity & Inclusion	
Participation Measures	Wellbeing, Equity & Inclusion Measures	
<ul style="list-style-type: none"> • Develop relevant, engaging curricular experiences that meet the aspirational needs and skills development of all our children and young people • Further develop a transition process that allows them to access high quality sustained, positive destinations in training, employment, Further and Higher Education. • Create effective partnerships to provide support for our young people to enable them to sustain high quality, positive destinations. 	<ul style="list-style-type: none"> • Develop, and signpost specialist resources and professional learning to address identified needs of learners across our RIC to ensure wellbeing and equity of opportunity and experience. • Ensure children’s rights, voice and wellbeing are at the centre of all our curricular initiatives and developments. • Support identified mental, emotional and social needs of our staff to empower staff to be best placed to meet the needs of our children and young people. 	<ul style="list-style-type: none"> • Identify and share effective research-based pedagogical and curricular approaches that can successfully support the closing of the attainment gap • Continue to grow our collaborative networks at all levels, including subject, sector and locality based. This will further develop collaborative professionalism to ensure evidence informed strategies are effectively implemented to tackle the poverty-related achievement gap.

Current Collaborative Working

Below are some of the programmes and initiatives on which our RIC is currently collaborating and these will continue to permeate our Strategic Plan.

- Our RIC wide data sharing agreement and the continued collaboration of our Data coaches will ensure our professional learning, interventions and self-evaluation are data-informed. This work will inform the decision-making process in planning to deliver our **Participation, Wellbeing, Equity** and **Inclusion** themes.
- Established collaborative working on UNCRC will act as a catalyst to ensure Children's Rights are central in our RIC activities.
- Our Learning for Sustainability partnership working will permeate and shape many aspects of the curriculum, linking Children's Rights to a sustainable future through learning experiences which offer them the opportunity to prosper as responsible, global citizens.
- Building Racial Literacy is currently being collaboratively developed across our RIC. This programme will continue to grow over the next three years.

Links to Key NiF Priorities

- Placing the human rights and needs of every child and young person at the centre of education linking to all themes but particularly Wellbeing & Equalities. This also articulates fully with the substance and recommendations of the Muir Report.
- Improvement in children and young people's health and wellbeing is directly linked to our Wellbeing theme.
- Closing the attainment gap between the most and least disadvantaged children and young people links directly to our Equalities theme.
- Improvement in skills and sustained, positive school-leaver destinations for all young people links directly to our Empowerment theme.
- Improvement in attainment, particularly in literacy and numeracy is directly linked to our Equalities theme.

Delivery model

Our RIC has an established model for collaborating across four Local Authorities with our partners in Education Scotland to identify and promote effective and emerging practice, share resources and add value by sharing the development workload.

Where systematic change is required, Local Authorities representatives in partnership with Education Scotland plan for change. Our RIC adds value by proposing and facilitating this partnership working; ensuring that the needs, wishes and plans of all Local Authorities are taken into account and taking a coordinating role in driving this forward. Once agreed goals have been set and an implementation plan agreed then the following is created:

- **High quality career long professional learning (CLPL):**
Working closely with our colleagues in Education Scotland, and appropriate Local Authority Leads, we identify CLPL needs and the most effective and impactful ways in which we can address these.
- **Networks:**
We create networks to support, nurture and cultivate change (primarily C Change Hubs). Our C Change Hubs build community, aid communication, support curriculum-making, facilitate collaboration, develop practice and pedagogy, enhance practitioner confidence and identify CLPL needs. They are the key element in transforming an idea in a practical application which practitioners will use to improve outcomes for all our learners.
- **Resources to inform and sustain change:**
As part of our delivery model, we will identify and/or create resources to support implementation of a change idea. This resourcing may take the form of physical resources, virtual resources and human resources from our Connect Team, and beyond, to enable the change process to take place.
- **The Inspiration Hub and FVWL RIC Blog:**
Stakeholders at all levels will be able to access and share resources, ideas and contacts through the use of The Inspiration Hub and our FVWL RIC Blog. These will act as permanent collations to empower our staff and facilitate collaboration.

Role of the Connect Team in supporting change

Our Connect Team is made up of seconded officers working for our RIC and Education Scotland colleagues who are part of the wider Regional Improvement Team (RIT).

Seconded officers will play four key roles in supporting our plan.

- a. **Providing relevant data** – Seconded officers will work with Local Authorities to collate and analyse data so that all plans and initiatives are data informed
- b. **Facilitating collaboration** – Seconded officers along with their Education Scotland colleagues will play a key role in facilitating collaboration between officers and practitioners at all levels across our Local Authorities. This will involve developing new areas for collaboration as required, maintaining and building upon existing networks and ensuring effective communication with all stakeholders is taking place.
- c. **Providing effective CLPL** – Providing practitioners with the effective targeted CLPL to meet identified needs. The CLPL provided will be informed by:
 - 1) A combination of RIC and Local Authority data to meet areas where targeted support is required
 - 2) Local Authority requests
 - 3) National developments
 - 4) Requests from practitioners
- d. **Providing specialist support for establishments and clusters** – Providing specialist support for practitioners, establishments and clusters to support in particular curricular areas e.g. specialist literacy and/or numeracy support. Specialist support may also be provided by data coaches working in the Local Authorities who can provide data analysis to support teacher judgement, pedagogical initiatives, or self-evaluation programmes. Requests for support will come through the Collaborative Board via a Local Authority request.

Colleagues from across the Education Scotland RIT will work collaboratively with seconded officers from the Connect Team, feeding in their full range of expertise and drawing upon the wider capacity of Education Scotland as a whole to:

- Facilitate and support collaborative working
- Build capacity through professional learning
- Support and advise on national developments, policy and effective practice
- Provide support and challenge

Structure of the Connect Team

To best meet the challenges facing the Connect Team in helping to deliver this strategic plan the current Connect Team configuration is changing from six workstreams to one Connect Team.

Current Workstreams	Future Connect Team
Literacy Numeracy STEM Health & Wellbeing Curriculum and Online Learning Performance	Curriculum, Pedagogy, Assessment and Performance

Curricular development and interventions will be holistic and therefore a holistic approach to tackling this will be required. Our Workstreams are already collaborating extensively on a range of projects and initiatives and given this and the holistic nature of the plan it would seem appropriate to recognise this. Each member of the Curriculum, Pedagogy and Assessment team will have specific remits and continue liaising with established Local Authority links and teams. The Performance element of the Connect Team will have key roles:

- Providing data to support and identify areas for intervention
- Baseline measurement data
- Supporting the evaluation of programmes and interventions
- Planning future supports and interventions.

