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DELIVERING SOCIAL CHANGE

Delivering Social Change
Literacy & Numeracy Signature Programme

Year 2 Final Report

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Contents

Acknowledgements

Delivering Social Change Literacy & Numeracy Signature Programme

Summary of Key Findings

○ The Delivering Social Change Literacy and Numeracy Signature Programme was established through the NI Executive's Delivering Social Change Framework and received funding from the Delivering Social Change Fund.

○ There were 151 Primary and 142 Post-Primary Schools involved in the programme across the two academic years 2013/14 (Year 1) and 2014/15 (Year 2).

○ There were 270.6 Full Time Equivalent (FTE) teachers – 310 individual teachers, appointed to the programme.

○ There were 5,320 primary and 13,333 post-primary school pupils supported by the programme; a grand total of 18,653 pupils

○ In Primary schools, of those pupils identified as unlikely to reach Level 4 at Key Stage 2, who were supported by the programme:

  ➤ In Year 2, 76.4% of all pupils supported and 75.6% of pupils entitled to free schools meals achieved Level 4 or above in Communication in English (literacy support). An increase on Year 1 when figures were 76% of all pupils and 71.1% of pupils entitled to free schools meals.

  ➤ In Year 2 79.5% of all pupils supported and 76.4% of pupils entitled to free schools meals achieved Level 4 or above in Using maths (numeracy support). An increase on Year 1 when results were 77.2% of all pupils and 73.5% of pupils entitled to free schools meals.

○ In Post-primary schools, of those pupils identified as unlikely to achieve a GCSE grade C, who were supported by the programme:

  ➤ In Year 2 65.0% of all pupils and 64.2% of pupils entitled to free schools meals achieved a grade C or above in GCSE English. An increase on Year 1 results which were 58.4% and 51.8% respectively.

➤ In Year 2, 59.6% of all pupils and 55.8% of pupils entitled to free schools meals achieved a grade C or above in GCSE maths. An increase on Year 1 results which were 55.2% and 53.4% respectively.

❍ Schools reported an improvement in attendance for 57.9% of primary schools pupils and 47.8% of post-primary pupils.

❍ In the primary school sector, 87% of schools stated that the programme had been successful for literacy and 85% for numeracy support at the end of Year 2. An increase on 76% for literacy/numeracy for Year 1. In the post-primary sector, 79% of schools stated that the programme had been successful for GCSE English (68% in year 1) and 72% of schools stated that the programme had been successful for GCSE maths (76% in Year 1).

❍ Around 69% of DSC supported schools showed improvement in the proportion of pupils achieving 5 or more GCSEs A* - C (or equivalent) including GCSE English and GCSE maths from 2012/13 to 2013/14 and this improvement was sustained with 58% of schools showing improvement in 2014/15.

❍ The proportion of DSC supported year 12 pupils achieving 5 or more GCSEs at grades A*-C (or equivalent) including GCSE English and GCSE maths increased from 39% in 2012/13, to 45.1% in 2013/14 and to 48.2% in 2014/15, an increase of 9.2 percentage points over the two years of the programme.

❍ The proportion of DSC supported year 12 FSME pupils achieving 5 or more GCSEs at grades A*-C (or equivalent) including GCSE English and GCSE maths increased from 24.3% in 2012/13 to 29.7% in 2013/14 and to 35.9% in 2014/15 an increase of 11.6 percentage points over the two years of the programme. The non DSC schools increased by 3 percentage points over the same period.

❍ The School Leavers Survey for 2014/15 showed that 66% of school leavers achieved at least five GCSEs at grades A*-C or equivalent including GCSE English and maths, and 41.3% of pupils entitled to free schools meals also achieved at this level.[1]

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1   *This can be accessed at:* **https://www.education-ni.gov.uk/sites/default/files/ publications/education/Qualifications%20and%20Destinations%2014–15.pdf**

Overview and context

Good literacy and numeracy skills are vital to the success of our young people in school and as they progress beyond school to further and higher education and their chosen future career pathway. Lack of these skills can make it difficult for a young person to make a positive contribution to society and reach their full potential.

