Northern Alliance

Northern Alliance

Raising Attainment in Literacy, Language and Communication: 2017/2018

Interim Report: November 2017

Aberdeen City Council · Aberdeenshire Council · Argyll & Bute Council · The Highland Council / Comhairle na Gàidhealtachd · The Moray Council · Orkney Islands Council · Shetland Islands Council · Comhairle nan Eilean Siar

Northern Alliance

Raising Attainment in Literacy, Language and Communication 2017/2018 – Interim Report: November 2017

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Raising Attainment in Literacy, Language and Communication 2017/2018 – Interim Report: November 2017

This report summarises the progress made in the *Northern Alliance Raising Attainment in Literacy, Language and Communication* workstream as of November 2017.

Interim Report Summary – Key Points:

- The *Raising Attainment in Literacy, Language and Communication* workstream is providing direct support to practitioners in 47% of primary schools across the Northern Alliance during its second year (2017/2018).

From the data collection of a sample of Primary 1 pupils across the Northern Alliance in September 2017, it would be reasonable to summarise:

- On Primary 1 entry developmental gaps in foundational reading and writing skills are to be expected. These individual differences arise from natural variation in development as well as from environmental factors. The purpose of the emerging literacy approach is to enable teachers easily to adapt teaching and learning to the expected developmental variations.

- On Primary 1 entry the particular pattern of gaps is different for each individual child. At a whole class level, each class will have different patterns, and there will be year-on-year differences in the same school. There are, however, areas of foundational reading and writing skills in which gaps are more and less prominent. It would not be developmentally expected for all children to enter Primary 1 with secure foundational reading and writing skills. Taking a developmental approach to Emerging Literacy therefore supports practitioners to identify said strengths and gaps to match teaching and learning to the needs of each and every child.
    - On Primary 1 entry less than one in ten (7%) of Primary 1 children had fully secure phoneme discrimination, phoneme segmentation and phoneme blending skills, the phonemic awareness skills which underpin reading and spelling words using phonics.
    - On Primary 1 entry less than four in five Primary 1 children (79%) had secure pencil control skills which underpin the writing of letters.

- On Primary 1 entry there is evidence of developmental gaps linked to deprivation.
    - On Primary 1 entry there was a gap of 1.1 in the average scores (out of a possible 12) for Phonological Awareness between Primary 1 children living in the most deprived areas (SIMD 1-3) [N=4.3] compared with those living in the least deprived areas (SIMD 8-10) [N=5.4].
    - On Primary 1 entry there was a 10% difference in the percentage of Primary 1 children, linked to deprivation, who had a secure tripod grasp, a skill foundational to the manipulation of writing implements. Of the P1 children assessed 78% of those children living in the most deprived (SIMD 1-3) areas and 88% of children living in the least deprived (SIMD 8-10) areas had a secure tripod grasp.

Interim Report Summary – Future Recommendations:

1. As part of the national arrangements for regional collaboration the *Northern Alliance Raising Attainment in Literacy, Language and Communication* workstream should detail the action plan moving forward within the Northern Alliance Improvement Plan (due to be published in early 2018).

2. The successful model of collaboration developed within the *Northern Alliance Raising Attainment in Literacy, Language and Communication* workstream, and detailed within this report, should be shared with the Lead Officers of the Northern Alliance workstreams.

3. The data published within this report should be used as a basis to monitor ongoing progress and performance across the Northern Alliance. At school level practitioners should continue to use the data to inform learning, teaching and assessment to raise attainment and close the poverty related gap.

4. The *Northern Alliance Raising Attainment in Literacy, Language and Communication* workstream has been designed by practitioners for practitioners, with support from a wide range of Allied Health Professionals (AHPs) and other specialists. The collaboration within and between local authorities and health boards should continue to be developed to enable self-evaluation at practitioner level to inform the core support at regional level. AHP services may find it helpful to monitor the impact of participating in the workstream on service delivery against the ***Ready to Act*** framework.

5. The learning from the *Northern Alliance Raising Attainment in Literacy, Language and Communication* workstream should continue to be shared at national level to support ongoing improvement for Scotland's children and young people.

James Cook –
Quality Improvement Officer: Northern Alliance
November 2017

1. Background to 2017/2018 Interim Report – November 2017

The Northern Alliance, the Improvement Collaborative of eight local authorities across the north of Scotland (Aberdeen City, Aberdeenshire, Argyll and Bute, Eilean Siar [Western Isles], Highland, Moray, Orkney Islands and Shetland Islands), has identified 'Raising Attainment in Literacy, Language and Communication' as a key workstream within the Northern Alliance Improvement Plan.

The *Raising Attainment in Literacy, Language and Communication* workstream sets out to:

- provide equality and equity of Career Long Professional Learning (CLPL) across the geographical area of the Northern Alliance as a vehicle to enhance practice
- directly support practitioners to develop their knowledge, understanding and application of research informed pedagogy which is proven to improve outcomes for children and young people
- develop face-to-face and digital collaboration between practitioners, within and across local authorities and health boards, to promote leadership of learning across the Northern Alliance.

As part of the *Raising Attainment in Literacy, Language and Communication* workstream, during the 2016/2017 academic session a pilot group of schools across the Northern Alliance were supported in taking a developmental approach to Emerging Literacy. The positive impact on practice and outcomes for children were detailed in the **Northern Alliance: Raising Attainment in Literacy, Language and Communication – 2016/2017 Final Report** published on Friday 7th July 2017.

This report (November 2017) follows the final report from the 2016/2017 session, detailing the overview for the 2017/2018 session.

The purpose of this interim report (November 2017) is to:

- ❖ share the support available to local authorities across the Northern Alliance during the 2017/ 2018 session
- ❖ provide an analysis of the P1 pupil data from September 2017 for Phonological Awareness and Pre-Handwriting
- ❖ set out the recommendations for the remainder of the 2017/2018 session and beyond.

Northern Alliance
Raising Attainment in Literacy, Language and Communication 2017/2018 – Interim Report: November 2017

Background: Raising Attainment in Literacy, Language and Communication – The National Context

The **National Improvement Framework** has set out the following priorities for Scottish Education:

- to improve attainment for all, particularly in literacy and numeracy
- to improve the learning progress of every child, by reducing inequality in education
- to improve children and young people's health and wellbeing
- to improve employability skills and sustained positive school leaver destinations for all young people.

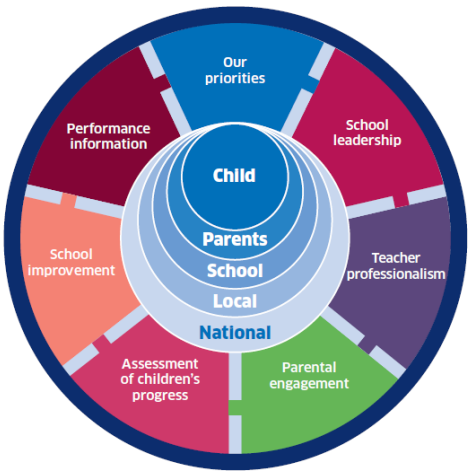

Figure 1.1 - National Improvement Framework: Drivers; Scottish Government (2016)

The *Northern Alliance Raising Attainment in Literacy, Language and Communication* workstream strives to raise attainment for all and close the poverty related attainment gap through:

- developing the infrastructure to enable collaborative professional enquiry
- the delivery of quality research informed professional learning for practitioners to inform learning, teaching and assessment
- supporting reflection on the performance of learners to enable continuous improvement.

How good is our school? (fourth edition), Education Scotland's framework for self-improvement in schools, supports self-evaluation through three key questions:

- **Leadership and Management:** How good is our leadership and approach to improvement?
- **Learning Provision:** How good is the quality of care and education we offer?
- **Successes and Achievements:** How good are we at ensuring the best possible outcomes for all our learners?

The *Northern Alliance Raising Attainment in Literacy, Language and Communication* workstream aims to drive improvement through the following Quality Indicators (QIs) of HGIOS4:

- Q.I 1.3 – Leadership of change
- Q.I 2.3 – Learning, teaching and assessment
- Q.I 2.5 – Family learning
- Q.I 2.7 – Partnerships
- Q.I 3.2 – Raising attainment and achievement.

Background: Raising Attainment in Literacy, Language and Communication – Support Structure

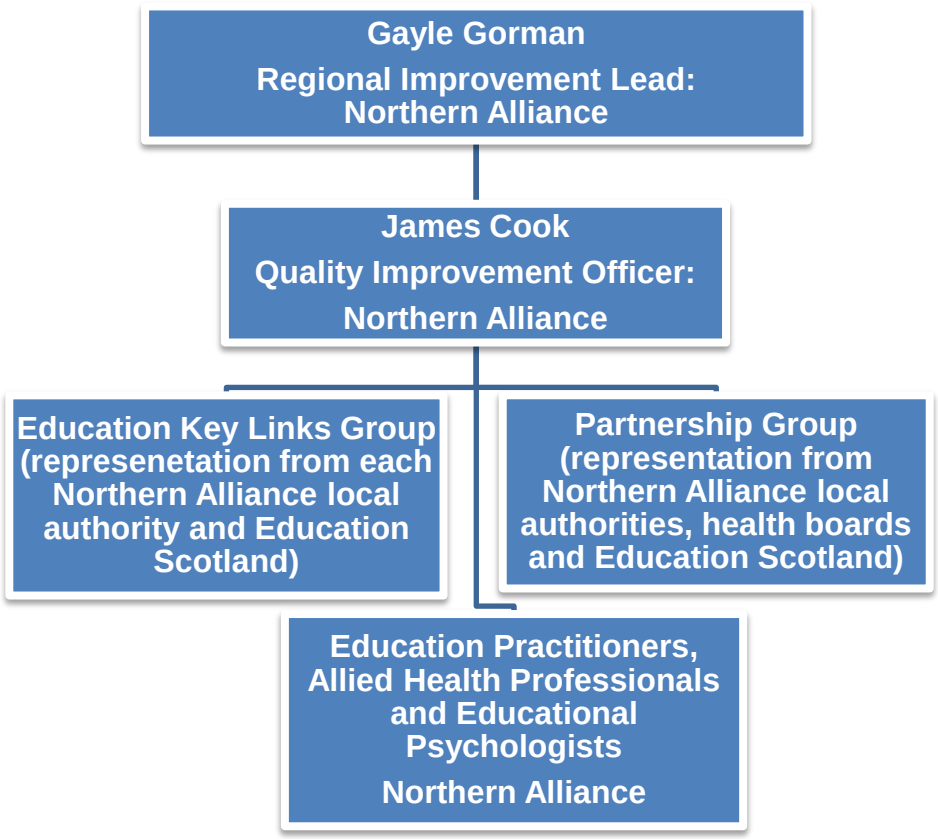

Figure 1.2 – Northern Alliance: Raising Attainment in Literacy, Language and Communication: Support Structure

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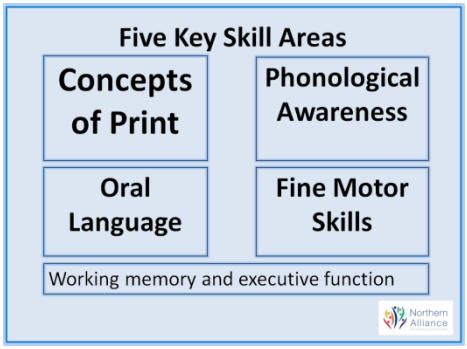
To support the improvement planning and implementation of the *Northern Alliance Raising Attainment in Literacy, Language and Communication* workstream the following support structure for practitioners is in place:

- **Regional Improvement Lead** – with an overview of the Regional Improvement Collaborative Improvement Plan, working directly with local authorities and Education Scotland
- **Quality Improvement Officer** – as the lead officer for the *Raising Attainment in Literacy, Language and Communication* workstream
- **Education Key Links Group** – to support the improvement agenda within each of the local authorities
- **Partnership Group** – to support the improvement agenda within and across local authorities and health boards.

Background: Emerging Literacy across the Northern Alliance: The Rationale



Research shows that children's individual differences in key emerging literacy skills are an underlying factor in the variation of attainment across the curriculum. These differences can persist and underlie inequalities that only become apparent much later in schooling. The many skills involved can be classified into five key skill areas: concepts of print, executive function, oral language, phonological awareness and pre-handwriting. Research also shows that children make the most progress when teachers ensure that literacy teaching and learning reflects the developmental status of the children that they teach.

To make this practical, teachers need sustainable ways to assess the skill level of pupils, and also a range of approaches to teaching that can support the development of the five key skill areas. Classroom teachers in Highland have been working with Allied Health Professionals (AHPs), including Occupational Therapists and Speech and Language Therapists, as well as other specialists, to provide assessment and teaching materials that can enable teachers to respond to the literacy needs of each learner in their class. These are set out as developmental continua in each of the key skill areas. This approach is now being embedded within the local authorities across the Northern Alliance.

The Process of Taking a Developmental Approach to Emerging Literacy

Figure 1.2 – Emerging Literacy across the Northern Alliance: The Cycle of Learning

2. Emerging Literacy across the Northern Alliance: Implementation

Core Support for Practitioners (2017/2018 Overview)

The *Raising Attainment in Literacy, Language and Communication* workstream strives to improve the outcomes for children and young people, enhancing classroom practice through strengthening collaboration through research informed Career Long Professional Learning (CLPL).

The workstream supports practitioners through collaborative improvement at local authority and regional level using the following core support approaches ***(Figure 2.1)***:

Practitioners

Local Authority Support

- Local Authority Networks
- Buddy School Networks
- Yammer Discussion Forum

Regional Support

- Northern Alliance Regional Sharing Events
- Northern Alliance Practitioner Database
- Yammer Discussion Forum

June 2017	September 2017	November 2017	January 2018	March 2018	June 2018
Regional launch and celebration events	Local Authority Networks Mixed Year 1/ Year 2 sessions	Buddy School Networks	Local Authority Networks Separate Year 1/ Year 2 sessions	Local Authority Networks Separate Year 1/ Year 2 sessions	Regional launch and celebration events

Ongoing digital support and collaboration via Yammer, the Northern Alliance website, Highland Literacy Blog and email.

Figure 2.1 – Raising Attainment in Literacy, Language and Communication: Core Support

Each Local Authority has a nominated Education Key Link to support improvement at local authority level, co-ordinated by James Cook (Northern Alliance).