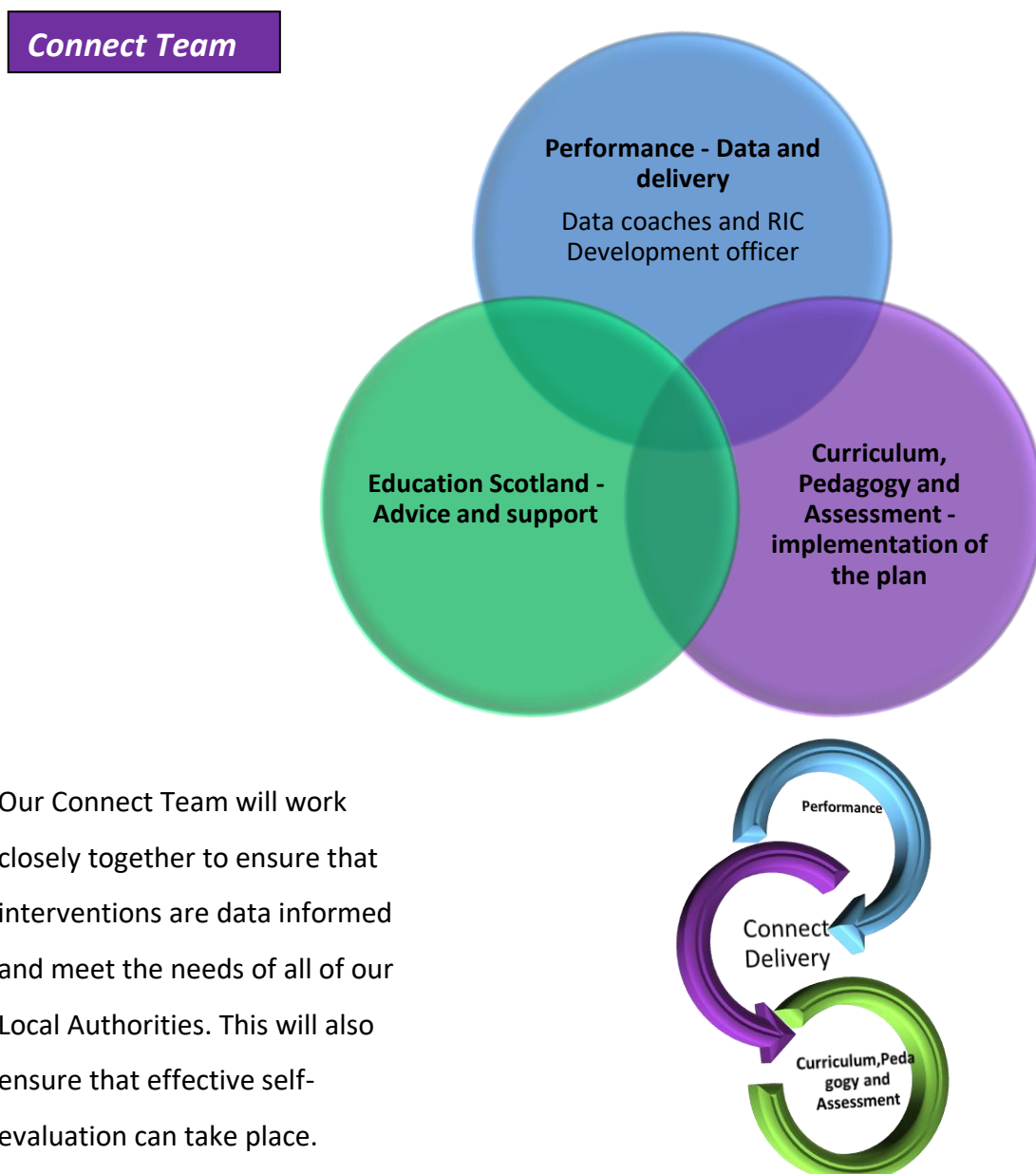
Operational Change

The operational change to the way in which the Connect Team will provide support is designed to make the Connect Team more responsive to the needs of the constituent Local Authorities.

Connect team

The Connect team will change from its current model of Workstream delivery to provide a more flexible and holistic service. (See diagram 1 below)

Diagram 1



Our Connect Team will work closely together to ensure that interventions are data informed and meet the needs of all of our Local Authorities. This will also ensure that effective self-evaluation can take place.

Connect Team Changes

The Connect Team will progress from seconded specialist PTs of Literacy, Numeracy and Health and Wellbeing to a core team of seconded PTs who will take on a holistic Curriculum, Pedagogy and Assessment supporting role. They will be supported by four data coaches, one from each Local Authority, who will supply data to support interventions. The Connect Team will have an agreed core remit relating to the implementation of the plan. However there will also be flexibility within the Connect Team to be commissioned by the Collaborative Board to carry out time-focused interventions to support, practitioners, establishments and Local Authorities in areas related to the identified priorities set out in the three year plan; namely:-

- **Improving the quality of the learning pathways of learners affected by poverty**
- **Working collaboratively and proportionately to raise the attainment/achievement of learners affected by poverty**
- **Facilitating support and training for recovery and accelerating progress**

Changes to the Collaborative Delivery Board

To facilitate the change in function of the Connect Team and to allow for effective governance the following changes to the role and functions of the Collaborative Board are envisaged:

1. **The Collaborative Board will take on a brokering role.**
This will involve sourcing support for interventions from the Connect Team, Education Scotland and or/Local Authorities
2. **The Collaborative Board will take on a commissioning role.**
This will involve the Collaborative Board taking on a role commissioning time-focused interventions. These will normally be from the Connect Team and Education Scotland Officers (these may be from the Regional Improvement Team (RIT) or brokered by Education Scotland from the wider ES Team). In some cases, however, some outsourcing to Local Authority Officers, practitioners, Third Sector or private providers may be considered.
3. **The Collaborative Board will take on a sponsorship and monitoring role.**
For significant supports and interventions, members of the Collaborative Board will take on a sponsoring and monitoring role, measuring progress against the agreed aims and reporting on progress to the Collaborative Board.