Every School a Good School[1] (ESaGS) states:

"No child should move into her or his teenage years, and on into adulthood, unable to read, write or work with numbers. Without these fundamental skills, our young people are too often denied the opportunity to move on to further and higher education or to find well paid jobs. They are also at much greater risk of social exclusion." ESaGS[2]

http://www.etini.gov.uk/index/inspection-reports/the-chief-inspectors-report/ci-report-2012-2014.htm

The Count Read Succeed[3] (CRS) strategy reinforces this:

"In considering the case for change it is important to recognise the importance of literacy and numeracy as essential skills that enable pupils to make a positive contribution to their community and the economy."

To address this CRS states:

"One aspect of how schools can improve literacy and numeracy standards is by setting high expectations and by providing high-quality, well-supported teaching and learning. This must be complemented with early intervention where necessary for pupils of any age, informed by the effective use of data, to address the needs of those that are struggling."

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1   *This can be accessed at:* **https://www.education-ni.gov.uk/sites/default/files/publications/education/Qualifications%20and%20Destinations%2014-15.pdf**

2   *This can be accessed at:* **https://www.education-ni.gov.uk/publications/every-school-good-school-policy-school-improvement**

3   *This can accessed at:* **https://www.education-ni.gov.uk/publications/count-read-succeed-strategy-improve-outcomes-literacy-and-numeracy**

CRS also indicates that support for improvement goes beyond the school into the home with parents having a role to play in this process too:

> *"As children progress to school, parents continue to have an important role in encouraging their education and development. Parents can have a significant influence on their child's achievement by encouraging them to do well, taking an interest in, and encouraging, their child's education."*

The Chief Inspector's Report[4] (2012-2014) states:

> *"It is not enough for teachers to know a child's assessment levels or standardised scores; they must be aware of each child's specific strengths and weaknesses in these areas, in order to inform more effectively planning for learning and teaching."*

As a possible way to address this The Sutton Trust[5] states:

> *"Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective compared to one to one. The variability in findings may suggest that the quality of teaching in one to one tuition or small groups is more important than the group size, emphasising the value of professional development for teachers."*

The Programme for Government[6] (PfG) (2011 – 2015) set out the Northern Ireland Executive's priorities and commitments including a commitment to develop proposals to significantly improve literacy and numeracy levels among all school leavers, with particular support targeted at underachieving pupils. Targets were set to increase the proportion of young people who leave school with at least 5 GCSEs at Grades A*-C (or equivalent) including GCSEs in English and Maths, to 66% by 2014/15 and, for young people from socially disadvantaged backgrounds, 49% by 2014/15.

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4 *This can be accessed at:* **http://www.etini.gov.uk/index/inspection-reports/ the-chief-inspectors-report/ci-report-2012-2014.htm**

5 *This can be accessed at:* **http://www.suttontrust.com/about-us/education- endowment-foundation/teaching-learning-toolkit/**

6 *This can be accessed at:* **https://www.northernireland.gov.uk/sites/default/ files/publications/nigov/pfg-2011-2015-report.pdf**

The Delivering Social Change Framework was established by the Executive to co-ordinate key actions across Government Departments to take forward work on priority social policy areas.

It aims to deliver a sustained reduction in poverty and associated issues across all ages but it is also seeking to secure an improvement in children and young people's health, well-being and life opportunities thereby breaking the long term cycle of multi-generational problems.

In October 2012 OFMdFM announced the Delivering Social Change Signature Programme on improving literacy and numeracy. An additional 230 recent graduate teachers, not currently in work were to be employed to deliver tuition, where appropriate, for children in primary and post-primary schools who were currently struggling to achieve even basic educational standards.

The Executive made funding available from the DSC Fund over two years in support of the following:

➤ Employment of 150 teachers not currently in employment, on a two-year fixed-term contract to deliver tuition, where appropriate, in English and Mathematics to Year 11 and 12 post-primary school pupils who are not likely without intervention to achieve at least a grade C in English and/or Mathematics.