- Aberdeen City Council – Lydia Tait
- Aberdeenshire Council – Gaye Stevenson
- Argyll and Bute – **
- Eilean Siar (The Western Isles Council) – Mary Clare Ferguson
- Highland Council – James Cook
- Moray Council – Corrina Campbell
- Orkney Islands Council – Amy McCracken/ Carol McManus
- Shetland Islands Council – Samantha Flaws/ Helen Robertson

** *Argyll and Bute joined the Northern Alliance in October 2017. Argyll and Bute have begun developing support for early literacy, language and communication as part of the Argyll and Bute Improvement Plan. As part of the Northern Alliance Improvement Plan, collaboration between the Regional Improvement Lead the Raising Attainment in Literacy, Language and Communication Lead Officer and key links within Argyll and Bute is currently being developed to enable practitioners across Argyll and Bute to benefit from taking a developmental approach to Emerging Literacy in collaboration with individual school and local authority improvement priorities.*

A breakdown of the engagement information across the Northern Alliance can be found in **Figure 2.2** and full list of schools by local authority in ***Appendix 1*** of this document. 47% of schools are currently engaging with the workstream across the Northern Alliance. The information includes the number and percentage of schools supported in one of four categories:

- 2016/2017-Core (initial launch schools from 2016/2017)
- 2016/2017-Parallel (parallel 2016/2017 schools supported by local authorities/ health boards)
- 2017/2018-Core (initial launch schools from 2017/2018)
- 2017/2018-Parallel (parallel 2017/2018 schools supported by local authorities/ health boards).

Where parallel schools have been identified within local authorities, the initial launch has been delivered by the Lead Officer. Subsequent support through the Local Authority Networks is being provided by the Local Authority Education Key Link and partners from Allied Health through a train-the-trainer model. This model has enabled local authorities to support all of the schools who wish to benefit from the workstream's provision.

All practitioners have access to and are supported to use the Yammer platform to foster continuous collaboration. **Guidance** was shared with practitioners in October/ November 2017 when the *Raising Attainment in Literacy, Language and Communication* Yammer group was launched.

Northern Alliance – Raising Attainment in Literacy, Language and Communication Breakdown of engagement 2016-2018											
Local Authority	No of Primary Schools	2016/2017 – Core		2016/2017 – Parallel		2017/2018 – Core		2017/2018 – Parallel			TOTAL 2016 – 2018
		No.	%	No.	%	No.	%	No.	%		No.	%
Aberdeen City	47	4	9	N/A	N/A	13	28	17	36		34	72
Aberdeenshire	152	4	3	13	9	11	7	47	31		75	49
Argyll and Bute	75	N/A	N/A	N/A	N/A	TBC	TBC	TBC	TBC		TBC	TBC
Eilean Siar (The Western Isles)	22	3	14	N/A	N/A	6	27	N/A	N/A		9	41
Highland	170	6	4	37	22	6	4	62	36		111	65
Moray	46	4	9	N/A	N/A	11	24	N/A	N/A		15	33
Orkney	20	3	15	N/A	N/A	7	35	N/A	N/A		10	50
Shetland	26	3	12	N/A	N/A	8	31	N/A	N/A		11	42
Total:	558	27	5	50	9	62	11	126	22		**265**	**47**

Figure 2.2 – Northern Alliance, Raising Attainment in Literacy, Language and Communication: Breakdown of Engagement – 2016-2018

The aim of 'Taking a Developmental Approach to Emerging Literacy' is to support practitioners in matching the teaching and learning to the developmental needs of the children that they work with. The *Raising Attainment in Literacy, Language and Communication* workstream, from its beginnings in 2013/ 2014, to its current development in 2017/2018, has and will continue to respond to the needs of practitioners who strive to better the outcomes for children. The research informed pedagogy is driven by practitioner enquiry, supported by the specialist knowledge from Educational Psychologists (EPs), Occupational Therapists (OTs) and Speech and Language Therapists (S&LTs).

The practitioner informed approach, in which the support is co-designed by practitioners and specialists for practitioners, has acted as the catalyst for the workstream's growth ***(Figure 2.3)***. Through working collaboratively, within and across local authorities and health boards, the Northern Alliance is enabling best practice to be shared at local and regional level.

Figure 2.3 – Taking a Developmental Approach to Emerging Literacy: Growth 2013 – 2017

Bespoke Support for Practitioners (August 2017 – November 2017)

To support the local needs of each local authority, the Lead Officer has worked with individual local authorities to provide bespoke support. The following details the bespoke support which has been provided between August 2017 and November 2017 across the Northern Alliance local authorities.

Aberdeen City Council

The Lead Officer has worked with staff within Aberdeen City Council between August 2017 and November 2017 to:

- in direct collaboration with the Aberdeen City Education Key Link, provide guidance and materials to support the provision of the 17 Year 1 parallel schools
- develop Emerging Literacy within and across the Early Level through delivering training to 50 practitioners within 22 Early Learning and Childcare (ELC) settings to support them in taking a developmental approach to Emerging Literacy through developmental pedagogical knowledge and practical strategies.

Aberdeenshire Council

The Lead Officer has worked with staff within Aberdeenshire Council between August 2017 and November 2017 to:

- in direct collaboration with the Aberdeen City Education Key Link, provide guidance and materials to support the provision of the 47 Year 1 and 13 Year 2 parallel schools.

Highland Council

Emerging Literacy is a development which has continued to grow in Highland between 2013 and 2017. The Lead Officer, who is also the Highland Education Key Link, works as part of the Highland Emerging Literacy Strategy Group with representation from education, educational psychology, occupational therapy and speech and language therapy to:

- support the Authority-wide rollout of Emerging Literacy through practitioner training
- support the 62 Year 1 and 37 Year 2 parallel schools through the ten local Emerging Literacy networks
- deliver 'Taking a developmental approach to Emerging Literacy' training to the 84 Primary Probationers as part of the Literacy and English Career Long Professional Learning module.

Shetland Islands Council

The Lead Officer has worked with staff within Shetland Islands Council between August 2017 and November 2017 to:

- support the delivery of 'Words Up' training for Early Years Practitioners across Shetland. The collaboration between Speech and Language Therapists (S&LTs) in Highland and Shetland, developed through the Northern Alliance Raising Attainment in Literacy, Language and Communication Partnership Group, brought about the collaboration between S&LTs across the localities. A S&LT from Highland modelled the training for S&LTs in Shetland and, following the session, provided consultation to enable Shetland S&LTs to support the development of Words Up at local level.

The Lead Officer has liaised with the Education Key Links across the Northern Alliance local authorities to plan for bespoke input during the 2017/2018 session. Further information will follow in the March 2018 and July 2018 reports.

3. Emerging Literacy across the Northern Alliance – Impact/ Outcomes

Measuring and Reporting Impact/Outcomes

The following pre/post measurements will be used:

- Highland Literacy developmental continua screens and trackers
- practitioner evaluations.

Data to be collected and submitted to track and monitor learner progress by:	Following data submissions and evaluations there will be a published report to detail impact and outcomes. Reports will be published on or around the following dates:
❖ Friday 15th September 2017	❖ Interim Report published: Friday 17th November 2017
❖ Friday 26th January 2018	❖ Interim Report published: Friday 2nd March 2018
❖ Friday 25th May 2017	❖ End of Year Report published: Friday 6th July 2018

Data collection and analysis: Outcomes for Children and Young People

In September 2017, Primary 1 practitioners from each of the schools used the Phonological Awareness Screen and Continuum and the Pre-Handwriting Continuum to identify a baseline of their children's foundational skills in reading and writing. Data was submitted by Friday 15th September 2017.

This report also details the outcomes for children linked to deprivation. Scottish Index of Multiple Deprivation (SIMD) information has been submitted by schools (where available). The ten deciles have been categorises as: SIMD 1-3: most deprived, SIMD 4-7: middle and SIMD 8-10: least deprived.

The breakdown of responses from September 2017:

Submission	Breakdown: September 2017	Breakdown by deprivation		
	September 2017	*SIMD 1-3 (most dep)*	*SIMD 4-7 (middle)*	*SIMD 8-10 (least dep)*
Phonological Awareness English	2,150	499	585	318
Phonological Awareness Gaelic	65	N/A	N/A	N/A
Pre-Handwriting: Fine Motor English and Gaelic combined	2,109	481	562	298
Pre-Handwriting: Scissor English and Gaelic combined	2,135	487	563	298
Pre-Handwriting: Pencil Control English and Gaelic combined	2,140	489	563	299

Raising Attainment in Literacy, Language and Communication 2017/2018 – Interim Report: November 2017

Data was submitted (September 2017) in the following core support schools:
(pg. 1 of 2)

Local Authority	Schools	
	Year 1 Schools	Year 2 Schools
Aberdeen City	1. Bramblebrae 2. Cornhill 3. Heathrybyrn 4. Holy Family 5. Kittybrewster 6. Manor Park 7. Muirfield 8. Riverbank 9. Seaton 10. St Peter's 11. Sunnybank 12. Westpark	1. Greenbrae 2. Kaimhill 3. Quarryhill 4. Woodside
Aberdeenshire	1. Alehousewells 2. Dales Park 3. Hill of Banchory 4. Lochpots 5. Meldrum 6. Newmachar 7. Pitmedden 8. St Cyrus 9. Strichen 10. Torphins 11. Tullynessle	1. Fraserburgh South Park 2. Lairhillock 3. Methlick 4. Mill O' Forest
Eilean Siar (The Western Isles) ***EM – English Medium GM – Gaelic Medium**	1. Castlebay (EM/GM) 2. Sgoil an Rubha (EM/GM) 3. Sgoil an Taobh Siar (EM/GM) 4. Sgoil na Pairc (EM) 5. Sgoil nan Loch (EM/GM) 6. Stornoway (EM/GM)	1. Laxdale (EM/GM) 2. Sgoil Bhaile a'Mhanaich (EM/GM)
Highland	1. Aviemore 2. Inshes 3. Lundavra 4. Millbank 5. Strathdearn 6. Strathpeffer	1. Auldearn 2. Crown 3. Marybank 4. Park 5. Smithton

Data was submitted (September 2017) in the following core support schools:
(pg. 2 of 2)

Local Authority	Schools	
	Year 1 Schools	Year 2 Schools
Moray	1. Dyke 2. Glenlivet 3. Hopeman 4. Lhanbryde 5. Linkwood 6. Mortlach 7. St Gerardine's 8. St Peter's 9. St Thomas 10. Tomintoul 11. West End	1. Hythehill 2. Keith 3. Kinloss 4. Millbank
Orkney	1. Burray 2. Dounby 3. Evie 4. Firth 5. Glaitness 6. Hope 7. St Andrews 8. Stenness	1. Orphir 2. Papdale
Shetland	1. Bells Brae 2. Brae 3. Cunningsburgh 4. Dunrossness 5. Happyhansel 6. Sandwick 7. Urafirth 8. Whiteness	1. Hamnavoe 2. Tingwall 3. Whalsay

Phonological Awareness Skills – Overall (English): September 2017

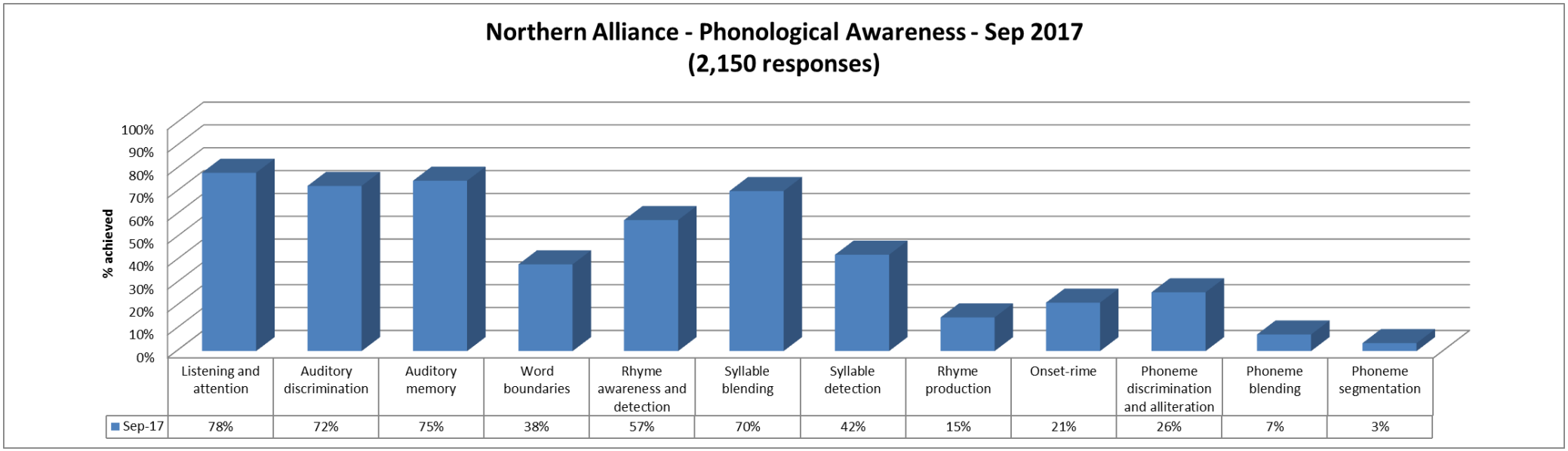


Figure 3.1 – Phonological Awareness Skills (English Medium): September 2017

Phonological Awareness Skills – Overall (Gaelic): September 2017

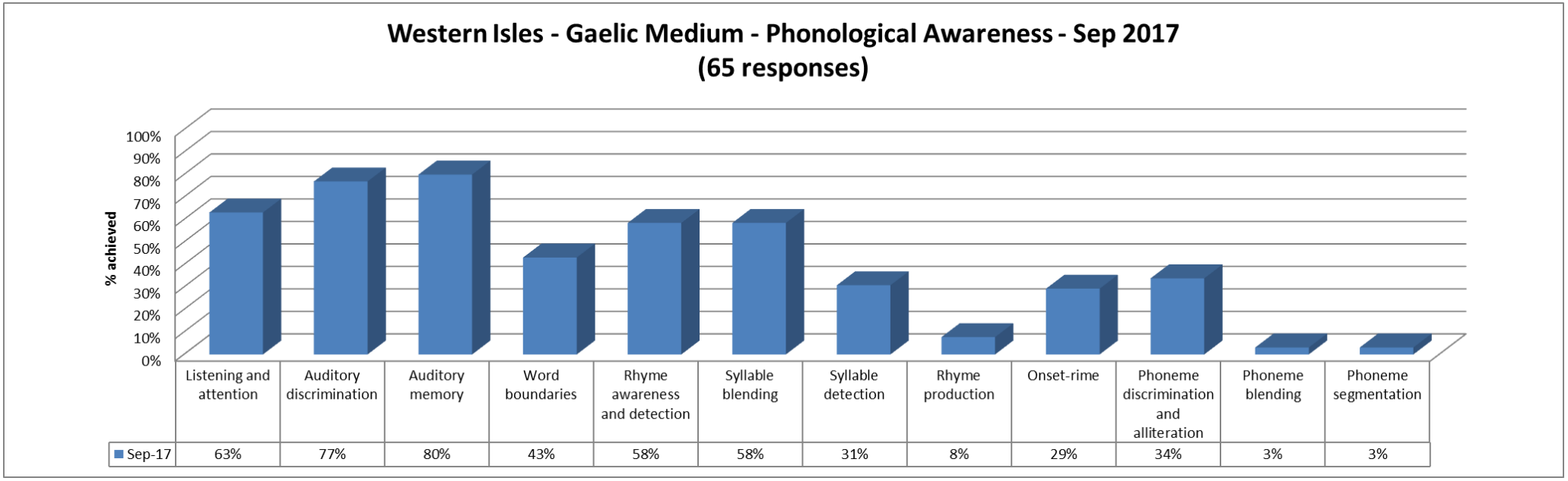


Figure 3.2 – Phonological Awareness Skills (Gaelic Medium): September 2017

The collated English Medium phonological awareness data (***Figure* 3.1**) has indicated that:

- By the middle of September less than half of those Primary 1 children assessed had secure Word Boundaries (38%) and Syllable Detection (42%).
- By the middle of September over two in five children in Primary 1 (43%) did not have secure rhyme awareness and detection and over four in five children (85%) did not have secure rhyme production.
- In the assessment, with a score of a possible twelve, almost nine in ten children in Primary 1 (89%) scored less than nine.
- By the middle of September only 7% of Primary 1 children had fully secure phoneme discrimination, phoneme segmentation and phoneme blending, the phonemic awareness skills which underpin reading and spelling words using phonics.