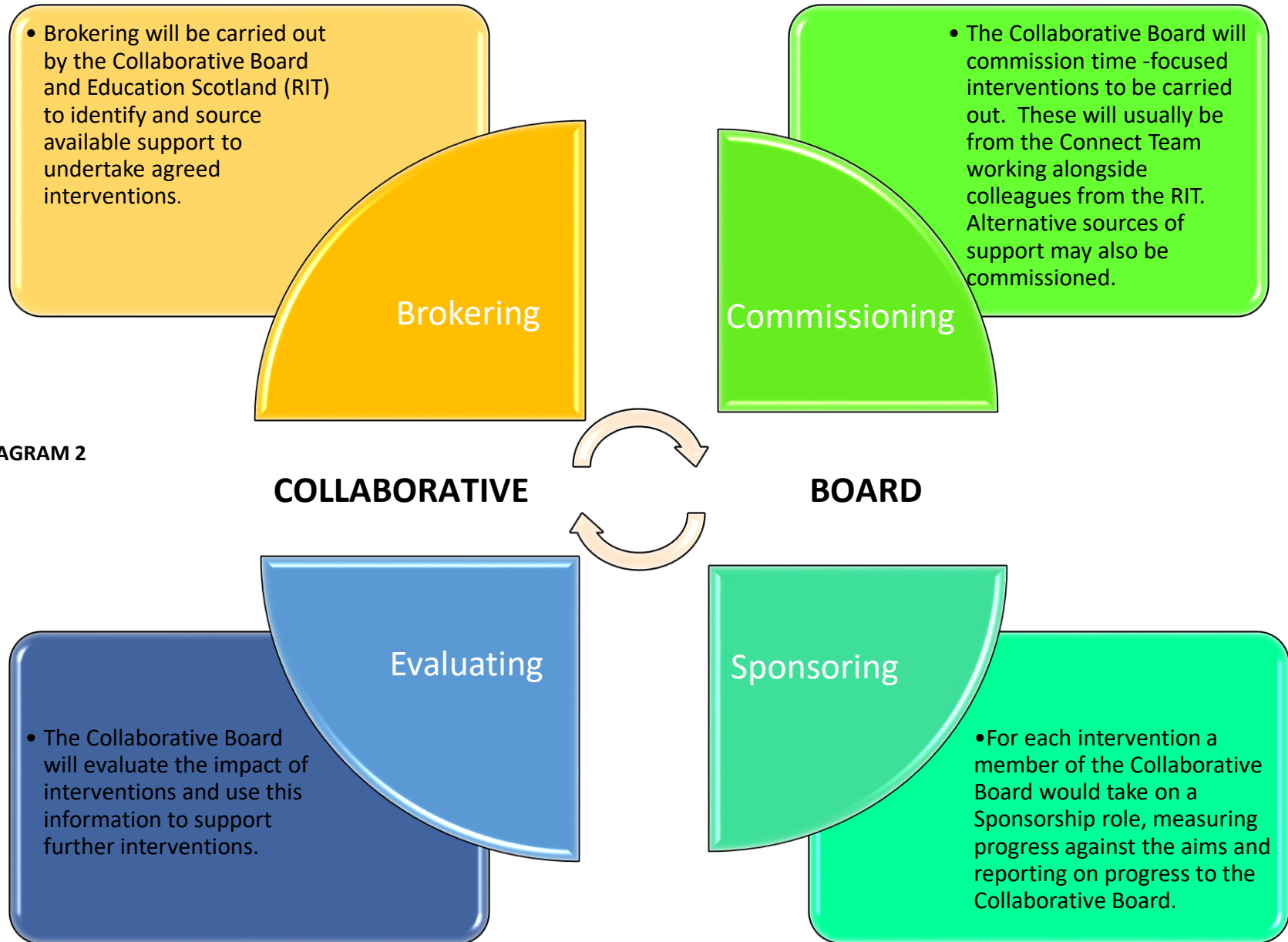


DIAGRAM 2

COLLABORATIVE

BOARD

Measurement and Reporting

Support and interventions offered will be time-focused with clear agreed aims and objectives related to the National Improvement Framework (NIF) and RIC priorities. Baseline measurements will be taken prior to implementation with progress monitored throughout and assessed at its conclusion. This will allow initial impact to be measured. To measure sustained impact, further measurement will take place within an agreed timescale. For other core Connect Team activities such as building and maintaining collaborative networks a range of quantitative and qualitative data measures will be used including, numbers participating, activity, testimonials, related linked development etc.

Reporting Schedule

In order to keep all stakeholders informed as to the progress of our RIC, reporting of progress will take place in a number of ways:-

- A monthly update on progress will be given by the lead Development Officer at the Collaborative Board.
- A formal quarterly update report will be produced for the Programme and Partnership Boards.
- A report on progress will be made to the Scottish Government three times per session. This will allow for the drawdown of funds and support the application of funding for the following fiscal year.
- A biannual impact report will be produced for the Regional Board to consider.
- A self-evaluation exercise will be carried out in conjunction with Education Scotland colleagues on an annual basis.

Communications Plan

ROLES	RESPONSIBILITIES	TIME COMMITMENT	COMMITMENT
All establishments and learning community staff are aware of the RIC Plan	Plan to be shared with all stakeholders	Shared at Heads of Establishment Reference Board, Partnership Board and Young People's Collaborative. Plan to be shared with all school-based staff at in service?	RIC Development Officer, Collaborative Board members, Connect Team, Business and Communication Officer, centre staff, Heads of Establishments
The needs of all stakeholders are constantly sought and incorporated	Regular consultations, self-evaluation exercise focus groups, on agenda at all Participation Board, Heads of Establishment Reference Board meetings. Feedback sought through publications (SWAY?). Evaluations of all Connect Team interventions/support. C Change Hubs also used to identify need.	Variable – approx. 0.1 per week FTE	Connect Team, Collaborative Board, ES Officers, centre staff.
All stakeholders will engage in collaborative professional learning to ensure shared priorities and aims are pursued	Developed use of the RIC Blog and the Inspiration Hub's Professional Learning Portal. Twitter and other social media outlets used to amplify message.	Variable. Time to update BLOG, Professional Learning portal, YouTube channel and Twitter accounts. SWAY editing and contributions at deadline submission time.	Connect Team and partner ES officers, Business and Communication Manager, CLPL Local Authority Leads.
Mechanisms to allow for effective planning at a strategic level are in place.	Role of the Collaborative Board developed to allow for effective strategic planning. Networks set up to take forward planning and implementations.	Regular meetings 1.5 hrs per month plus regular updates and associated delegated meetings.	Collaborative Board, Education Officers, ES Officers, Heads of Establishment reps

Network and CLPL offerings are available to all staff to support development	Continue to develop the range of C Change hubs. Inspiration Hub, Professional Learning Portal available to all Education staff across our RIC. Subject and sector networks available to all.	Time to update CLPL content and co-ordinate with CLPL LA leads, ES colleagues and other providers.	Business and Communications Manager
There is a shared vision and common values that permeate all our efforts	Vision and values on all communications. Focussed values-based themes.	All communications and branding to include vision and values.	Connect team
All stakeholders will have a shared understanding of what our RIC is trying to achieve	All stakeholders have access to plans, progress reports, minutes, regular publications, Inspiration Hub and Blog. All invited to participate in consultations around plans.	Time to update BLOG, Inspiration Hub, Twitter and Sway	Business and Communications Manager. Connect Team, CLPL LA Links and ES Officers.

Conclusion

The priorities for our Strategic Plan have been framed in terms of the context of the Scottish Attainment Challenge and the recommendations made in the Muir Report. It has been designed to allow our RIC to respond in a more agile and holistic way to the challenges we face in reducing our poverty related attainment gap.

A more agile method of operation has meant changes to both the way in which we operate and the way our RIC is structured. These changes however, reflect and build upon the evolution of the roles that have been developing naturally as our RIC has progressed.

Our operation as a RIC will focus will be on supporting the achievement of these Local Authority stretch aims. The Local authorities are identifying commonalities in terms of these stretch aims and these will be key drivers in our operation. At the time of writing our constituent Local Authorities are in the process of finalising these stretch aims. When these are finalised and addendum will be made to the plan. The plan however, has been written in a way that allows flexibility in terms of meeting whatever stretch aims are agreed and adopted across our RIC.