➤ Employment of 80 teachers, not currently in employment, on a two-year fixed-term contract to deliver tuition, where appropriate, to primary school pupils who are not likely to be at the expected level in English and/or Mathematics at the end of Key Stage 2.

In addition, funding was provided by DE to fund an expansion of the Signature Programme. An overview of the financial element of the programme is available in Appendix A.

For a list of all schools in the programme see Appendix B.

The former Western Education and Library Board (WELB) was identified as the lead board and tasked with the development and delivery of the project. The WELB established a Strategic Oversight Group (SOG) comprising key stakeholders and interest groups,

➤ Department of Education (DE)

➤ ELB Representatives (HR, Finance and School Improvement CASS)

➤ Council for Catholic Maintained Schools (CCMS)

➤ Northern Ireland Council for Integrated Education (NICIE)

➤ Comhairle na Gaelscolaíochta (CnaG)

➤ Governing Bodies Association (GBA)

➤ Teaching Unions

➤ General Teaching Council of Northern Ireland (GTCNI)

➤ Regional Strategy Group for SEN

Aims of the Signature Programme

In consultation with the key stakeholders the aims of the programme were clarified to:

➤ Increase the number of pupils in primary schools, in particular those entitled to free school meals, achieving at the expected level or above at the end of Key Stage 2 in both Literacy and Numeracy

➤ Increase the number of young people in post-primary schools, in particular those entitled to free school meals, achieving at least a grade C or above in English and Mathematics by the time they leave school.

➤ Provide, through positive action measures, employment opportunities for 230 newly/ recently graduated teachers.

This led to an agreed approach:

1. The deployment, by schools, of experienced teachers for the fixed term period up to two years, and the appointment of additional recent graduate teachers to fill the posts of the experienced teachers; and

2. A centralised based approach for the appointment of recent graduate teachers to a central pool, to be deployed to schools unable to release an experienced teacher.

The Selection Process for Schools

In the primary sector – schools were eligible for participation if they met the following criteria:

1. Schools 20% or more below the Northern Ireland (NI) average in Key Stage 2 Level 4+ over a three year period (2008/09 – 2010/11) in either Literacy and/or Numeracy; and

2. Schools in Free School Meal bands 4,5,6 and 7 that were 10% or more below the NI average in Key Stage 2 Level 4+ over a three year period (2008/09-2010/11) in either Literacy and/or Numeracy (A total of 125 primary schools were eligible to participate using these criteria).

3. Teacher allocation based on enrolment and performance in English and or maths.

In the post-primary sector – schools were eligible for participation if they met the following criteria:

1. Schools scoring an average of 70% or below, over a three year period 2008/09-2010/11, in GCSE English (Grades A*-C) and/or GCSE Maths (Grades A*-C) and/or 70% or below, over a three year period 2009/10-2011/12, in 5+ GCSE (including English and Maths) Grades A*-C. (: A total of 142 post-primary schools were eligible to participate using these criteria).

2. Teacher allocation based on enrolment and performance in English and or maths.

DE Expansion Programme

In June 2013 the then Minister for Education agreed to fund an expansion to the programme as follows:

1. Provide for an extra 15 FTE recent graduate teachers in post-primary schools to ensure that every non-selective school involved in the programme received funding for at least 1 FTE teacher and secondly, to lower the enrolment cut off point for an allocation of 2 teachers for those post-primary schools underachieving in both English and maths.

2. Provide for an extra 21 FTE recent graduate teachers in 33 primary schools by extending the eligibility criteria to include schools in Free School Meal (FSM) bands 5, 6 & 7 who did not qualify under the original criteria i.e. those schools performing above the NI average in numeracy and literacy but who had significant numbers of pupils with FSME.