The collated Gaelic Medium phonological awareness data (***Figure* 3.2**) has indicated that:

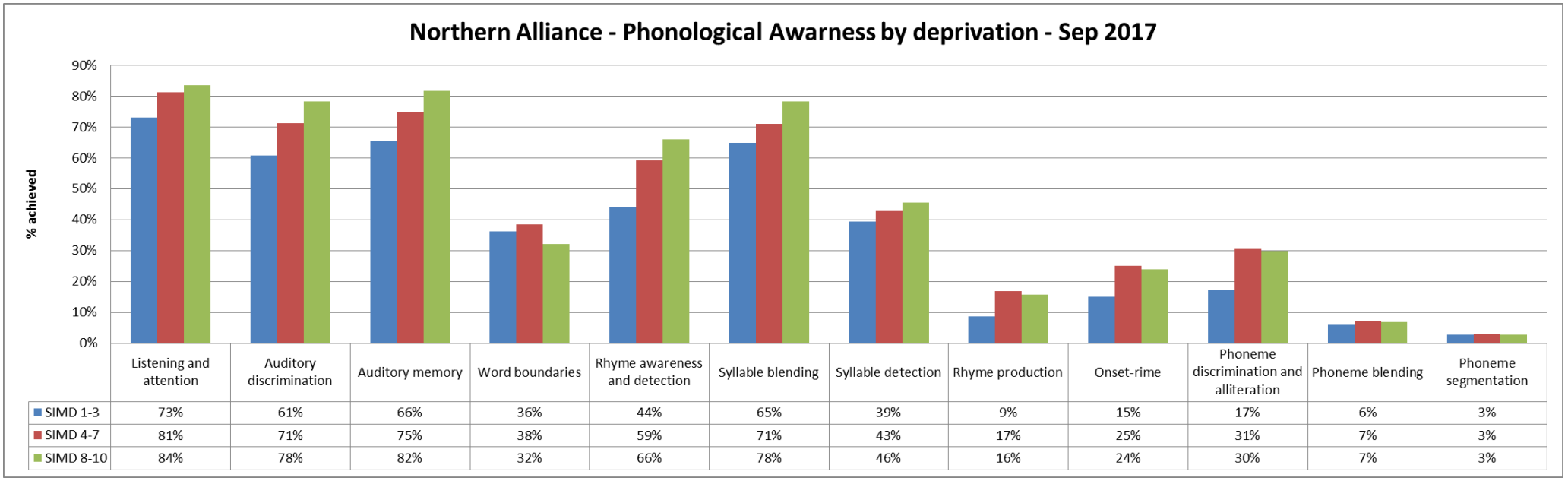
- By the middle of September less than half of those Primary 1 children assessed had secure Word Boundaries (43%) and Syllable Detection (31%).
- By the middle of September over two in five children in Primary 1 (42%) did not have secure rhyme awareness and detection and over nine in ten children (90%) did not have secure rhyme production.
- In the assessment, with a score of a possible twelve, almost nine in ten children in Primary 1 (89%) scored less than nine.
- By the end of September only 3% of Primary 1 children had fully secure phoneme discrimination, phoneme segmentation and phoneme blending, the phonemic awareness skills which underpin reading and spelling words using phonics.

There is less research published around Gaelic Phonological Awareness than there is for English Phonological Awareness. It should be noted that rhyme is less prevalent in Gaelic than in English.

The Phonological Awareness Screen has the caveat by which, if a child does not score on two consecutive sections, the practitioner may use their professional judgement to discontinue the screen. Regardless of whether a practitioner continues or discontinues the assessment, through data analysis, the starting point of addressing gaps in phonological awareness would be the same – the individual pattern of gaps for each child.

It would not be expected, nor developmentally appropriate, for all children to be at the end of the phonological awareness skills continuum by the middle of September in Primary 1. The data has supported practitioners in identifying, planning for and addressing the gaps in phonological awareness as part of their literacy framework.

Phonological Awareness Skills by Deprivation (comparison): September 2017



	Listening and attention	Auditory discrimination	Auditory memory	Word boundaries	Rhyme awareness and detection	Syllable blending	Syllable detection	Rhyme production	Onset-rime	Phoneme discrimination and alliteration	Phoneme blending	Phoneme segmentation
SIMD 1-3	73%	61%	66%	36%	44%	65%	39%	9%	15%	17%	6%	3%
SIMD 4-7	81%	71%	75%	38%	59%	71%	43%	17%	25%	31%	7%	3%
SIMD 8-10	84%	78%	82%	32%	66%	78%	46%	16%	24%	30%	7%	3%

Figure 3.3 – Phonological Awareness Skills by Deprivation (comparison): September 2017

Phonological Awareness Skills by Deprivation (breakdown): September 2017

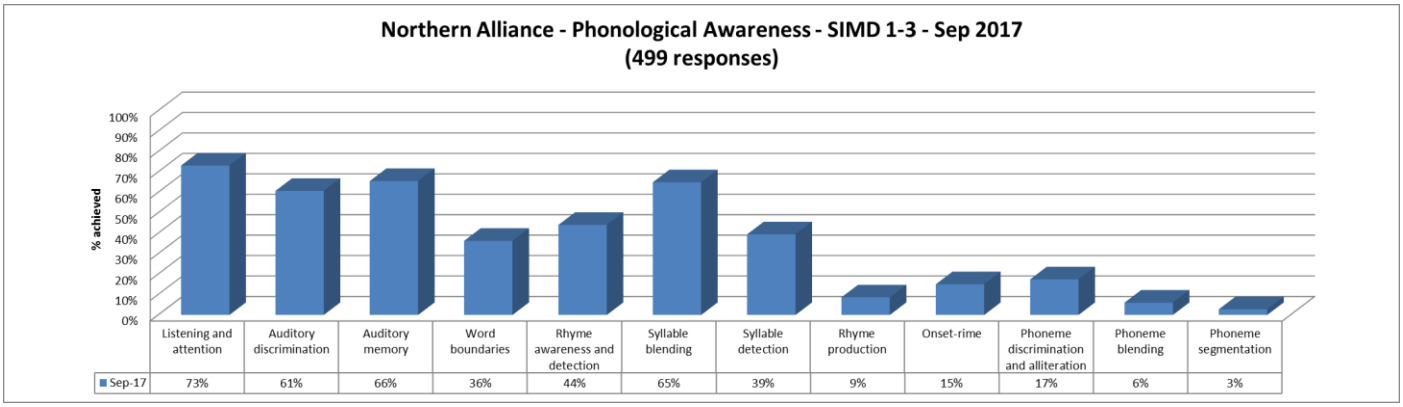


Figure 3.4 – Phonological Awareness Skills: SIMD 1-3 (Most Deprived)

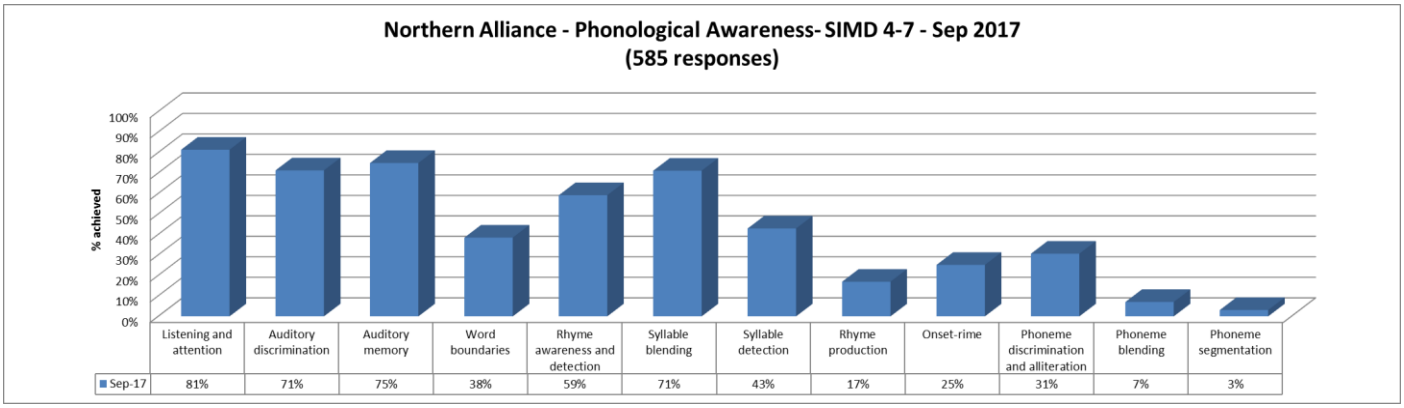


Figure 3.5 – Phonological Awareness Skills: SIMD 4-7(Middle)

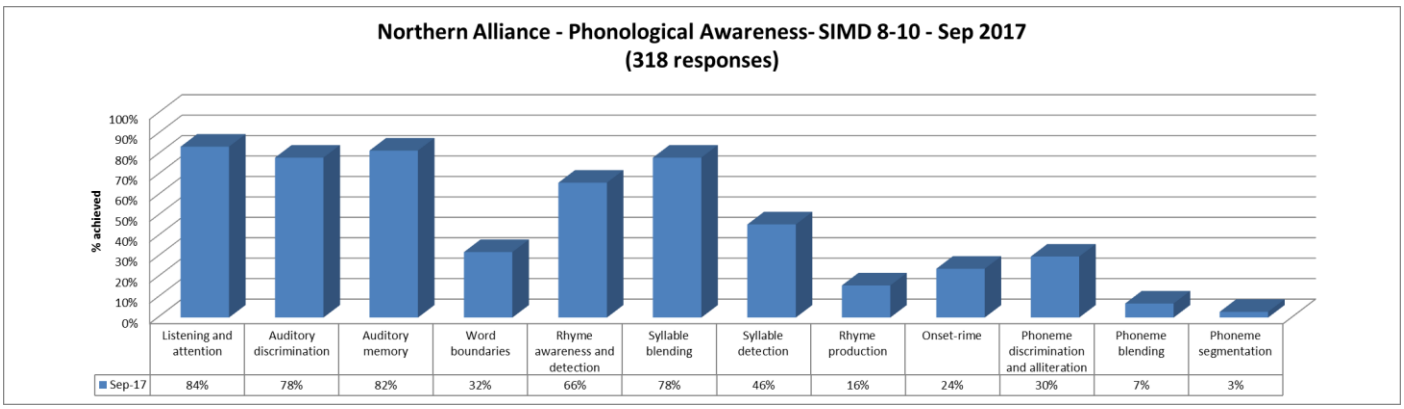


Figure 3.6 – Phonological Awareness Skills: SIMD 8-10 (Least Deprived)

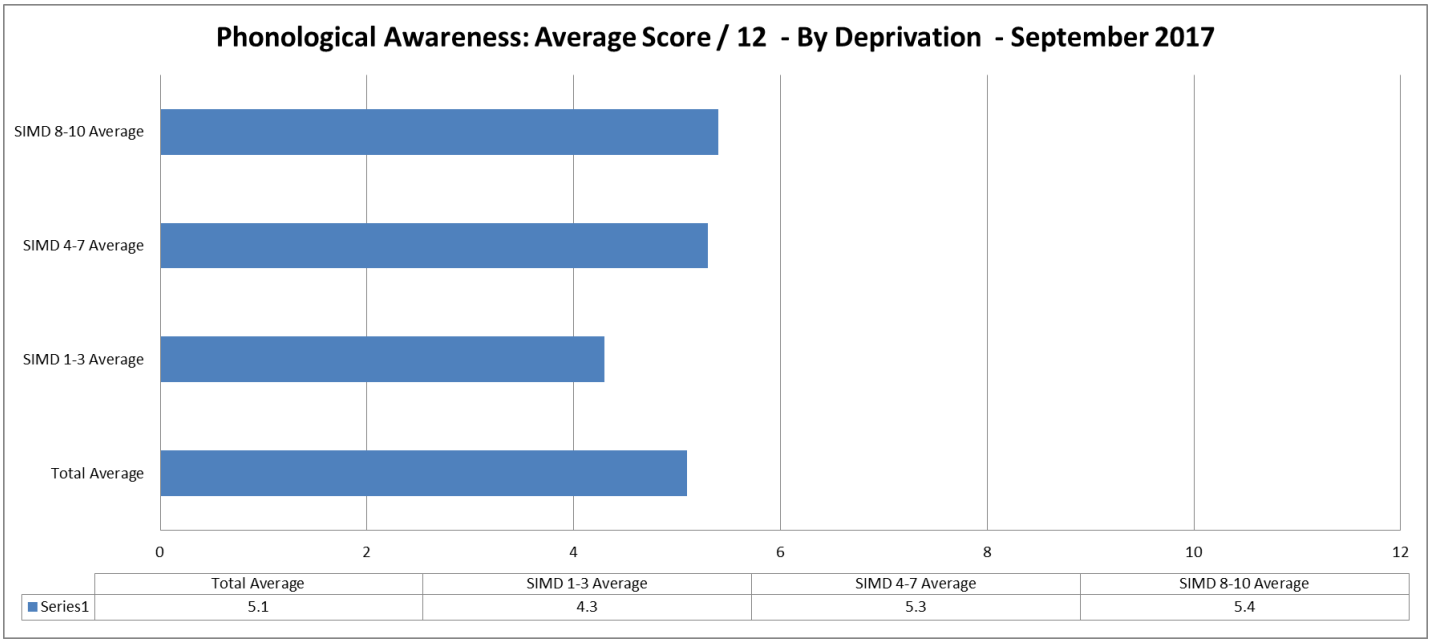


Figure 3.7 – Phonological Awareness Skills: Average Scores by Deprivation

The collated phonological awareness data, linked to deprivation, above (***Figure* 3.3, Figure 3.4, Figure 3.5, Figure 3.6 and Figure 3.7**) has indicated that:

- In the foundational skills of auditory discrimination and auditory memory there is a gap on Primary 1 entry between those children from the most and least deprived areas. Both auditory discrimination and auditory memory are building blocks for many of the later phonological awareness skills.
  - Just over three in five children (61%) living in the most deprived areas (SIMD 1 – 3) had secure auditory discrimination skills, compared with that of almost four in five children (78%) living in the least deprived areas (SIMD 8-10).
  - Only two thirds of children (66%) living in the most deprived areas (SIMD 1 – 3) had secure auditory memory skills, compared with that of more than four in five children (82%) living in the least deprived areas (SIMD 8-10).