APPENDICES

Appendix 1– Forth Valley Regional Improvement Collaborative Governance

Structure

Appendix 2 - Data Tables

Table 1 – P1 Equity Measures

Table 2 – P4 Equity Measures

Table 3 – P7 Equity Measures

Table 4 – Numeracy Attainment

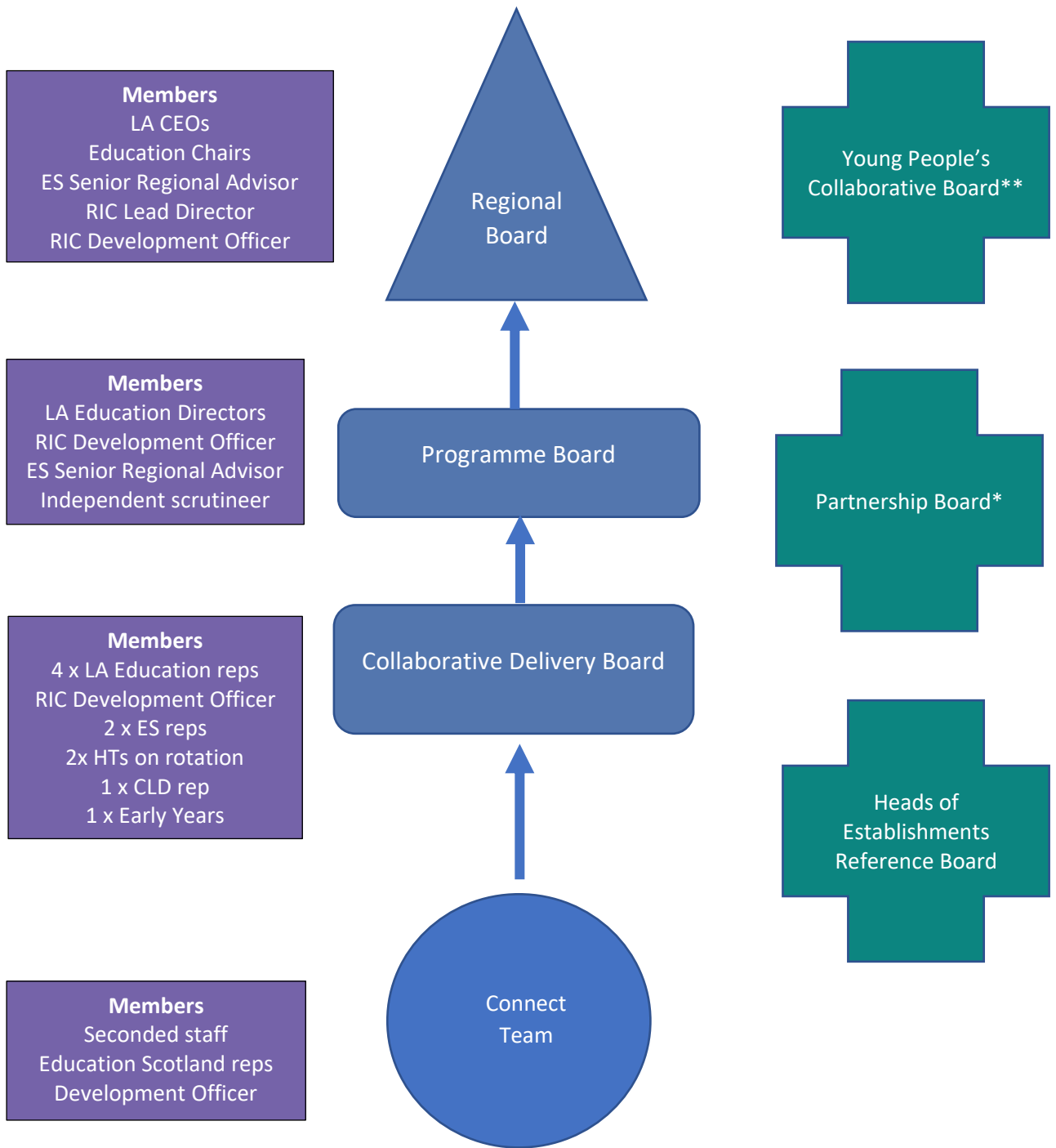
Table 5 – Literacy Attainment

Table 6 – ASN Attainment

Table 7 – Gender Attainment – Literacy and Numeracy 2019-21

Table 8 – Gender Attainment - Tariff Points 2019-21

Appendix 1 - Forth Valley & West Lothian Regional Improvement Collaborative Governance Structure



**Core membership of Parent Councils, Colleges with invited partners included as required. Partners could include Health, Social Work, Chambers of Commerce etc.*

*** Membership to be determined by Young People in conjunction with CLD teams across our RIC.*

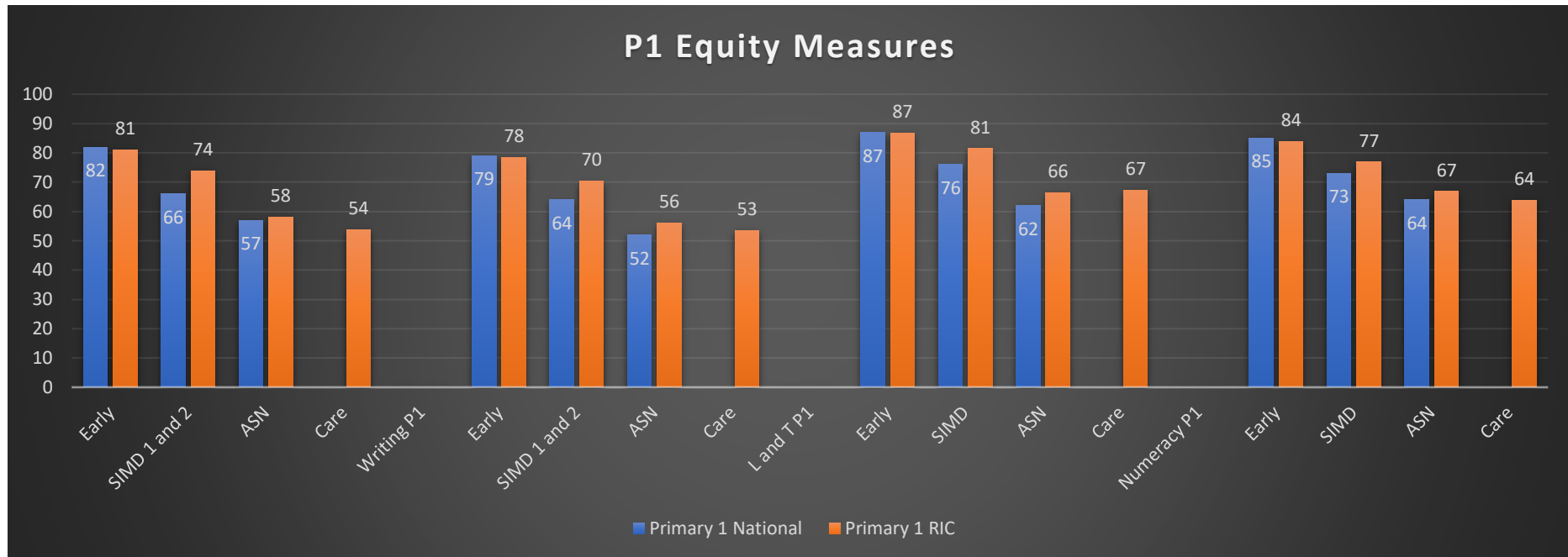
	Members	Meet	Purpose
Connect Team	<ul style="list-style-type: none"> • RIC seconded staff • Education Scotland reps • RIC Development officer 	Monthly	<ol style="list-style-type: none"> 1. To add value to the work of each LA. 2. To bring coherence across the identified priorities and work collaboratively to plan and develop themes for improvement. 3. To use information from the RIC Performance Profile to inform the direction of focus and to identify areas requiring improvement to support achieving excellence and equity aims. 4. To further develop the Communication and Engagement strategy in collaboration with the Communication Team. 5. To inform practitioners, leaders and partners about the work of the Connect Team. 6. To support and develop a culture that empowers practitioners and develops systems leadership capacity by delivering quality professional learning programmes and providing opportunities to lead the growing range of projects supporting the RIC priorities.
Collaborative Delivery Board	<ul style="list-style-type: none"> • 4 x LA Education reps • RIC Development Officer • 2 x ES reps • 2x HTs on rotation • 1 x CLD rep • 1 x Early Years rep 	Monthly	<ol style="list-style-type: none"> 1. To provide advice and support to the Connect Delivery Team in shaping and delivering outcomes for each priority. 2. To sponsor, commission and evaluate support and interventions offered by the Connect Team and partners. 3. To ensure that workstream actions are in accordance with the overall vision and strategic direction of the RIC. 4. To share key developments in LAs and to identify and consider opportunities for collaborative working that will support improvement outcomes. 5. To scrutinise performance of the Connect Team. 6. To evaluate progress with development plans. 7. To oversee the consultations carried out with Advisory Boards. 8. To present papers for decision at the Programme Board.
Programme Board	<ul style="list-style-type: none"> • LA Education Directors • RIC Development Officer • ES Senior Regional Adviser • Independent Scrutineer 	Quarterly	<ol style="list-style-type: none"> 1. To provide strategic direction for the vision and aims of the RIC. 2. To approve ongoing Finance on a quarterly basis. 3. To ensure that all partners and stakeholders are fully consulted and engaged in the development of the RIC.