The Recruitment Process

Recent graduate teachers were initially defined as those who had graduated since June 2010, up to and including the potential cohort of graduates in June 2013. This definition was developed in consultation with the Equality Commission for Northern Ireland. Following three rigorous recruitment exercises from August 2013 to November 2013, it transpired that there was a shortfall of English and Mathematics Teachers in the Post-Primary sector. Following advice from the Equality Commission, the essential criteria was amended to include graduates from June 2008 and June 2009 in the Post-Primary sector in order to fill remaining vacancies. There was no shortage of Primary teachers therefore the criteria remained as initially defined.

The Principals of the eligible schools were invited to a series of meetings in June 2013 at which time they were asked to consider which approach they preferred. The majority (66%) decided to deploy an experienced member of their teaching staff to undertake the support for underachieving pupils and to appoint a recent graduate teacher to fill the post of the experienced member of staff.

The remaining schools opted for the centralised recruitment approach whereby a DSC teacher was deployed in the school to provide the direct pupil support.

Human Resources (HR) within the former WELB in conjunction with WELB CASS officers devised a number of English and mathematics based tasks for the primary school applicants to complete at the first assessment stage and this was followed by an interview for those candidates who were successful at that first stage. At the post-primary level the applicants completed a presentation followed by an interview.

Curriculum Advisory Support Service (CASS) Support

The project was managed by a CASS manager supported by CASS officers from each of the then ELBs. The key responsibilities of this core team were to:

➤ Provide advice and support to schools and other stakeholders in the delivery of the programme

➤ Plan and deliver CPD to teachers, in particular, though not exclusively to those appointed through the central recruitment process

➤ Act as a conduit for queries or issues arising within individual Boards, and

➤ Follow up on queries/issues as appropriate.

Programme Participation

Schools involved in the programme

Initially 156 Primary Schools (125 funded by OFMDFM and 31 funded by DE) and 142 Post-Primary Schools (141 funded by OFMdFM, 18 co-funded by DE and 1 solely funded by DE) were invited to participate in the programme. (See Appendix B)

The programme was launched in schools in September 2013 and since then there have been a number of amalgamations and closures and three primary schools opted out of the programme.

For the 2013/14 academic year the number of schools involved was:

➤ 151 Primary Schools
➤ 142 Post-Primary Schools

For the 2014/15 academic year the number of schools involved was:

➤ 151 Primary Schools
➤ 140 Post-Primary Schools

Teaching staff delivering the programme

Whilst the majority of schools (66%) opted to deploy an experienced member of their teaching staff to undertake the support for underachieving pupils, 34% of schools were not in a position to release an experienced member of staff and opted instead to access a recently qualified teacher from the centrally recruited pool.

Year 2 Final Report

Commencing in July 2013 five recruitment and selection exercises were undertaken by the WELB HR department. On average, the process for each tranche of candidates took approximately 5 weeks to complete, which is considered a normal timescale.

The total number of teachers employed through the programme was as follows:

Total number of FTE teachers in post			
	Primary	Post-primary	Total
OFMdFM	82.3	150	232.3
DE	19.4	15.5	34.9
Schools*	1.4	2	3.4
Total	103.1	167.5	270.6

A number of schools self-funded either a full-time or part-time post.

Total number of FTE teachers in post – Centrally Recruited			
	Primary	Post-primary	Total
OFMdFM	23.5	46.5	70
DE	4.7	6	10.7
Schools*	0	0	0
Total	28.2	52.5	80.7

Total number of FTE teachers in post – Backfill for secondment			
	Primary	Post-primary	Total
OFMdFM	58.8	103.5	162.3
DE	14.7	9.5	24.2
Schools*	1.4	2	3.4
Total	74.9	115	189.9

Total Central Pool & Backfill for Secondment	
270.6	FTE teachers appointed in total
310	individual teachers gained employment

A post programme survey investigated the extent to which the teachers had secured further employment. The results are included from the teachers that replied are outlined below.