- In September 2017, children from the most deprived areas (SIMD 1-3) had an average score of 4.3 out of 12; the children from the middle (SIMD 4 – 7) had an average score of 5.3; and the children from the least deprived areas (SIMD 8-10) had an average score of 5.4 out of 12. On Primary 1 entry there is a gap of 1.1.

The data has supported practitioners to identify learners' strengths and gaps in their foundational reading and writing skills, providing targeted next steps, enabling practitioners to build solid foundations to raise attainment and close the poverty related gap.

Pre-Handwriting Skills – Overall: September 2017

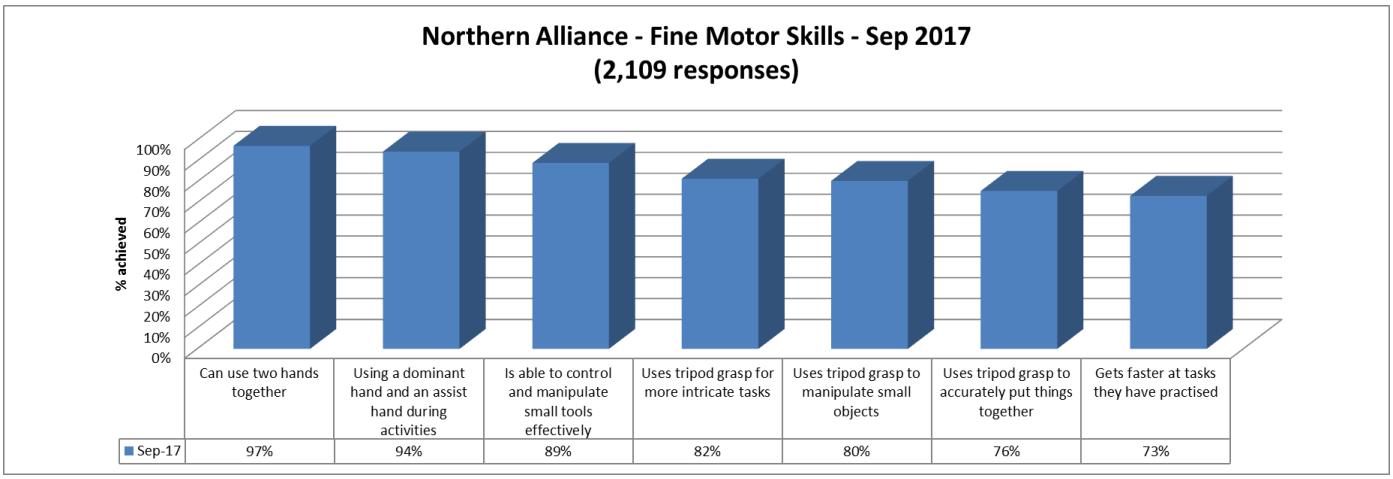


Figure 3.8 – Fine Motor Skills: September 2017

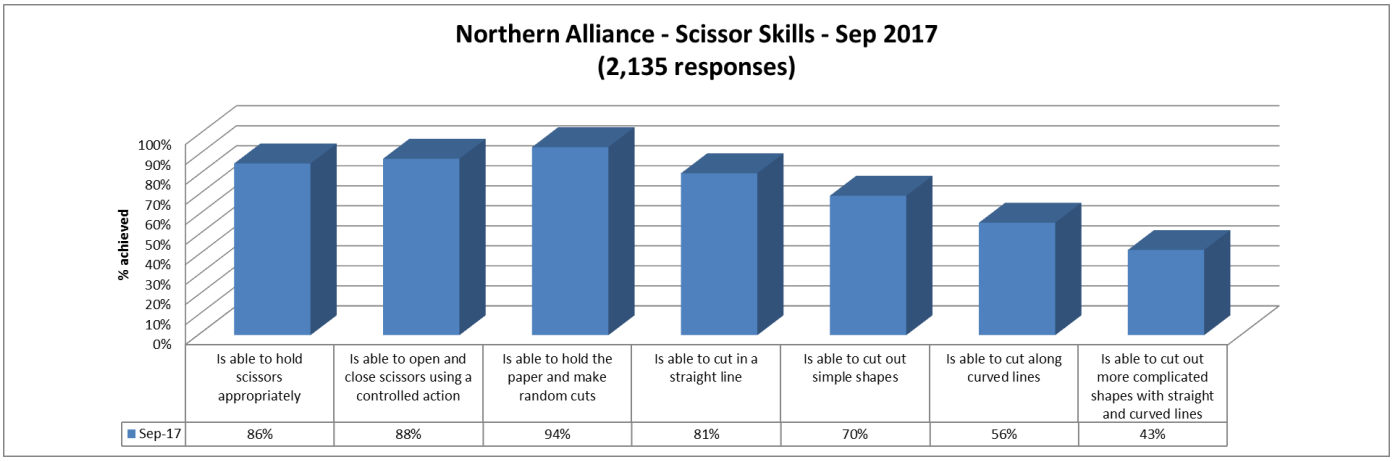


Figure 3.9 – Scissor Skills: September 2017

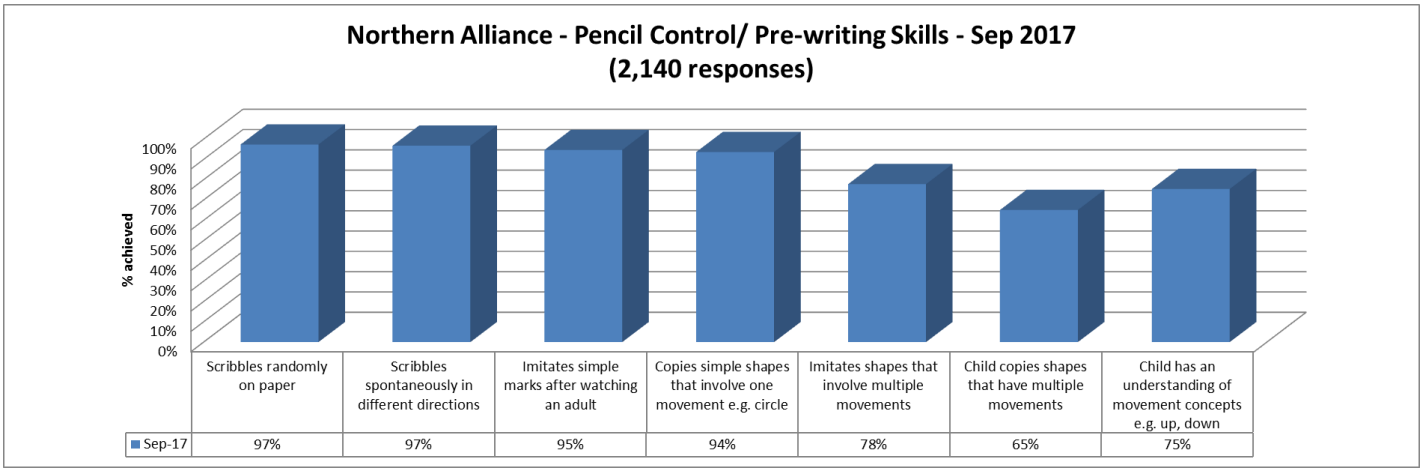


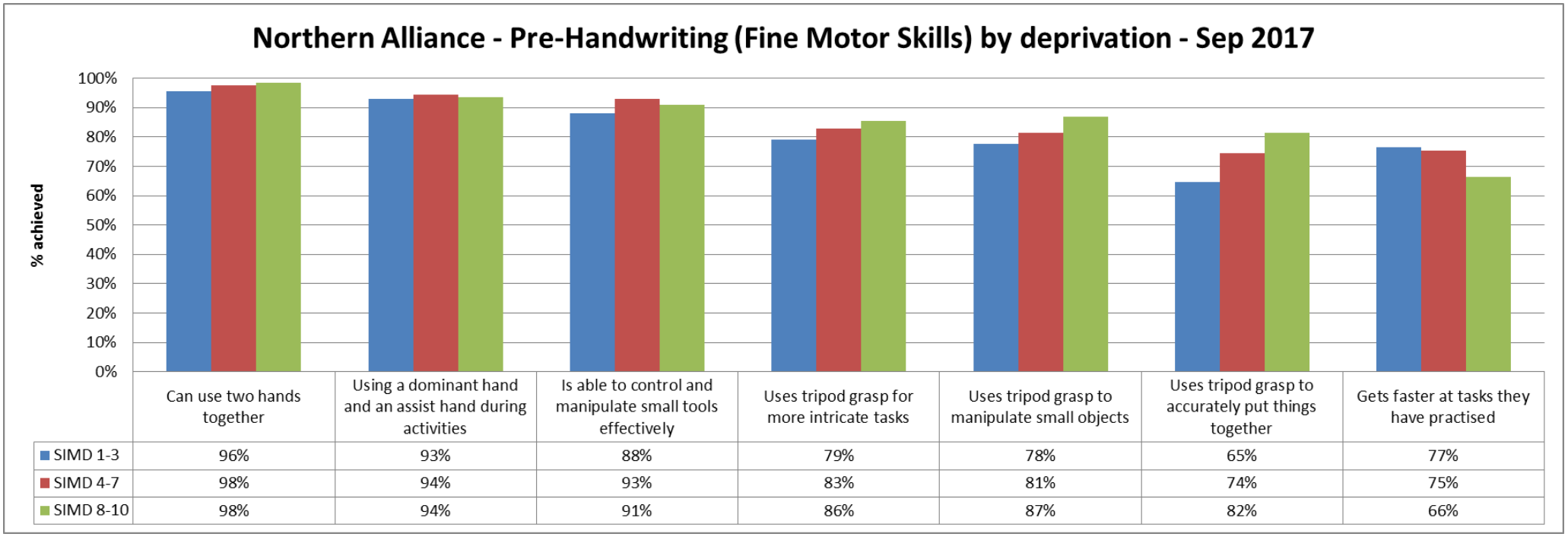
Figure 3.10 – Pencil Control/ Pre-writing Skills: September 2017

The collation of pre-handwriting data (***Figure 3.8, Figure 3.9 and Figure 3.10***) has indicated that:

- By the middle of September more than one in four children in Primary 1 (28 %) scored five or less out of a possible seven in fine motor skills.
- By the middle of September almost half of the children children in Primary 1 (47%) did not have secure scissor skills, scoring five or less out of a possible seven.
- By the middle of September three in ten children in Primary 1 (30%) scored five or less out of a possible seven in pencil control/ pre-writing skills.
- By the middle of September almost one in five children in Primary 1 (19%) did not have a secure tripod grasp which is foundational to the manipulation of writing implements.
- By the middle of September over one in five children in Primary 1 (21%) did not demonstrate secure pencil control/ pre-writing skills which included *copying shapes which involved one movement, e.g. a circle,* and *copying shapes which involved multiple movements, e.g. an 'x',* – these skills foundational to the formation of letters.

It would not be expected, nor developmentally appropriate, for all children to be at the end of the pre-handwriting skills continuum by the middle of September in Primary 1. The data has supported practitioners in identifying, planning for and addressing the gaps in pre-handwriting as part of their literacy framework.

Pre-Handwriting Skills by Deprivation:
Fine Motor Skills (comparison): September 2017



	Can use two hands together	Using a dominant hand and an assist hand during activities	Is able to control and manipulate small tools effectively	Uses tripod grasp for more intricate tasks	Uses tripod grasp to manipulate small objects	Uses tripod grasp to accurately put things together	Gets faster at tasks they have practised
SIMD 1-3	96%	93%	88%	79%	78%	65%	77%
SIMD 4-7	98%	94%	93%	83%	81%	74%	75%
SIMD 8-10	98%	94%	91%	86%	87%	82%	66%

Figure 3.11 – Fine Motor Skills by Deprivation (comparison): September 2017

Pre-Handwriting Skills by Deprivation:
Fine Motor Skills (breakdown): September 2017

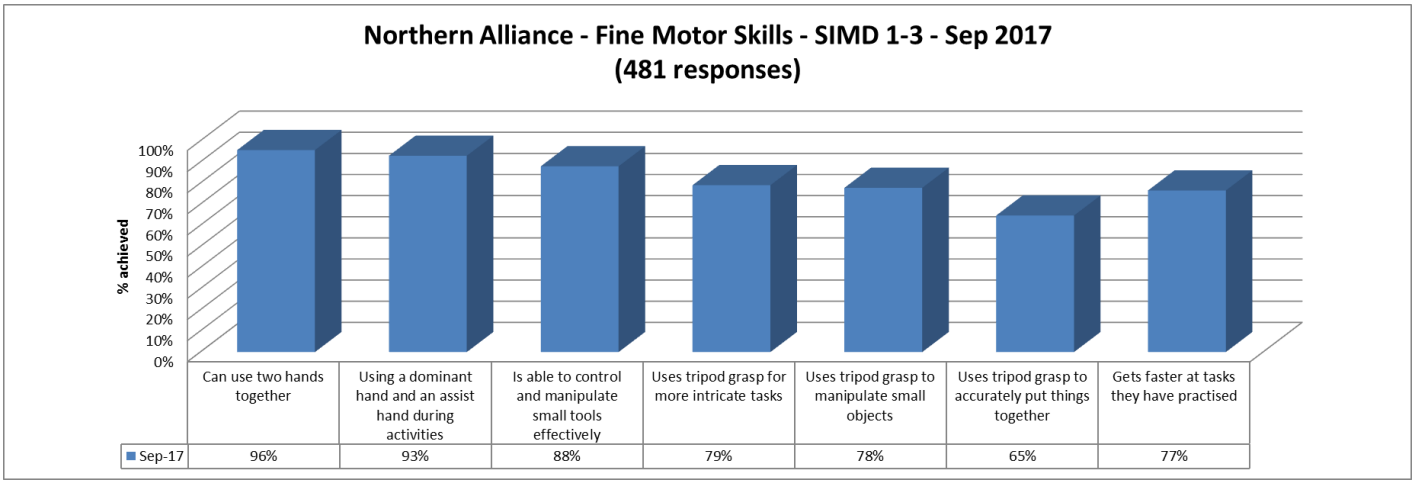


Figure 3.12 – Fine Motor Skills SIMD 1-3 (Most Deprived)