			<ol style="list-style-type: none"> 4. To evaluate the overall performance of the RIC and support a robust measurement plan. 5. To provide strategic support to facilitate clear communication between the key groups leading the work of the RIC. 6. To review and report on the impact of the grant on progress in achieving outcomes.
Regional Board	<ul style="list-style-type: none"> • LA Chief Executive Officers • Education elected members • ES Senior Regional Advisor • RIC Lead Director • RIC Development Officer 	Bi-annually	<ol style="list-style-type: none"> 1. To share the vision of the Collaborative. 2. To drive the success of the FV&WL RIC plan. 3. To support and facilitate collaborative projects and working together. 4. To oversee the RIC grant allocation from the Scottish Government.
Heads of Establishment Reference Board	<ul style="list-style-type: none"> • RIC Development Officer • Early Years, Primary & Secondary Heads of Establishment reps 	Quarterly	<ol style="list-style-type: none"> 1. To provide feedback on current and future planning. 2. To support the development of RIC plans.
Partnership Advisory Board	<ul style="list-style-type: none"> • Senior Officer from FV&WL RIC • Parent Council representatives • RIC CLD rep • FV&WL college representatives • RIC Educational Psychologist rep • Identified permanent reps from partner organisations • Others for specific meetings 	Quarterly <i>in advance of Programme Board</i>	<ol style="list-style-type: none"> 1. To act as a consultative body on new ideas, plans and policies 2. To provide expert advice and support as and when necessary and/or appropriate 3. To represent the views of groups of stakeholders from across the RIC 4. To challenge and support plans, policies and interventions by the RIC across Forth Valley and West Lothian.
Young People's Collaborative Board	<ul style="list-style-type: none"> • Voices of children and young people from all four LAs 	Continuous	<ol style="list-style-type: none"> 1. To act as a consultative body on new ideas, plans and policies 2. To ensure that pupil voice is at the centre of decision making in our RIC

			<ol style="list-style-type: none">3. To challenge and support plans, policies and interventions by the RIC across Forth Valley and West Lothian.4. To generate co create and lead ideas as to how we can better support children and young people across our RIC.
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Appendix 2

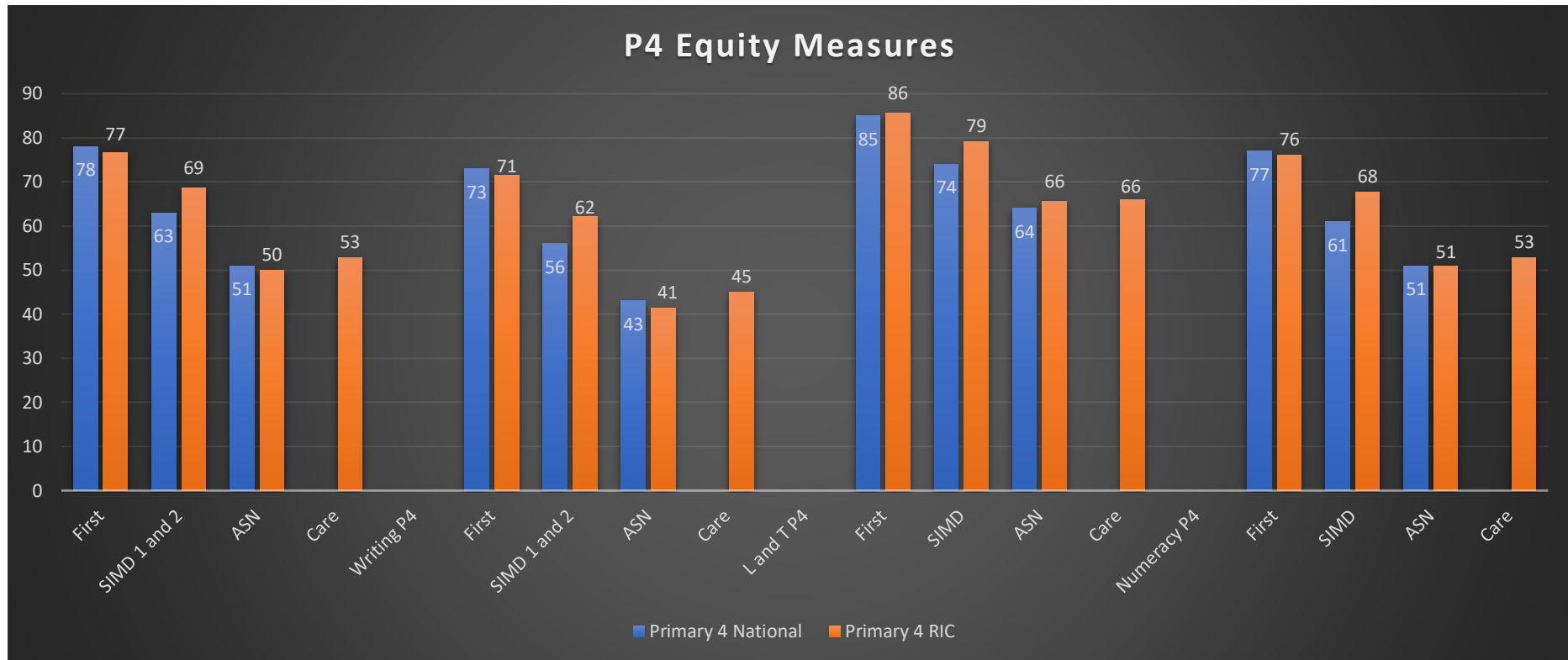
Table 1



Although our RIC's figures are higher than the national at this stage, there are clear attainment gaps evident for Quintile 1 and ASN children in Reading, Writing, Listening and Talking and Numeracy. The attainment gaps are more pronounced in Literacy.

N.B National figures for care experienced children were not available at this time.