Delivering Social Change – Teachers Exit Survey

Have you obtained any offer of employment for the 2015/2016 academic year?		
Answer Options	Response Percent	Response Count
Yes	96.3%	77
No	3.8%	3

Is this a teaching post?		
Answer Options	Response Percent	Response Count
Yes	100.0%	77
No	0.0%	0

When analysed further 23.4% of these posts are permanent positions and 76% are temporary. In respect of the temporary posts, 76.8% are at least one year in duration.

Support for Planning, Monitoring and Evaluation – NISPLAN

Schools continued to use the web based platform, the Northern Ireland Signature Programme for Literacy and Numeracy (NISPLAN), to access support materials, seek advice and complete their annual action plans, monitoring forms and evaluation reports. This provided a secure area for schools to complete and store their specific documentation.

Action Planning through NISPLAN

All schools were provided with information, advice and guidance to assist them in developing their action plans for each academic year. Their action plans were submitted online and assessed and approved by the CASS team. The role of CASS officers in monitoring and assessing the school action plans ensured that schools were focused on the appropriate pupils and making the best use of the resource available to them. This activity was undertaken by CASS officers across the region alongside their school improvement role thereby enabling the regional team to avail of local knowledge and expertise.

Monitoring Progress

As an integral part of the monitoring process, schools were required to record and update their progress twice a year via NISPLAN. Information provided was used by the core team to identify where support was needed and tailor it to the identified need; it also informed the ongoing CPD and training.

Evaluating Progress

At the end of each year the schools completed an Evaluation Report for their individual action plans, one for English and one for mathematics. These reports formed part of the schools self-evaluation process at the end of year 1 and subsequently the overall programme at the end of year 2.

Resource Materials

As the programme developed so too did the importance of the website. It now provides access to all the materials used in all training and information sessions. These materials are available for all schools irrespective of whether or not they were part of the DSC programme. This has provided an opportunity to share best practice across all schools and to develop the legacy of the programme.

Throughout the first year the core team worked with schools to identify examples of best practice to inform the development of the Signature programme across Northern Ireland. This best practice was captured on DVD and has been made available to all schools.

End of Year Outcomes

The pupil data was collected manually in year 1, the process was improved in year 2 by collecting the data through NISPLAN.

Pupil Information

The following tables relate the numbers of pupils supported by the programme across the two year period.

PRIMARY	2013/14	2014/15
	Pupils Supported	Pupils Supported
OFM/DFM Total Primary	**2284**	**1775**
OFM/DFM Primary Maths	1070	821
OFM/DFM Primary English	1183	926
OFM/DFM Primary Irish	31	28
	Pupils Supported	Pupils Supported
DE Total Primary	**763**	**498**
DE Primary Maths	307	197
DE Primary English	414	272
DE Primary Irish	42	29
OFMDFM & DE Total Primary	**3047**	**2273**

POST-PRIMARY	2013/14	2014/15
	Pupils Supported	Pupils Supported
OFM/DFM Total Primary	**6289**	**5842**
OFM/DFM Post-Primary Maths	3591	3187.5
OFM/DFM Post-Primary English	2698	2654.5
OFM/DFM Post-Primary Irish	0	0
	Pupils Supported	Pupils Supported
DE Total Post-Primary	**726**	**476**
DE Post-Primary Maths	324	255.5
DE Post-Primary English	402	220.5
DE Post-Primary Irish	0	0
OFMDFM & DE Total Primary	**7015**	**6318**

In Year 1 a total of **10,062** pupils received support within the programme.

In Year 2 a total of **8,591** pupils received support within the programme.

A grand total of **18,653** pupils received support in the two years of the programme.

Year 2 Final Report

Primary Sector Outcomes

The tables below shows the percentage of primary pupils, identified as unlikely to achieve the expected level at Key Stage 2 (Level 4), who were supported by the programme and subsequently achieved Level 4 or above in literacy or numeracy.