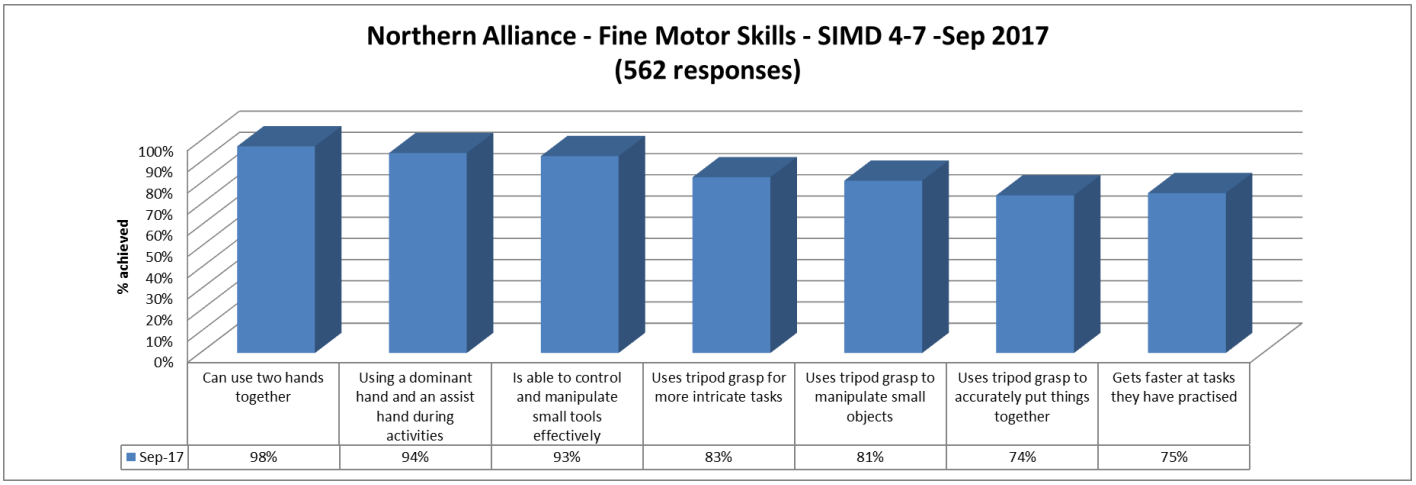


Figure 3.13 – Fine Motor Skills SIMD 4-7(Middle)

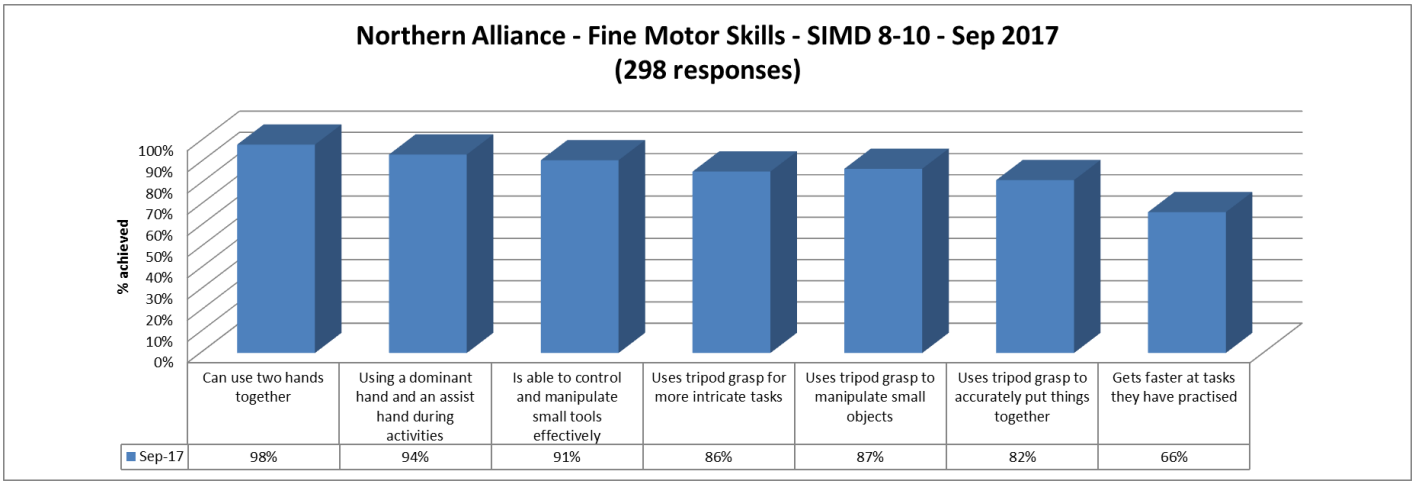


Figure 3.14 – Fine Motor Skills SIMD 8-10 (Least Deprived)

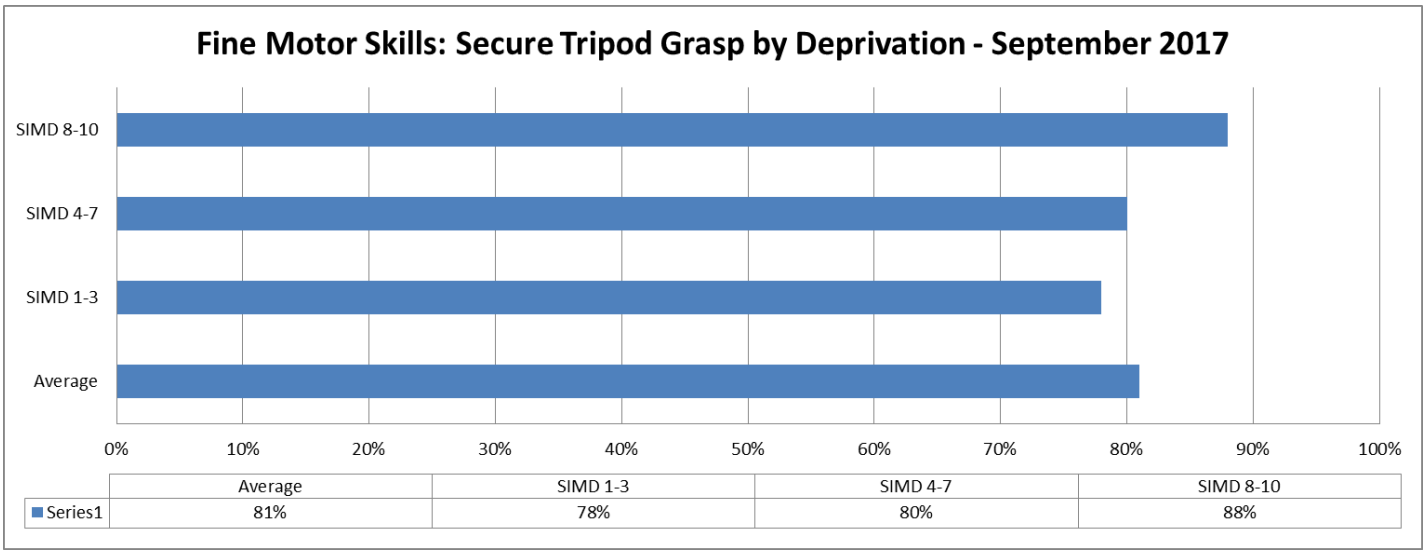
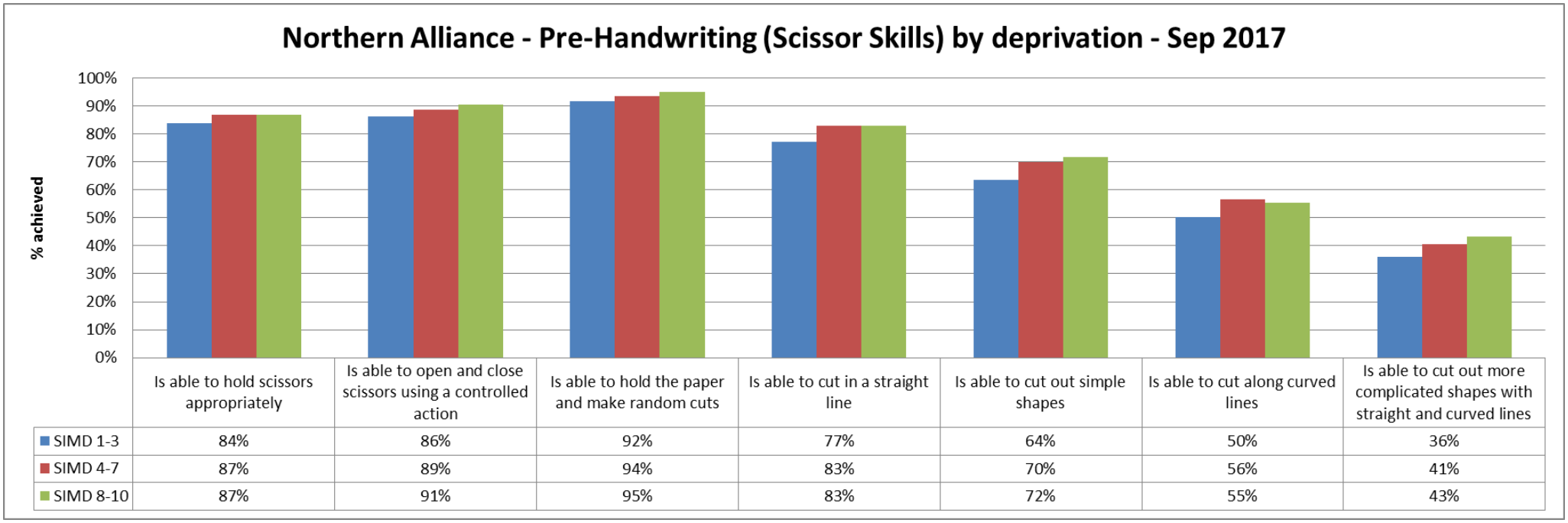


Figure 3.15 – Secure Tripod Grasp by deprivation: September 2017

The collated Pre-Handwriting (Fine Motor Skills) data, linked to deprivation, above (***Figure 3.11, Figure 3.12, Figure 3.13, Figure 3.14 and Figure 3.15***) has indicated that:

- In the foundational skill of having a well-developed tripod grasp there is a gap on Primary 1 entry between those children from the most and least deprived areas. Over two in ten children (22%) living in the most deprived areas (SIMD 1-3) did not have a secure tripod grasp. This compares with just over one in ten children (12%) living in the least deprived areas (SIMD 8-10) who did not have a secure tripod grasp.

Pre-Handwriting Skills by Deprivation:
Scissor Skills (comparison): September 2017



	Is able to hold scissors appropriately	Is able to open and close scissors using a controlled action	Is able to hold the paper and make random cuts	Is able to cut in a straight line	Is able to cut out simple shapes	Is able to cut along curved lines	Is able to cut out more complicated shapes with straight and curved lines
SIMD 1-3	84%	86%	92%	77%	64%	50%	36%
SIMD 4-7	87%	89%	94%	83%	70%	56%	41%
SIMD 8-10	87%	91%	95%	83%	72%	55%	43%

Figure 3.16 – Scissor Skills by Deprivation (comparison): September 2017

Pre-Handwriting Skills by Deprivation:
Scissor Skills (breakdown): September 2017

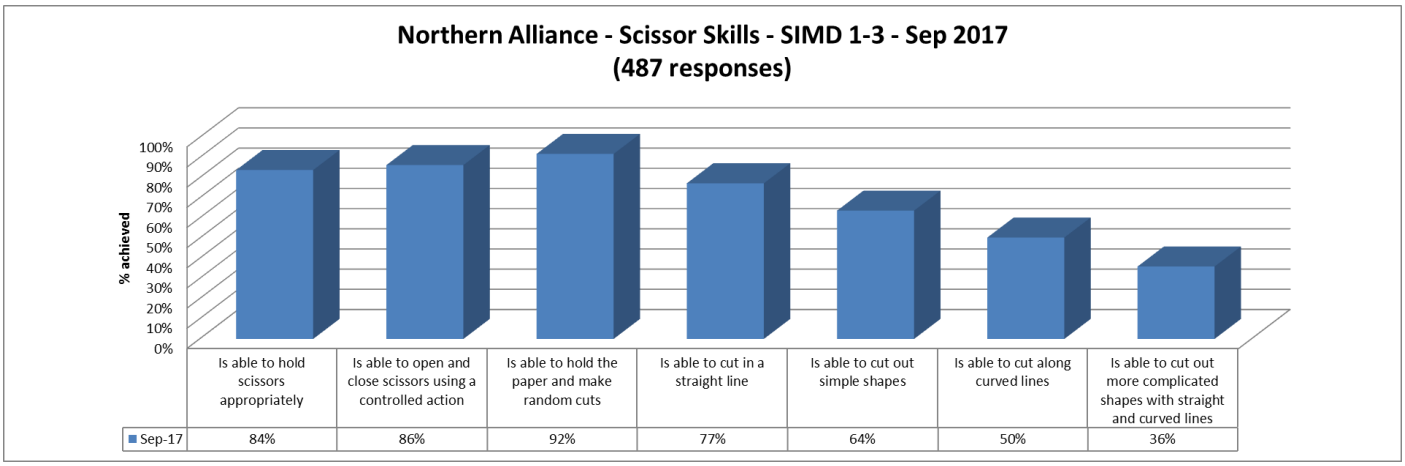


Figure 3.17 – Scissor Skills SIMD 1-3 (Most Deprived)

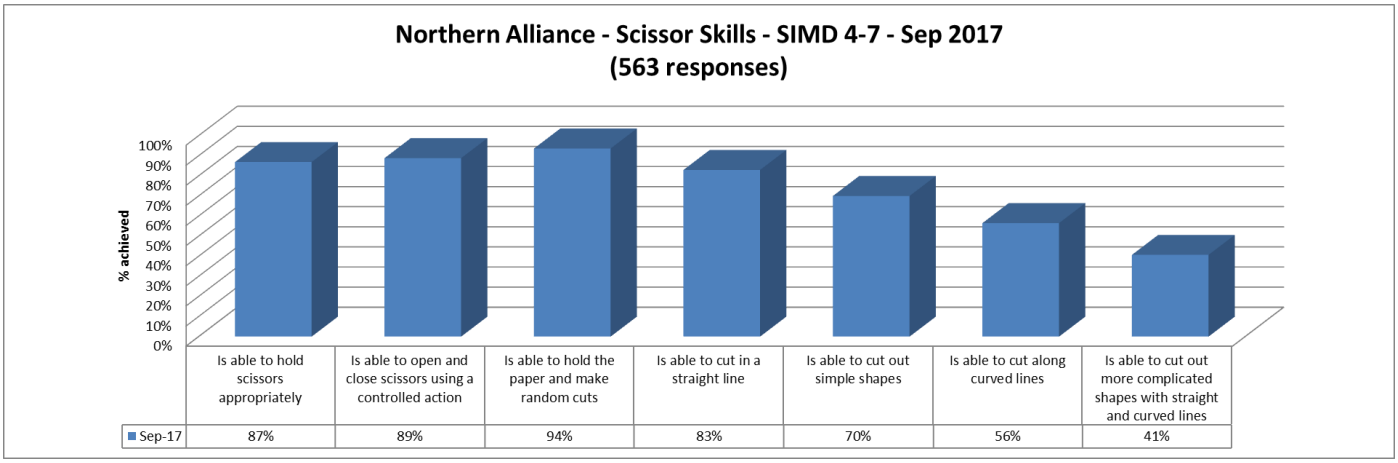


Figure 3.18 – Scissor Skills SIMD 4-7(Middle)