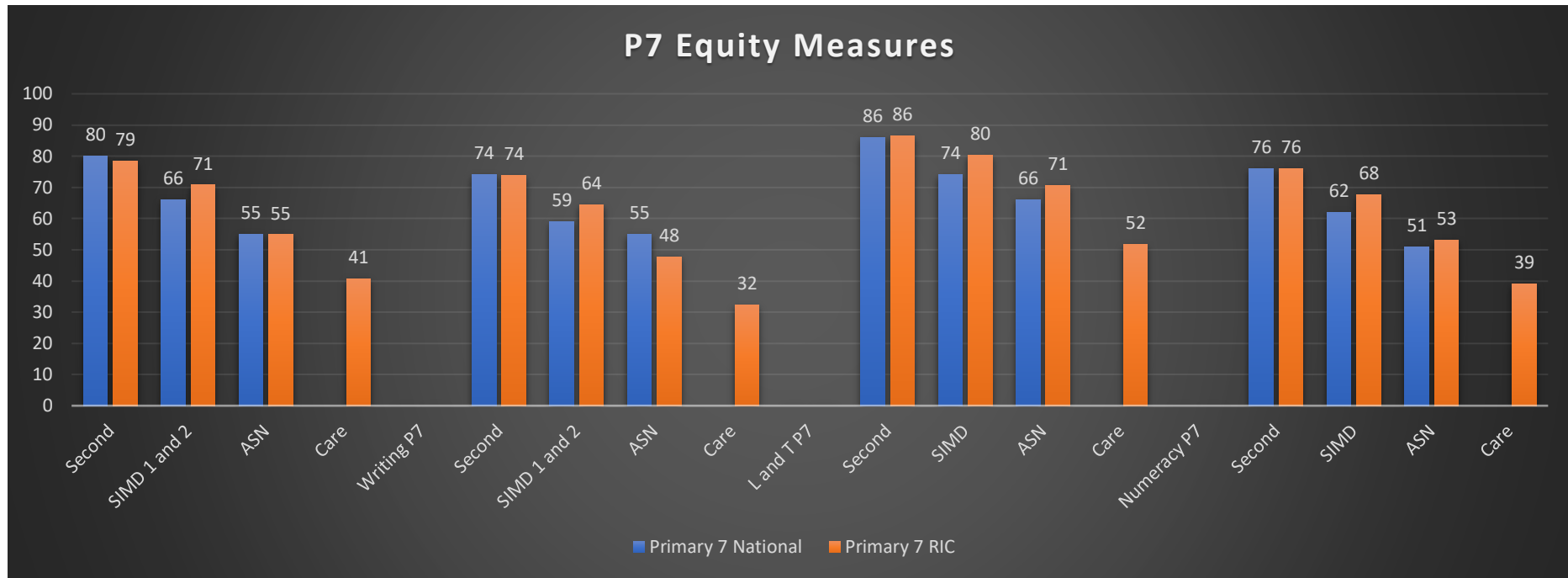
Table 2



Our RIC's figures are roughly in line with the national figures at this stage. The attainment gaps evident at P1 for Quintile 1 and ASN children in Reading, Writing, Listening and Talking and Numeracy have become more pronounced. This is particularly true in terms of all elements of Literacy.

N.B National figures for care experienced children were not available at this time.

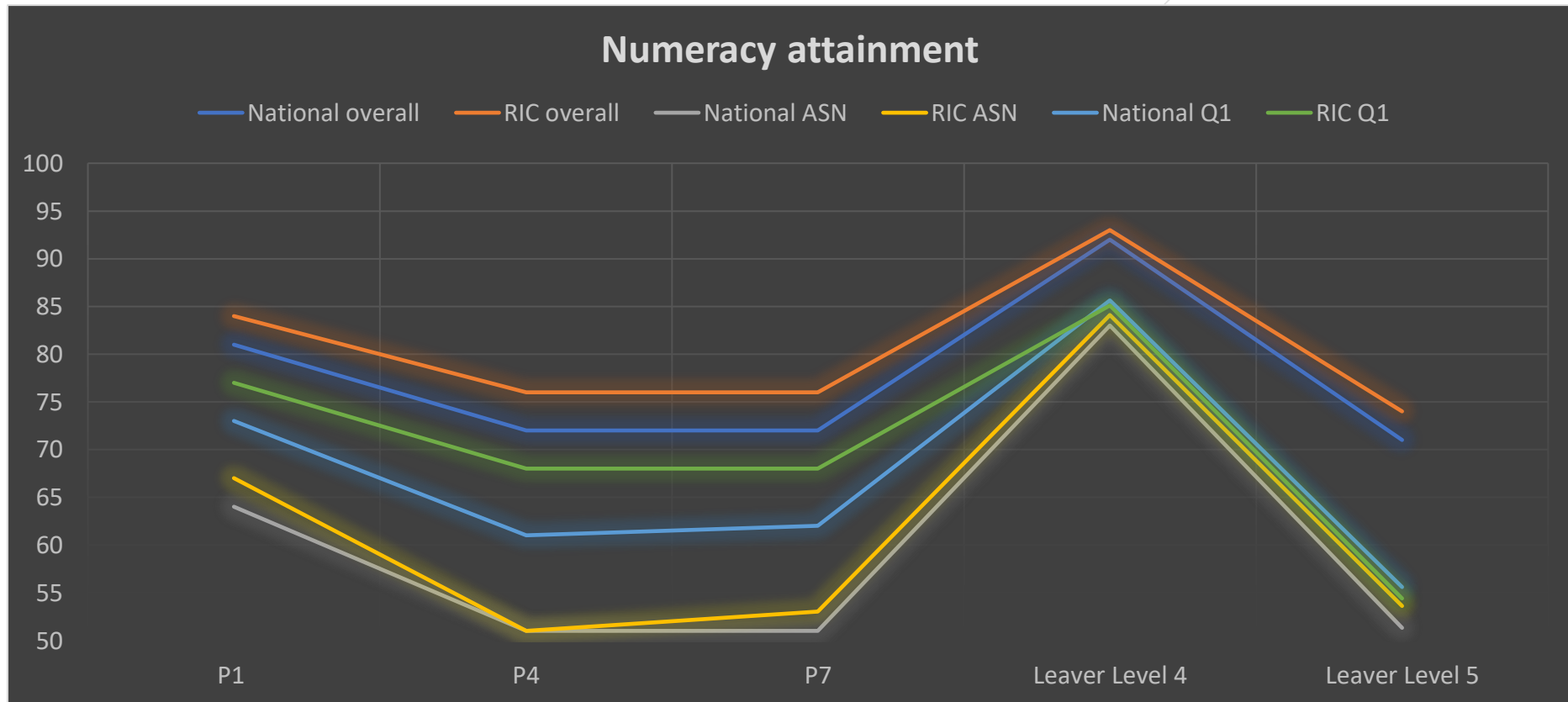
Table 3



In P7 the gap in attainment for Quintile 1 and ASN children in Reading, Writing, Listening and talking and Numeracy is still evident. The attainment gap in terms of Reading has closed a little.

N.B National figures for care experienced children were not available at this time.