Pupils achieving Level 4 or above (%), Literacy and Numeracy					
		Literacy		Numeracy	
		2013/14	2014/15	2013/14	2014/15
All Pupils		**76.0**	**76.4**	**77.2**	**79.5**
FSME	FSM	71.1	75.6	73.5	76.4
	Non-FSM	84.0	77.6	83.8	84.7
Gender	Girl	78.3	82.3	78.0	79.7
	Boy	72.6	71.2	76.2	79.3
Results exclude pupils with missing or incomplete data					

Achievement in Irish

Of the 16 primary pupils with submitted results for Irish, 87.5% (100% girls and 75% boys) achieved Level 4 or above. Further analysis is not possible due to the small number of pupils.

Post-primary Sector Outcomes

The tables below shows the percentage of pupils identified as unlikely to achieve a GCSE C grade, who were supported by the programme and subsequently achieved a grade C or above at GCSE level in English or Mathematics.

The percentage of pupils achieving GCSE grade C or above, English and Maths by gender and entitlement to free school meals (FMSE)					
		English		Maths	
		2013/14	2014/15	2013/14	2014/15
All Pupils		**58.4**	**65.0**	**55.2**	**59.5**
FSME	FSM	51.8	64.2	53.4	55.8
	Non-FSM	60.9	65.3	56.0	61.9
Gender	Girl	61.9	68.3	53.4	55.5
	Boy	55.4	62.0	57.1	64.5

A selection of comments from schools – captured from NISPLAN monitoring forms.

"From KS3, teachers use data confidently to tackle underachievement. Both Maths and English departments are working together from Year 8 to tackle students who might have a strong English profile but not Maths/ vice versa. Teachers are aware of FSM students and work alongside pastoral team to support students who may have barriers to learning. The English department promotes the work of the Maths department (and vice versa), encouraging the students to see that they need to be successful in both. FSM students are discussed in dept meetings."

"There are many positive outcomes of Signature for us as teachers: • Developing active learning activities • Dealing with classroom dynamics • Developing examination techniques • Building relationships with other teachers (working) and pupils • Examination experience • Team teaching • Gaining pastoral experience • Learning to be flexible and adaptable • Effective marking and feedback • Specific target setting • Acting as the Examiner"

"Staff have developed more of a growth mind-set, believing that significant improvement is possible. Staff have been encouraged by the outcomes of the pupils. Staff who were engaged in the Signature Project continue to be employed in the school. Whole staff meet regularly and the literacy co-ordinator takes opportunity to share the journey and success stories."

"Teachers benefitted from additional resources and material to use within the classroom. They became more thoughtful and aware of the level of ability of their class, this caused stronger working relationships to be developed."

"The opportunity to liaise and plan with two class teachers has given me an invaluable insight into whole class teaching. I feel more confident that I can tackle the issue of underachievement and how to identify and track children. I have become more reflective in my teaching which has had a direct impact on my planning which has in turn had a positive effect on my teaching."

"I as the Signature teacher have gained a greater insight into the less able student and their needs. I learned to adapt my teaching methods and discovered the huge benefits of individualised learning. However, with the conclusion of the project I have become frustrated that resources are not available for future generations of students. Individualised learning of this degree can only be achieved in small groups and is not something that can easily be transferred to a whole class situation. Several strategies have been brought back to my classroom but not all. I have a renewed sense of energy having had the two years of a different type of job within my existing job."

Reported Benefits for Pupils

"The main benefit of the Signature project was improved pupil confidence and increased self-esteem. A comment made by several pupils was that they were more likely to attempt to answer orally during activities when back in their own Maths class. One pupil commented that her behaviour in class had improved as she felt more confident about her work."

"Significant increase in pupils being: - motivated -prepared (equipment, calculators, study, mock exams etc.) -confident (smaller groups encourage pupils to participate more readily) Pupils have gained confidence in and become well versed in the literacy of Maths. Problem solving and contextual questions now pose less difficulty.   The overall success has been in confidence and engagement."

"Pupils in the Signature project have made significant improvements and have completed work to a high standard. They can now self-evaluate and clearly identify the areas they need support in."