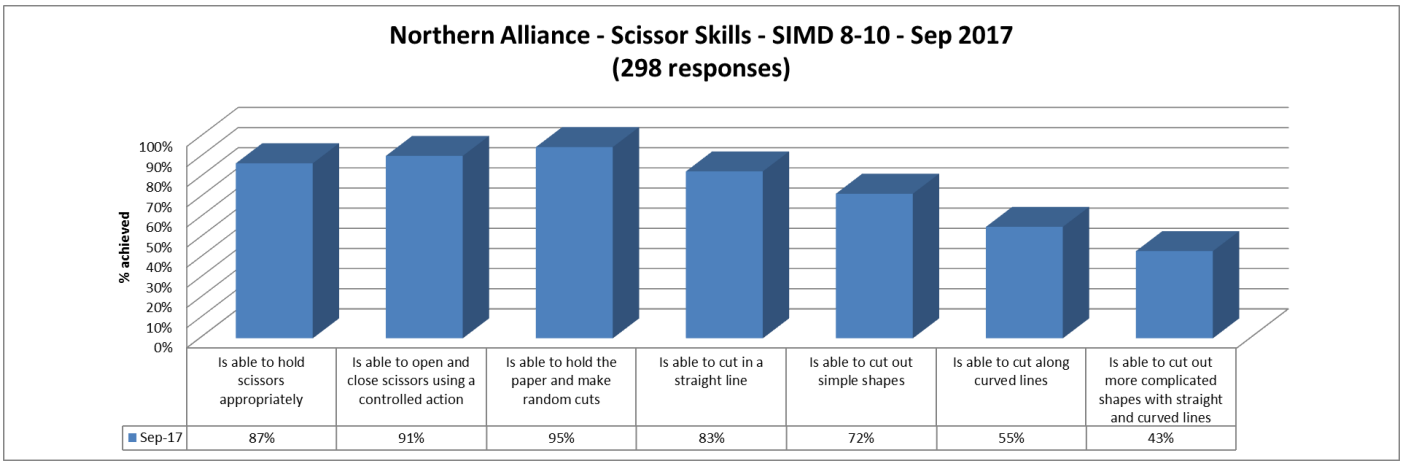


Figure 3.19 – Scissor Skills SIMD 8-10 (Least Deprived)

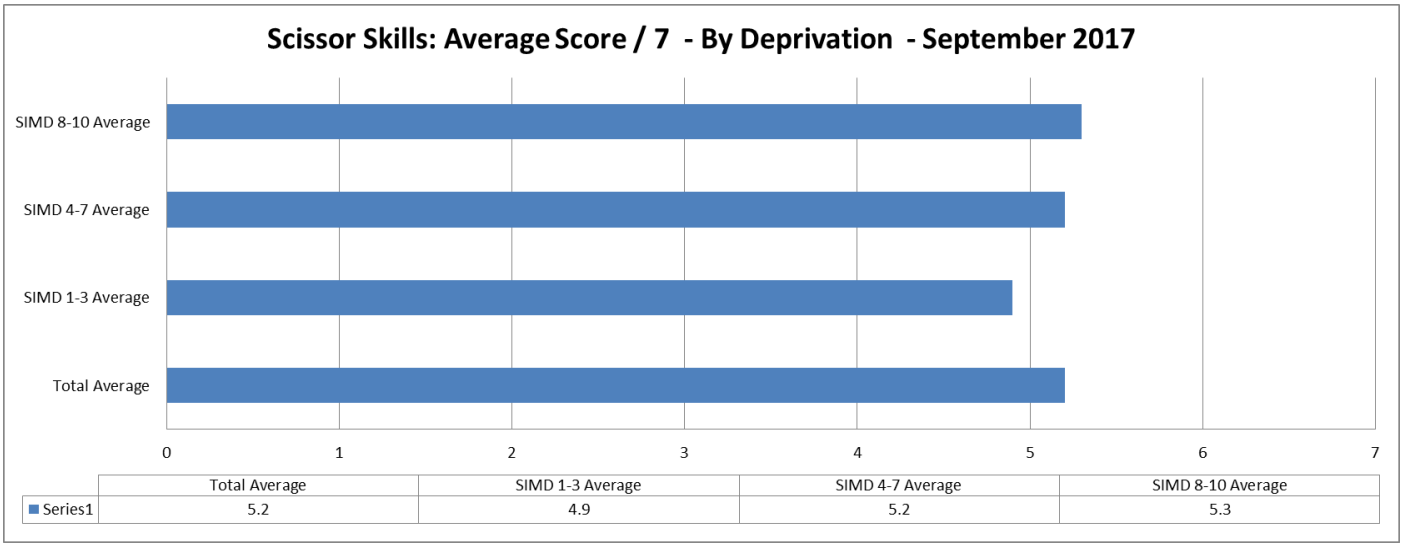
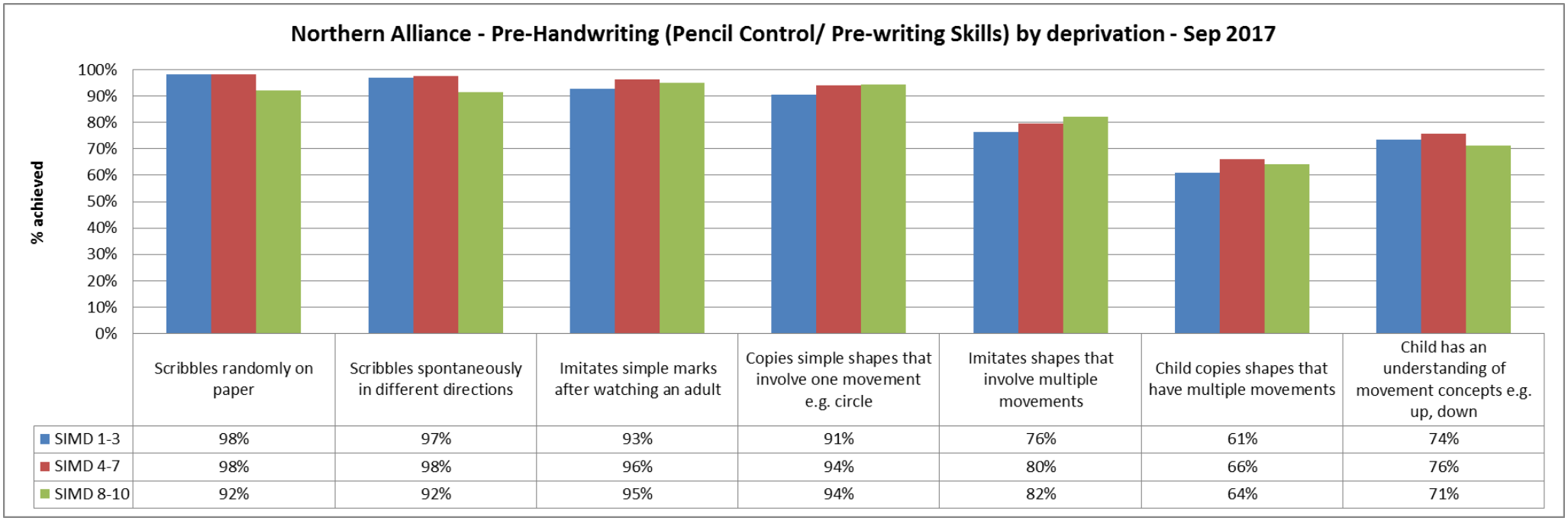


Figure 3.20 – Scissor Skills: Average Scores by Deprivation

The collated Pre-Handwriting (Scissor Skills) data, linked to deprivation, above (***Figure 3.16, Figure 3.17, Figure 3.17, Figure 3.19 and Figure 3.20***) has indicated that:

- On Primary 1 entry those living in the most deprived areas (SIMD 1-3) had an average score of 4.9 out of a possible 7 on the scissor skills continuum. Those living in the least deprived areas (SIMD 8-10) had an average of 5.3 out of a possible 7.

Pre-Handwriting Skills by Deprivation:
Pencil Control/ Pre-writing Skills (comparison): September 2017



	Scribbles randomly on paper	Scribbles spontaneously in different directions	Imitates simple marks after watching an adult	Copies simple shapes that involve one movement e.g. circle	Imitates shapes that involve multiple movements	Child copies shapes that have multiple movements	Child has an understanding of movement concepts e.g. up, down
SIMD 1-3	98%	97%	93%	91%	76%	61%	74%
SIMD 4-7	98%	98%	96%	94%	80%	66%	76%
SIMD 8-10	92%	92%	95%	94%	82%	64%	71%

Figure 3.21 – Pencil Control/ Pre-writing Skills by Deprivation (comparison): September 2017

Pre-Handwriting Skills by Deprivation:
Pencil Control/ Pre-writing Skills (breakdown): September 2017

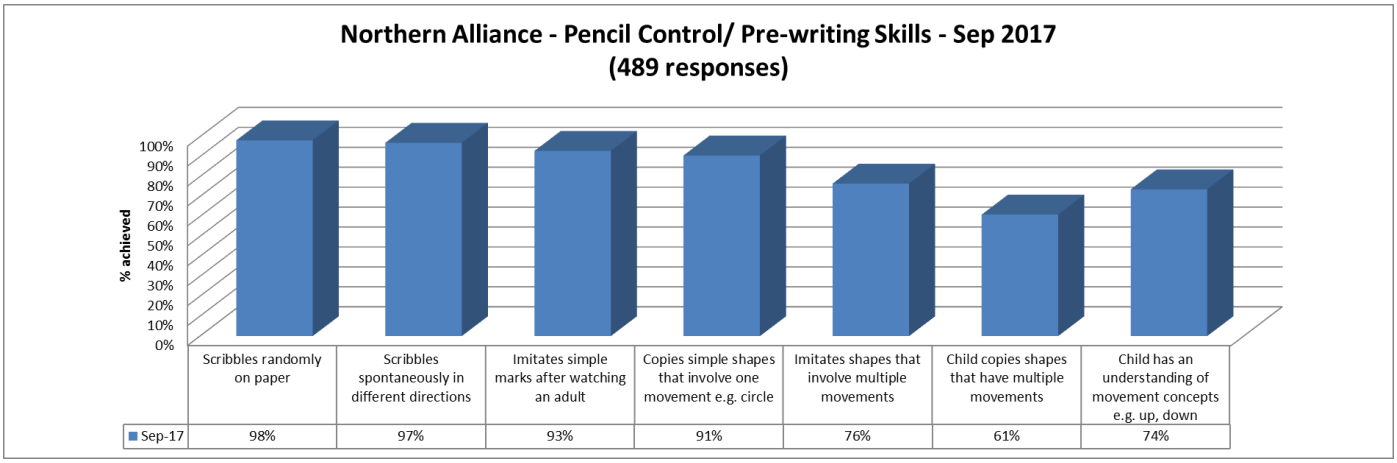


Figure 3.22 – Pencil Control/ Pre-writing Skills SIMD 1-3 (Most Deprived)

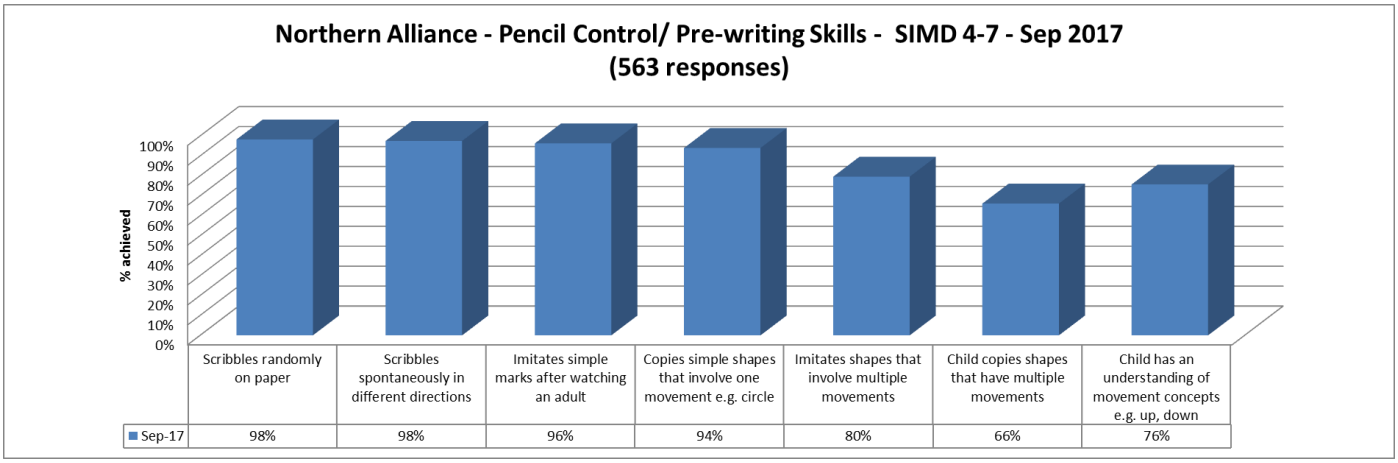


Figure 3.23 – Pencil Control/ Pre-writing Skills SIMD 4-7(Middle)

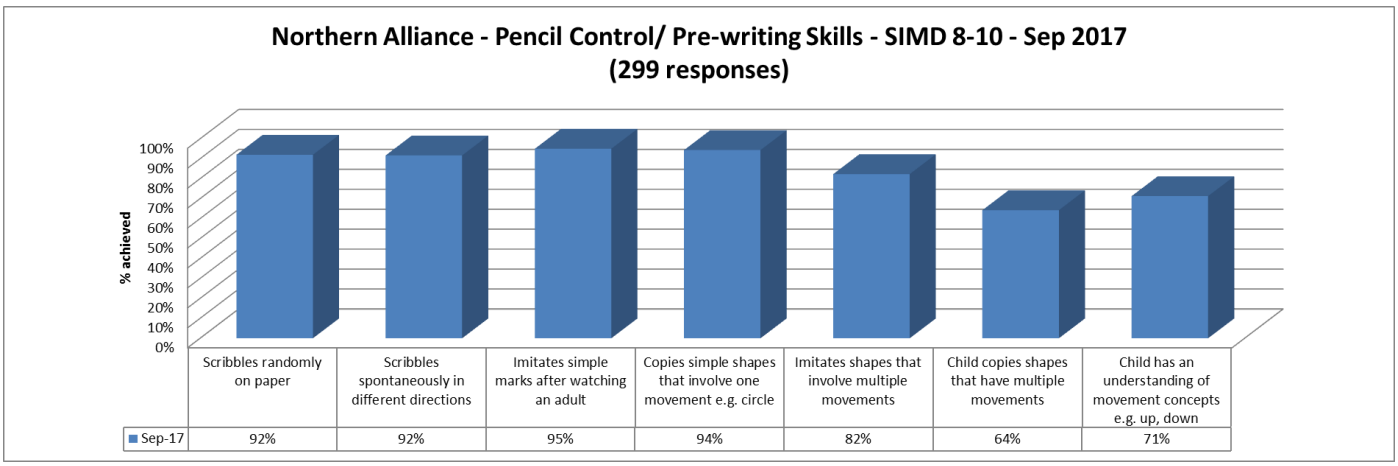


Figure 3.24 – Pencil Control/ Pre-writing Skills SIMD 8-10 (Least Deprived)