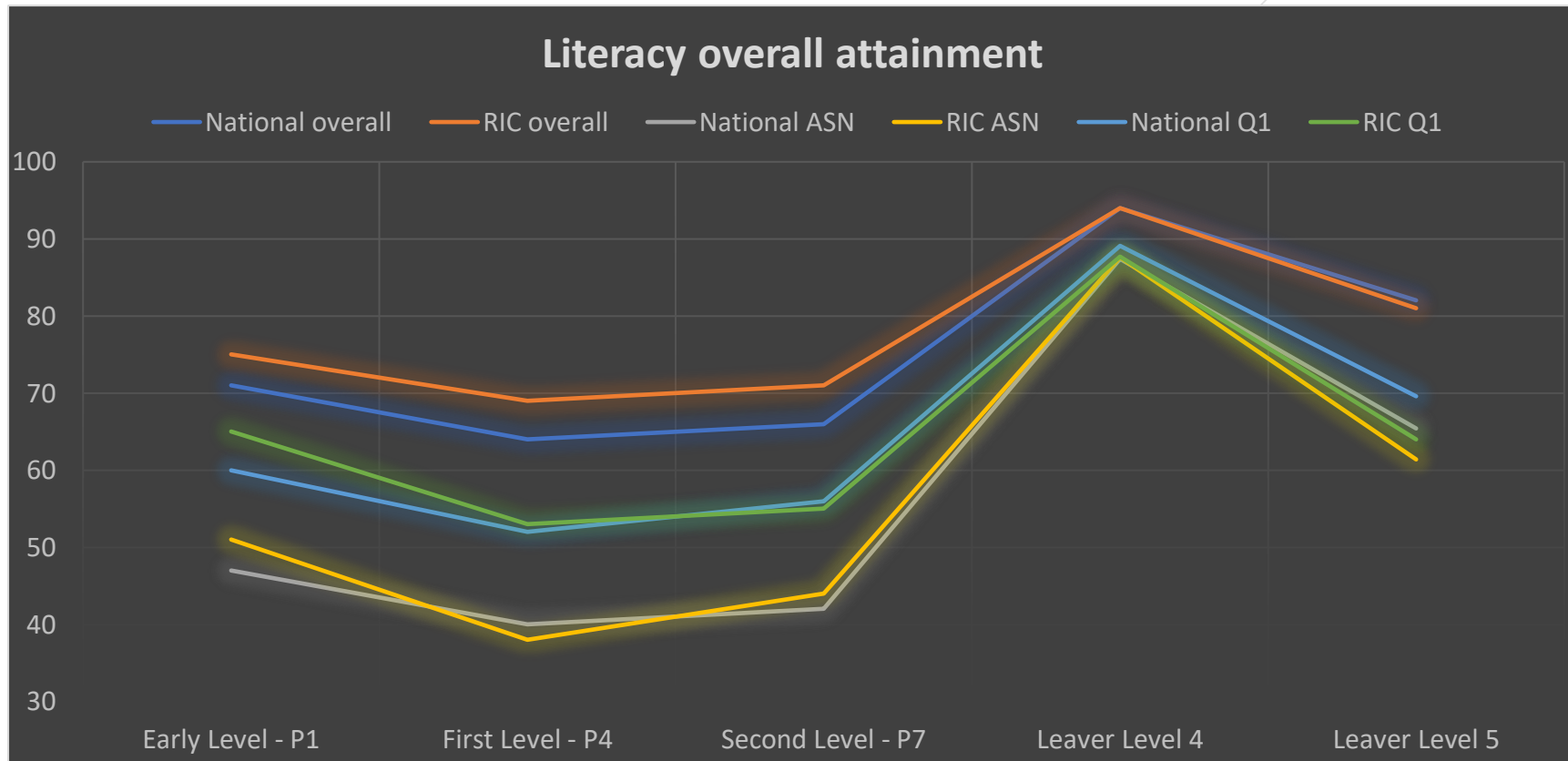
Table 4



The attainment gap can be seen clearly right through from P1 to the Senior Phase. The gap widens in terms of attainment at levels 4 & 5.

N.B S3 data was not available for this year.

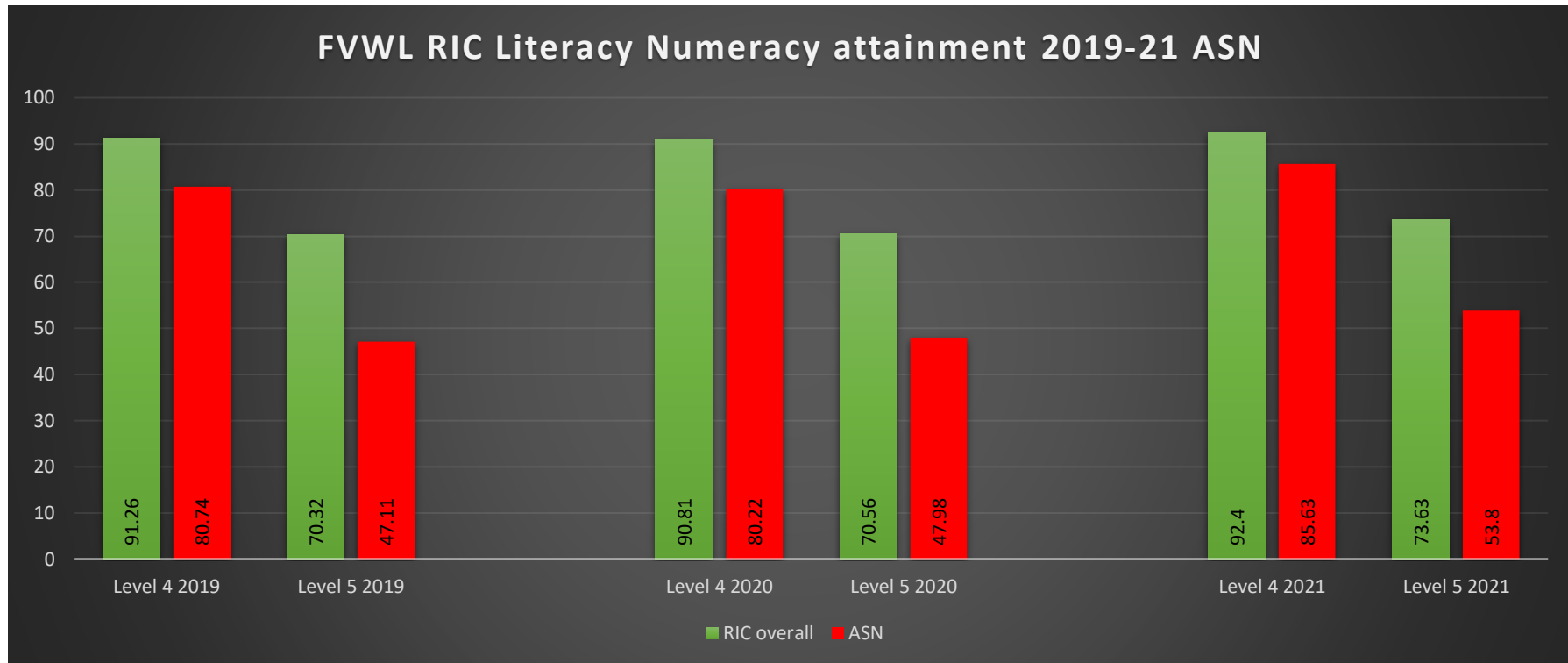
Table 5



That attainment gap is visible from P1 right through to the Senior Phase. There is some narrowing of the gap in terms of level 4 attainment.

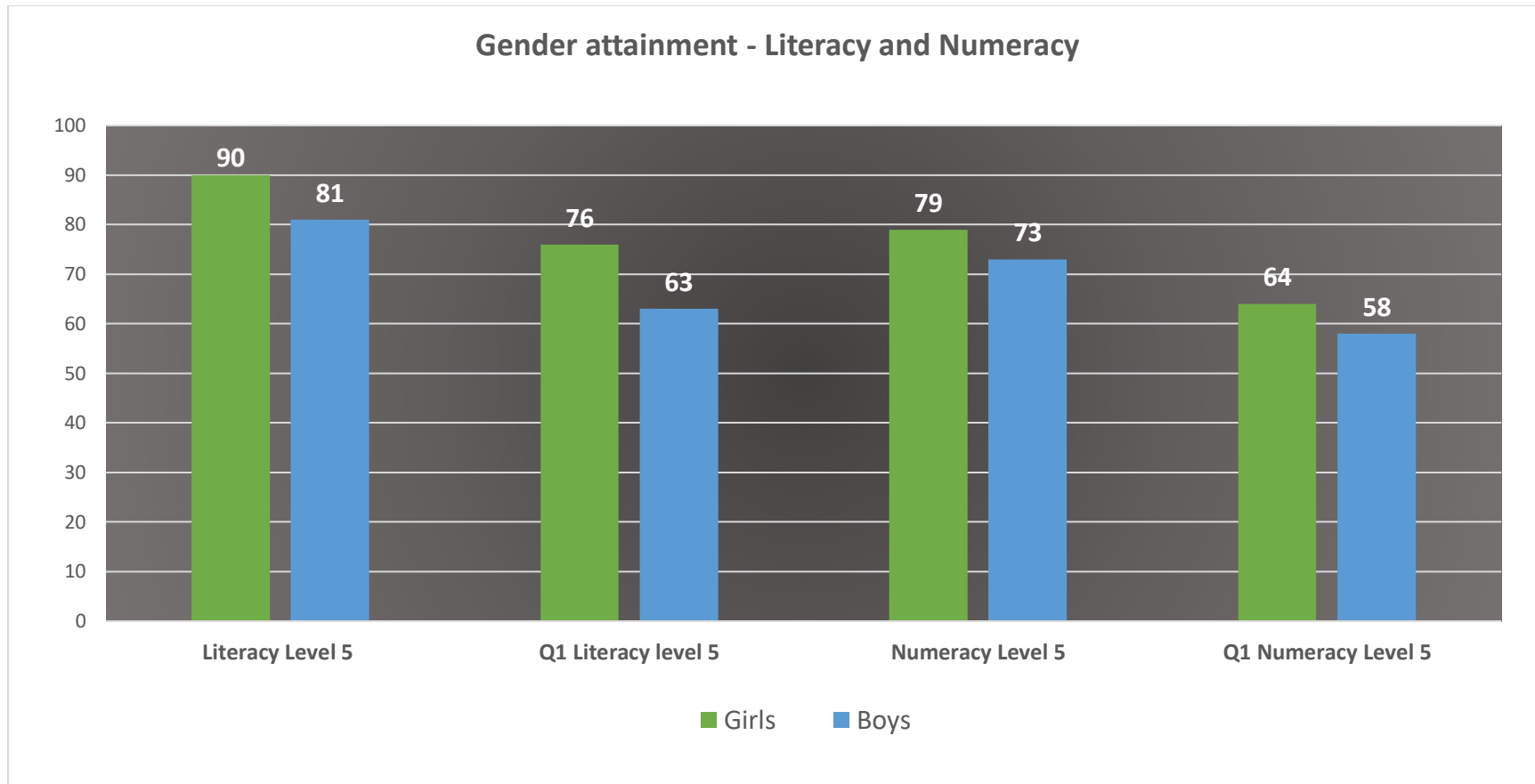
N.B S3 data was not available for this year.

Table 6



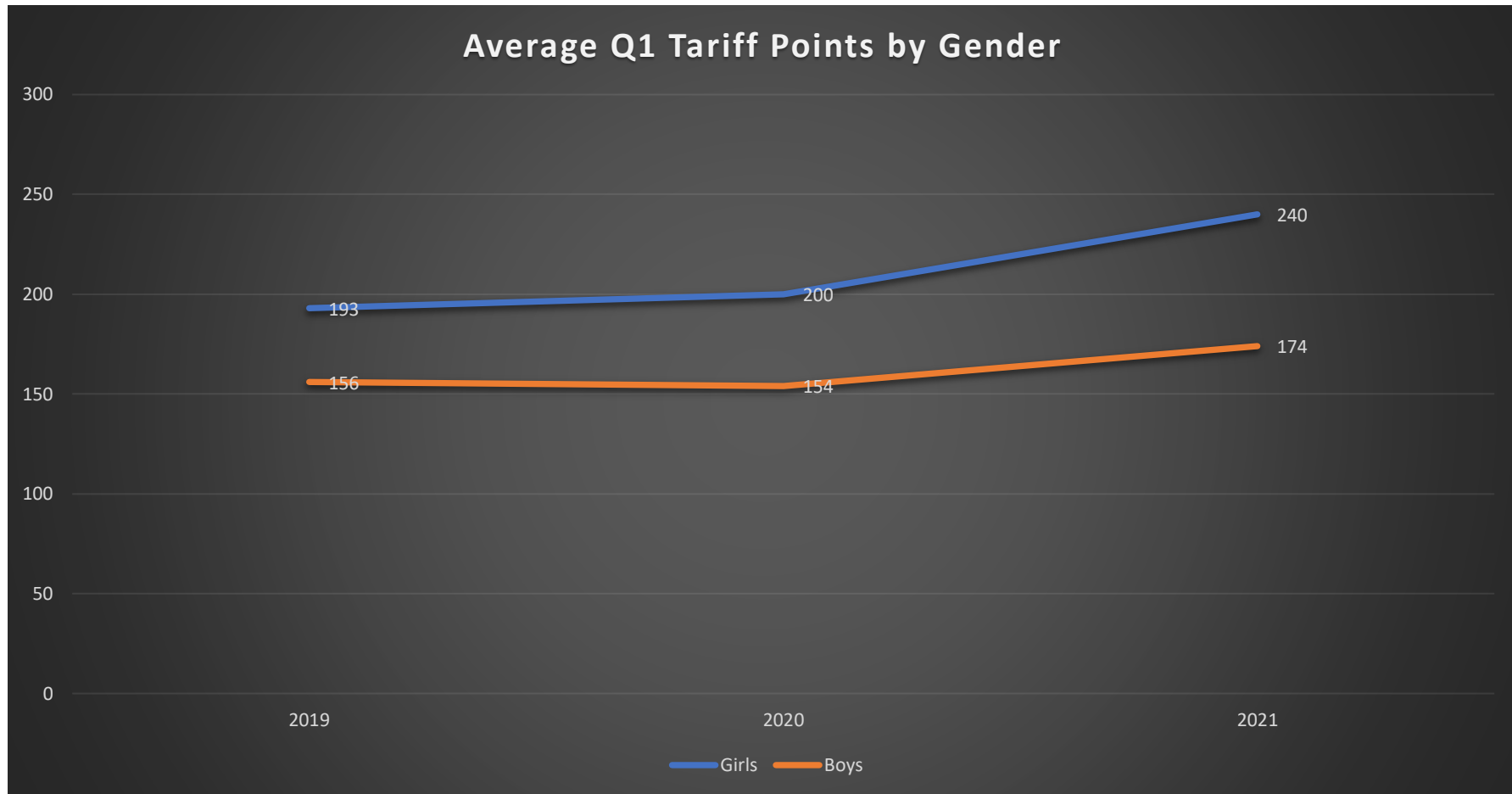
The gap in attainment is evident at both National 4 and 5 levels for learner with ASN. The attainment gap at level 5 is very pronounced. There are, however, some signs of a narrowing of this gap at both levels.

Table 7



Leaver data shows that girls are more likely to gain Level 5 Literacy and Numeracy qualifications than boys. For Quintile 1 boys the gap is more pronounced in terms of Literacy.

Table 8



Overall attainment for Quintile 1 boys is poorer, and the gap appears to be growing.