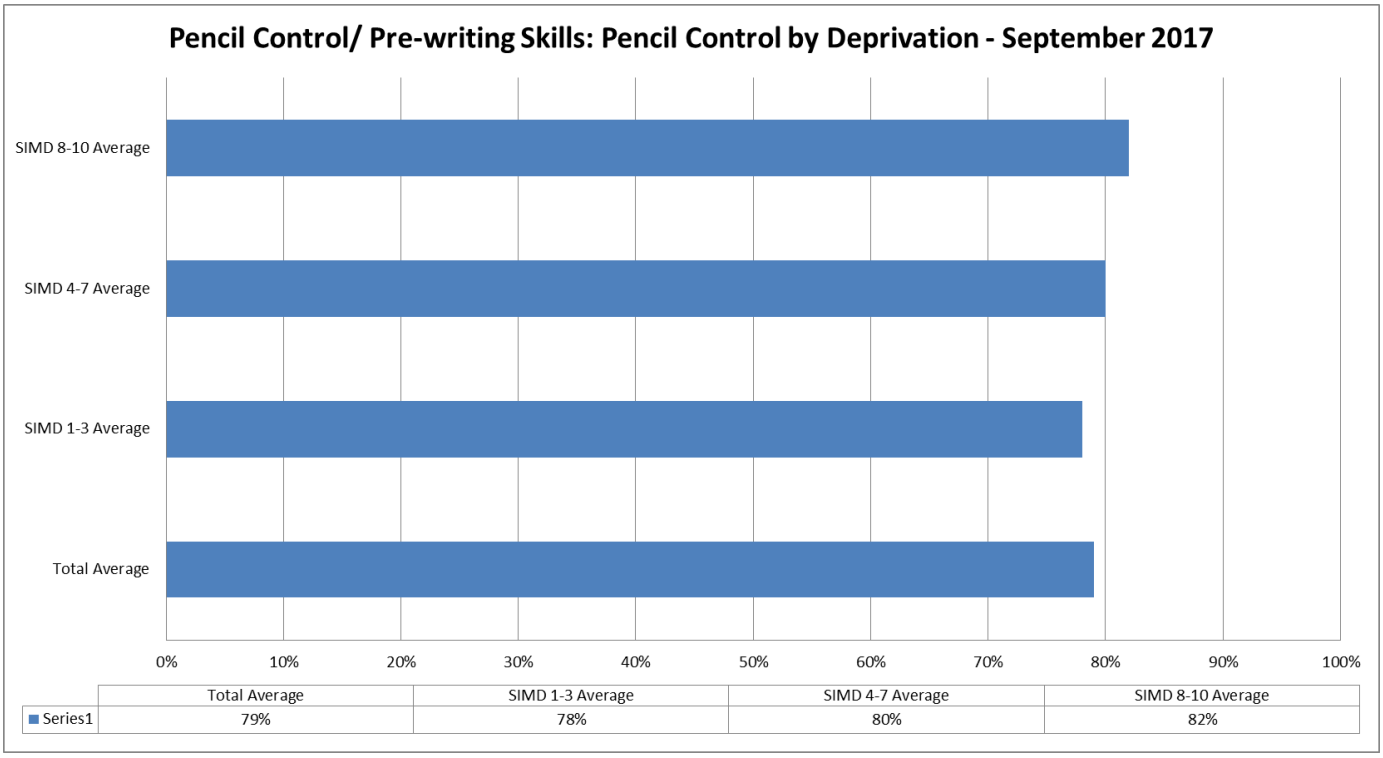


Figure 3.25 – Pencil Control/ Pre-writing Skills: Pencil Control by Deprivation: September 2017

The collated Pre-Handwriting (Pencil Control/ Pre-writing Skills) data, linked to deprivation, above (***Figure 3.21, Figure 3.22, Figure 3.23, Figure 3.24 and Figure 3.25***) has indicated that:

- The percentage of children who had secure pencil control/ pre-writing skills which included *copying shapes which involved one movement, e.g. a circle,* and *copying shapes which involved multiple movements, e.g. an 'x',* linked to deprivation was:
  - 78% of children living in the most deprived areas (SIMD 1-3)
  - 80% of children living in the middle (SIMD 4-7)
  - 82% of children living in the least deprived areas (SIMD 8-10).

Comparison between Phonological Awareness and Pre-Handwriting

At the data measurement point in September 2017 some of the learners who had gaps in phonological awareness had relatively few or no gaps in their pre-handwriting, and vice versa, some of the learners who had gaps in their pre-handwriting had relatively few or no gaps in phonological awareness. Some children had relatively low or no gaps in both phonological awareness and pre-handwriting.

It should be noted that some of these individual differences arise from natural variation in development as well as from environmental factors. Children vary in the rate at which they develop, and this can be different across domains. Thus gaps are not exclusively to be expected for children in relatively deprived areas nor assumed to be absent for those children in less deprived areas. For all children the appropriate intervention is to become aware of and cater for their foundational skills, both by providing environments that support the natural pace of development, and by adapting explicit literacy instruction to the presenting skill level.

Interim Report Summary – Future Recommendations:

1. As part of the national arrangements for regional collaboration the *Northern Alliance Raising Attainment in Literacy, Language and Communication* workstream should detail the action plan moving forward within the Northern Alliance Improvement Plan (due to be published in early 2018).

2. The successful model of collaboration developed within the *Northern Alliance Raising Attainment in Literacy, Language and Communication* workstream, and detailed within this report, should be shared with the Lead Officers of the Northern Alliance workstreams.

3. The data published within this report should be used as a basis to monitor ongoing progress and performance across the Northern Alliance. At school level practitioners should continue to use the data to inform learning, teaching and assessment to raise attainment and close the poverty related gap.

4. The *Northern Alliance Raising Attainment in Literacy, Language and Communication* workstream has been designed by practitioners for practitioners, with support from a wide range of Allied Health Professionals (AHPs) and other specialists. The collaboration within and between local authorities and health boards should continue to be developed to enable self-evaluation at practitioner level to inform the core support at regional level. AHP services may find it helpful to monitor the impact of participating in the workstream on service delivery against the ***Ready to Act*** framework.

5. The learning from the *Northern Alliance Raising Attainment in Literacy, Language and Communication* workstream should continue to be shared at national level to support ongoing improvement for Scotland's children and young people.

James Cook –
Quality Improvement Officer: Northern Alliance
November 2017

Northern Alliance: Raising Attainment in Literacy, Language and Communication – Links to resources

Access to the following links via hyperlinks:

1. Northern Alliance: Raising Attainment in Literacy, Language and Communication – 2016/2017 Final Report, July 2017

2. Northern Alliance: Raising Attainment in Literacy, Language and Communication – Practice Guidance, August 2017

3. Northern Alliance: Raising Attainment in Literacy, Language and Communication – Frequently Asked Questions, August 2017

4. Northern Alliance: Raising Attainment in Literacy, Language and Communication – Links to research, August 2017

5. Northern Alliance: Raising Attainment in Literacy, Language and Communication – Audit Tool, October 2017

6. Northern Alliance: Raising Attainment in Literacy, Language and Communication – Yammer Guidance, October 2017

7. www.highlandliteracy.com: Emerging Literacy Materials

Appendix 1: School Engagement 2016-2018 (pg. 1 of 11)

SeedCode	LA Name	School Name	Year Engaged
5237521	Aberdeen City	Abbotswell School	2017/2018-Parallel
5238129	Aberdeen City	Bramble Brae School	2017/2018
5238226	Aberdeen City	Broomhill School	2017/2018-Parallel
5238625	Aberdeen City	Cornhill School	2017/2018
5246326	Aberdeen City	Danestone Primary School	2017/2018-Parallel
5239427	Aberdeen City	Fernielea School	2017/2018-Parallel
5239524	Aberdeen City	Ferryhill School	2017/2018-Parallel
5246121	Aberdeen City	Forehill School	2017/2018-Parallel
5241626	Aberdeen City	Gilcomstoun School	2017/2018-Parallel
5235529	Aberdeen City	Glashieburn School	2017/2018-Parallel
5248922	Aberdeen City	Greenbrae School	2016/2017
5239729	Aberdeen City	Hanover Street School	2017/2018-Parallel
5230829	Aberdeen City	Heathryburn School	2017/2018
5239923	Aberdeen City	Holy Family RC School	2017/2018
5245923	Aberdeen City	Kaimhill Primary School	2016/2017
5241820	Aberdeen City	Kingsford School	2017/2018-Parallel
5235227	Aberdeen City	Kingswells Primary School	2017/2018-Parallel
5240522	Aberdeen City	Kirkhill School	2017/2018-Parallel
5240425	Aberdeen City	Kittybrewster School	2017/2018
5246024	Aberdeen City	Loirston School	2017/2018-Parallel
5241723	Aberdeen City	Manor Park School	2017/2018
5241022	Aberdeen City	Muirfield School	2017/2018
5241227	Aberdeen City	Quarryhill School	2016/2017
5230420	Aberdeen City	Riverbank School	2017/2018
5241529	Aberdeen City	Seaton School	2017/2018
5241421	Aberdeen City	Skene Square School	2017/2018-Parallel
5241928	Aberdeen City	St Joseph's RC School	2017/2018-Parallel
5242126	Aberdeen City	St Peter's RC School	2017/2018
5235421	Aberdeen City	Stoneywood School	2017/2018-Parallel
5242223	Aberdeen City	Sunnybank School	2017/2018
5242428	Aberdeen City	Tullos School	2017/2018
5242827	Aberdeen City	Walker Road School	2017/2018-Parallel
5230624	Aberdeen City	Westpark School	2017/2018
5243122	Aberdeen City	Woodside School	2016/2017

Aberdeen City Council: School Engagement 2016-2018

Primary Total:	47	
2016/2017	4	9%
2017/2018	13	28%
2017/2018-Parallel	17	36%
Total No/%	34	72%

Appendix 1: School Engagement 2016-2018 (pg. 2 of 11)

SeedCode	LA Name	School Name	Year Engaged
5232422	Aberdeenshire	Alehousewells School	2017/2018
5224020	Aberdeenshire	Alford Primary School	2016/2017-Parallel
5251524	Aberdeenshire	Arduthie School	2017/2018-Parallel
5249821	Aberdeenshire	Auchenblae School	2017/2018-Parallel
5225922	Aberdeenshire	Auchterellon School	2016/2017-Parallel
5215528	Aberdeenshire	Auchterless School	2017/2018-Parallel
5256224	Aberdeenshire	Ballater School	2017/2018-Parallel
5224225	Aberdeenshire	Balmedie School	2017/2018-Parallel
5212324	Aberdeenshire	Banff Primary School	2016/2017-Parallel
5249120	Aberdeenshire	Bervie School	2017/2018-Parallel
5216028	Aberdeenshire	Burnhaven School	2017/2018-Parallel
5218624	Aberdeenshire	Clerkhill School	2016/2017-Parallel
5232627	Aberdeenshire	Crombie School	2016/2017-Parallel
5221927	Aberdeenshire	Dales Park School	2017/2018
5225426	Aberdeenshire	Daviot School	2016/2017-Parallel
5225523	Aberdeenshire	Drumblade School	2017/2018-Parallel
5225728	Aberdeenshire	Echt School	2016/2017-Parallel
5216427	Aberdeenshire	Fetterangus School	2017/2018-Parallel
5249724	Aberdeenshire	Fettercairn School	2017/2018-Parallel
5216524	Aberdeenshire	Fintry School	2017/2018-Parallel
5212626	Aberdeenshire	Fordyce School	2017/2018-Parallel
5226120	Aberdeenshire	Forgue School	2016/2017-Parallel
5217024	Aberdeenshire	Fraserburgh South Park School	2016/2017
5219922	Aberdeenshire	Fyvie School	2017/2018-Parallel
5226422	Aberdeenshire	Glass School	2017/2018-Parallel
5249929	Aberdeenshire	Glenbervie School	2017/2018-Parallel
5226724	Aberdeenshire	Gordon Primary School	2017/2018-Parallel
5250021	Aberdeenshire	Gourdon School	2017/2018-Parallel
5217229	Aberdeenshire	Hatton (Cruden) School	2017/2018-Parallel
5250820	Aberdeenshire	Hill of Banchory School	2017/2018
1003607	Aberdeenshire	Hillside School	2017/2018-Parallel
5217326	Aberdeenshire	Inverallochy School	2017/2018-Parallel
5256925	Aberdeenshire	Kincardine O'Neil School	2017/2018-Parallel
5217423	Aberdeenshire	King Edward School	2017/2018-Parallel
5231922	Aberdeenshire	Kintore School	2016/2017-Parallel
5210020	Aberdeenshire	Lairhillock School	2016/2017
5227526	Aberdeenshire	Largue School	2017/2018-Parallel
5222020	Aberdeenshire	Lochpots School	2017/2018
5227623	Aberdeenshire	Logie Durno School	2017/2018-Parallel
5217725	Aberdeenshire	Longside School	2017/2018-Parallel
5250420	Aberdeenshire	Luthermuir School	2017/2018-Parallel

Appendix 1: School Engagement 2016-2018 (pg. 3 of 11)

SeedCode	LA Name	School Name	Year Engaged
5212723	Aberdeenshire	Macduff School	2017/2018-Parallel
5250722	Aberdeenshire	Marykirk School	2017/2018-Parallel
5227828	Aberdeenshire	Meldrum School	2017/2018
5227925	Aberdeenshire	Methlick School	2016/2017
1003615	Aberdeenshire	Midmill School	2017/2018-Parallel
5257727	Aberdeenshire	Mill O'Forest School	2016/2017
5218020	Aberdeenshire	Monquhitter School	2016/2017-Parallel
5220327	Aberdeenshire	New Deer School	2017/2018-Parallel
5228425	Aberdeenshire	New Machar School	2017/2018
5220424	Aberdeenshire	New Pitsligo & St John's School	2017/2018-Parallel
5228328	Aberdeenshire	Newburgh Mathers School	2017/2018-Parallel
5251028	Aberdeenshire	Newtonhill School	2016/2017-Parallel
5228727	Aberdeenshire	Oyne School	2016/2017-Parallel
5221722	Aberdeenshire	Pitfour School	2017/2018-Parallel
5228824	Aberdeenshire	Pitmedden School	2017/2018
5228921	Aberdeenshire	Port Elphinstone School	2017/2018-Parallel
5251125	Aberdeenshire	Portlethen Primary School	2017/2018-Parallel
5219124	Aberdeenshire	Rathen School	2017/2018-Parallel
5251222	Aberdeenshire	Redmyre School	2017/2018-Parallel
5220823	Aberdeenshire	Rosehearty School	2017/2018-Parallel
5219221	Aberdeenshire	Rothienorman School	2017/2018-Parallel
5219523	Aberdeenshire	Sandhaven School	2017/2018-Parallel
5251427	Aberdeenshire	St Cyrus School	2017/2018
5219426	Aberdeenshire	St Fergus School	2017/2018-Parallel
5231825	Aberdeenshire	Strathburn School	2017/2018-Parallel
5220920	Aberdeenshire	Strichen School	2017/2018
5219825	Aberdeenshire	Stuartfield School	2017/2018-Parallel
5233127	Aberdeenshire	Tarves School	2016/2017-Parallel
5257425	Aberdeenshire	Torphins School	2017/2018
5230225	Aberdeenshire	Tullynessle School	2017/2018
5230322	Aberdeenshire	Udny Green School	2017/2018-Parallel
5221544	Aberdeenshire	Westfield School	2017/2018-Parallel
5230527	Aberdeenshire	Westhill Primary School	2017/2018-Parallel
5213126	Aberdeenshire	Whitehills School	2017/2018-Parallel

Aberdeenshire Council: School Engagement 2016-2018

Primary Total:	152	
2016/2017	4	3%
2016/2017-Parallel	13	9%
2017/2018	11	7%
2017/2018-Parallel	47	31%
Total No/%	75	49%

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*** Argyll and Bute joined the Northern Alliance in October 2017. Argyll and Bute have begun developing support for early literacy, language and communication as part of the Argyll and Bute Improvement Plan. As part of the Northern Alliance Improvement Plan, collaboration between the Regional Improvement Lead the Raising Attainment in Literacy, Language and Communication Lead Officer and key links within Argyll and Bute is currently being developed to enable practitioners across Argyll and Bute to benefit from taking a developmental approach to Emerging Literacy in collaboration with individual school and local authority improvement priorities.*

Argyll and Bute Council: School Engagement 2016-2018

Primary Total:	81	
2016/2017	0	0%
2016/2017-Parallel	0	0%
2017/2018	0	0%
2017/2018-Parallel	0	0%
Total No/%	0	0%

Appendix 1: School Engagement 2016-2018 (pg. 5 of 11)

SeedCode	LA Name	School Name	Year Engaged
5145023	Highland	Abernethy Primary School	2016/2017-Parallel
5130123	Highland	Acharacle Primary School	2017/2018-Parallel
5113024	Highland	Achiltibuie Primary School	2017/2018-Parallel
5137624	Highland	Ardersier Primary School	2017/2018-Parallel
5113326	Highland	Ardross Primary School	2016/2017-Parallel
5128625	Highland	Auchtertyre Primary	2017/2018-Parallel
5152526	Highland	Auldearn Primary School	2016/2017
5145228	Highland	Aviemore Primary School	2017/2018
5113520	Highland	Badcaul Primary School	2017/2018-Parallel
5137721	Highland	Balloch Primary	2017/2018-Parallel
5133424	Highland	Banavie Primary School	2016/2017-Parallel
5144027	Highland	Beauly Primary School	2017/2018-Parallel
5139422	Highland	Bishop Eden Primary School	2017/2018-Parallel
5107725	Highland	Bonar Bridge Primary School	2017/2018-Parallel
5100127	Highland	Bower Primary School	2016/2017-Parallel
5113628	Highland	Bridgend Primary School	2016/2017-Parallel
5110726	Highland	Brora Primary School	2017/2018-Parallel
5113725	Highland	Bualnaluib Primary School	2017/2018-Parallel
1003429	Highland	Bun-sgoil Ghàidhlig Loch Abar primary	2017/2018-Parallel
5126525	Highland	Bun-Sgoil Shleite	2017/2018-Parallel
5133521	Highland	Caol Primary School	2016/2017-Parallel
5100321	Highland	Castletown Primary School	2016/2017-Parallel
5139627	Highland	Cauldeen Primary School	2017/2018-Parallel
5152623	Highland	Cawdor Primary School	2017/2018-Parallel
5139724	Highland	Central Primary School	2016/2017-Parallel
5114225	Highland	Coulhill Primary School	2016/2017-Parallel
5120225	Highland	Craighill Primary School	2017/2018-Parallel
5114128	Highland	Cromarty Primary School	2017/2018-Parallel
5139929	Highland	Crown Primary School	2016/2017
5138523	Highland	Croy Primary School	2016/2017-Parallel
5114322	Highland	Culbokie Primary School	2017/2018-Parallel
5140021	Highland	Dalneigh Primary School	2016/2017-Parallel
5145422	Highland	Deshar Primary School	2016/2017-Parallel
5114624	Highland	Dingwall Primary School	2017/2018-Parallel
5110629	Highland	Dornoch Primary	2017/2018-Parallel
5140129	Highland	Drakies Primary School	2017/2018-Parallel
5143624	Highland	Duncan Forbes Primary School	2017/2018-Parallel
5127920	Highland	Dunvegan Primary School	2017/2018-Parallel
5130522	Highland	Duror Primary School	2017/2018-Parallel
5114829	Highland	Edderton Primary School	2017/2018-Parallel
5126428	Highland	Elgol Primary School	2017/2018-Parallel

Appendix 1: School Engagement 2016-2018 (pg. 6 of 11)

SeedCode	LA Name	School Name	Year Engaged
5138922	Highland	Farr Primary School - Inverness	2016/2017-Parallel
5145724	Highland	Gergask Primary School	2017/2018-Parallel
5112729	Highland	Gledfield Primary School	2017/2018-Parallel
5130425	Highland	Glencoe Primary School	2017/2018-Parallel
5144124	Highland	Glenurquhart Primary School	2017/2018-Parallel
5108225	Highland	Golspie Primary School	2017/2018-Parallel
5146127	Highland	Grantown Primary School	2016/2017-Parallel
5100623	Highland	Halkirk Primary School	2016/2017-Parallel
5110823	Highland	Helmsdale Primary School	2017/2018-Parallel
5140226	Highland	Hilton Primary School	2016/2017
5139120	Highland	Holm Primary School	2017/2018-Parallel
5120721	Highland	Inshes Primary School	2017/2018
5115426	Highland	Inver Primary School	2017/2018-Parallel
5134129	Highland	Invergarry Primary School	2016/2017-Parallel
5100720	Highland	Keiss Primary School	2017/2018-Parallel
5130921	Highland	Kilchoan Primary School	2017/2018-Parallel
5153727	Highland	Kilchuimen Primary School	2017/2018-Parallel
5126827	Highland	Kilmuir Primary School	2017/2018-Parallel
5146224	Highland	Kingussie Primary School	2016/2017-Parallel
5135427	Highland	Kinlochleven Primary School	2017/2018-Parallel
5142229	Highland	Kinmylies Primary School	2016/2017-Parallel
5142326	Highland	Kirkhill Primary School	2017/2018-Parallel
5118328	Highland	Knockbreck Primary School - Tain	2017/2018-Parallel
5123127	Highland	Kyle Primary School	2017/2018-Parallel
5134625	Highland	Lady Lovat Primary School	2017/2018-Parallel
5122821	Highland	Loch Duich Primary School	2017/2018-Parallel
5140323	Highland	Lochardil Primary School	2016/2017-Parallel
5109728	Highland	Lochinver Primary School	2017/2018-Parallel
1003224	Highland	Lundavra Primary School	2017/2018
5100925	Highland	Lybster Primary School	2017/2018-Parallel
5136423	Highland	Mallaig Primary School	2017/2018-Parallel
5116325	Highland	Marybank Primary School	2016/2017
5153026	Highland	Millbank Primary School	2017/2018
5101328	Highland	Miller Academy Primary School	2016/2017-Parallel
5101620	Highland	Milton of Leys Primary School	2016/2017-Parallel
5120624	Highland	Milton Primary School	2016/2017-Parallel
5101425	Highland	Mount Pleasant Primary School	2016/2017-Parallel
5143322	Highland	Muirtown Primary School	2017/2018-Parallel
5116627	Highland	Mulbuie Primary School	2017/2018-Parallel
5116724	Highland	Munlochy Primary School	2016/2017-Parallel
1003496	Highland	Newton Park Primary	2016/2017-Parallel

Appendix 1: School Engagement 2016-2018 (pg. 7 of 11)

SeedCode	LA Name	School Name	Year Engaged
1003526	Highland	Noss primary school	2016/2017-Parallel
5117224	Highland	Obsdale Primary School	2017/2018-Parallel
5120527	Highland	Park Primary School	2016/2017
5101026	Highland	Pennyland Primary School	2016/2017-Parallel
5123526	Highland	Plockton Primary School	2017/2018-Parallel
5117429	Highland	Poolewe Primary School	2017/2018-Parallel
5128722	Highland	Portree Primary	2017/2018-Parallel
5127424	Highland	Raasay Primary School	2017/2018-Parallel
5101123	Highland	Reay Primary School	2016/2017-Parallel
5120420	Highland	Resolis Primary School	2016/2017-Parallel
5108624	Highland	Rogart Primary School	2017/2018-Parallel
5153220	Highland	Rosebank Primary School	2016/2017-Parallel
5120829	Highland	Scoraig School	2017/2018-Parallel
5108829	Highland	Scourie Primary School	2017/2018-Parallel
5141621	Highland	Smithton Primary School	2016/2017
5115620	Highland	South Lodge Primary School	2016/2017-Parallel
5134722	Highland	St Bride's Primary School	2017/2018-Parallel
1003321	Highland	St Columba's RC Primary School	2016/2017-Parallel
5128323	Highland	Staffin Primary School	2017/2018-Parallel
5118123	Highland	Strathconon Primary School	2016/2017-Parallel
5102626	Highland	Strathdearn Primary School	2017/2018
5111226	Highland	Strathpeffer Primary School	2017/2018
5131324	Highland	Strontian Primary School	2017/2018-Parallel
5101220	Highland	Thrumster Primary School	2016/2017-Parallel
5110327	Highland	Tongue Primary School	2017/2018-Parallel
5118727	Highland	Tore Primary School	2016/2017-Parallel
5153522	Highland	Ullapool Primary School	2017/2018-Parallel
5101522	Highland	Watten Primary School	2016/2017-Parallel

Highland Council: School Engagement 2016-2018

Primary Total:	170	
2016/2017	6	4%
2016/2017-Parallel	37	22%
2017/2018	6	4%
2017/2018-Parallel	62	36%
Total No/%	111	65%

Appendix 1: School Engagement 2016-2018 (pg. 8 of 11)

SeedCode	LA Name	School Name	Year Engaged
5200725	Moray	Dyke Primary School	2017/2018
5207223	Moray	Glenlivet Primary School	2017/2018
5201624	Moray	Hopeman Primary School	2017/2018
5202124	Moray	Hythehill Primary School	2016/2017
5207525	Moray	Keith Primary School	2016/2017
5201721	Moray	Kinloss Primary School	2016/2017
5201926	Moray	Lhanbryde Primary School	2017/2018
1003674	Moray	Linkwood Primary School	2017/2018
5206421	Moray	Millbank Primary School	2016/2017
5207827	Moray	Mortlach Primary School	2017/2018
5202221	Moray	St Gerardine Primary School	2017/2018
5206529	Moray	St Peter's RC Primary School	2017/2018
5207622	Moray	St Thomas RC Primary School	2017/2018
5209234	Moray	Tomintoul Primary School	2017/2018
5201225	Moray	West End Primary School	2017/2018

Moray Council: School Engagement 2016-2018

Primary Total:	46	
2016/2017	4	9%
2017/2018	11	24%
Total No/%	15	33%

Appendix 1: School Engagement 2016-2018 (pg. 9 of 11)

SeedCode	LA Name	School Name	Year Engaged
6000223	Orkney Islands	Burray Primary School	2017/2018
6000428	Orkney Islands	Dounby Community School	2017/2018
6002927	Orkney Islands	Evie Primary School	2017/2018
6000924	Orkney Islands	Firth Primary School	2017/2018
6003427	Orkney Islands	Glaitness School	2016/2017
6001521	Orkney Islands	Hope Primary School	2017/2018
6001823	Orkney Islands	Orphir Community School	2016/2017
6001629	Orkney Islands	Papdale Primary School	2016/2017
6003729	Orkney Islands	St Andrew's Primary School	2017/2018
6002420	Orkney Islands	Stenness Community School	2017/2018

Orkney Islands Council: School Engagement 2016-2018

Primary Total:	20	
2016/2017	3	15%
2017/2018	7	35%
Total No/%	10	50%

Appendix 1: School Engagement 2016-2018 (pg. 10 of 11)

SeedCode	LA Name	School Name	Year Engaged
6101720	Shetland Islands	Bell's Brae Primary School	2017/2018
6103332	Shetland Islands	Brae High School	2017/2018
6100422	Shetland Islands	Cunningsburgh Primary School	2017/2018
6100627	Shetland Islands	Dunrossness Primary School	2017/2018
6101321	Shetland Islands	Hamnavoe Primary School	2016/2017
6101429	Shetland Islands	Happyhansel Primary School	2017/2018
6103839	Shetland Islands	Sandwick Junior High School	2017/2018
6101127	Shetland Islands	Tingwall Primary School	2016/2017
6101623	Shetland Islands	Urafirth Primary School	2017/2018
6104134	Shetland Islands	Whalsay School	2016/2017
6102921	Shetland Islands	Whiteness Primary School	2017/2018

Shetland Islands Council: School Engagement 2016-2018

Primary Total:	26	
Special Total:	0	
2016/2017	3	12%
2017/2018	8	31%
Total No/%	11	42%

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SeedCode	LA Name	School Name	Year Engaged
6203132	Eilean Siar	Castlebay School	2017/2018
6231624	Eilean Siar	Laxdale Primary School	2016/2017
6231926	Eilean Siar	Pairc Primary School	2017/2018
6232434	Eilean Siar	Sgoil an Rubha	2017/2018
1000322	Eilean Siar	Sgoil an Taobh Siar	2017/2018
6200427	Eilean Siar	Sgoil Bhaile a Mhanaich	2016/2017
6232930	Eilean Siar	Sgoil-nan-Loch	2017/2018
6204139	Eilean Siar	Sir E Scott School	2016/2017
6231829	Eilean Siar	Stornoway Primary School	2017/2018

Western Isles Council (Eilean Siar): School Engagement 2016-2018

Primary Total:	22	
2016/2017	3	14%
2017/2018	6	27%
Total No/%	9	41%