Pupil Feedback

"I benefitted from extra support greatly, I felt more confident in answering out as well. However, I would like to have support twice a week."

"I liked having some-one to help me when I got stuck."

"I learnt more with extra support and it made me understand the work and exam questions better. Easier to learn in small groups, more attention on parts I'm not sure of. It gave me the chance to ask more questions and to ask for help on certain topics so that I could improve on the ones I was less confident about"

"Extra maths helped a lot because we could just ask the teacher what we needed to do to improve. I got help on things I wasn't confident in."

"Pupils were more confident in their own ability and in their approach to learning. Pupils were much more willing to "have a go" and take risks in their learning."

"Smaller groups make it better because the teacher has more time for you."

"I would make some support compulsory so students do not find excuses. Staying behind a few days a week to go over things I wasn't too sure about. I benefited as I got extra hours of Maths. The thing I would have changed is that it is made compulsory."

"I loved going out for SW. The teacher was so lovely, she always told me I did good work and I can now read big words."

"It was helpful because it was small groups and the teacher helped a lot. It was a smaller group – only 5 or 6 people. It helped a lot. I got one to one communication with the teacher."

"I felt more confident in maths and more capable of passing."

"Yes I think the help helped my grade a lot. I would love to do more."

"It really helped me a lot during class doing maths and when I was doing homework"

"The classes helped me get better at maths such as ratio"

"I feel that extra maths has improved my knowledge, towards the exam I felt much more confident. By being able to work in small groups. I feel more confident about my grade this year. I feel more confident about my maths and feel as if I have improved my grades and I think I have passed my module, hopefully."

"The Signature Project was very good, it helped me get better at my English."

Year 2 Final Report

Parental Feedback

"Parents who filled in questionnaires and came to parent teacher meetings were so pleased that their children had been identified for support, with many of them making comments such as 'she just needs that little bit of reassurance' or 'he just needs to be more confident' etc. They also agreed the smaller group situations were beneficial and they were happy the pupils were being withdrawn."

"This thank you letter is testament to the quality of teaching and relationship building between pupil and teacher in our school. 'To Mrs H..., I worried often about my child's education, her lack of understanding and her loathing to go to school every day. In Primary 4 I took a brave decision and moved her school. It was the best decision to make. My daughter was placed in your class and we haven't looked back. My child changed into someone who was ok with going to school and eventually even liking it, but I was nervous about after P4 and a new teacher. I had no need to worry when I was informed that you were taking A... out for extra help. I was delighted and it wasn't long before I saw a big improvement in A...'s skills and ability. You have helped her so much with her confidence - she talks a lot about you and Miss D... at home. I feel confident that A.... will excel in big school equipped with the knowledge and skills you have taught her. I can't thank you enough.'"

"Parents have commented on the value of the programme and on-going intervention is seen as a positive experience and not viewed as remedial withdrawal from class. • Legacy will be continued as the intervention teacher will be continuing to report to parents/carers through parent teacher interviews and reports."

"Parents have expressed their support for signature as they can see a distinct increase in their child's confidence and levels of attainment."

"Parents are disappointed that the same scheme is no longer in place as they could really see the benefits for their children. Very positive feedback about the two year input of Signature. Parents are developing a better openness and awareness of what intervention is and how it works."

"Keeping parents informed is crucial so that the pupils can receive encouragement in their efforts and continue to do so when the programme has reached its completion. Often the parents of those targeted are the most difficult to reach out to so awareness of the programme and its aims was vital in this regard."

Professional Development

Professional Development for Centrally Recruited Teachers

Teachers employed through the **central recruitment process** each received 9 additional days professional development over the two years of the Programme, developed and delivered by the core team. In year 2, each teacher also received a one day monitoring visit.

Year 1

- **Day 1** Overview with roles and responsibilities of the post

- **Day 2** Analysing and using data in context; group intervention workshop

- **Day 3** Active group strategies; questioning; focused work on levels

- **Day 4** Modelling and sharing good practice; connected learning

- **Day 5** Evaluation; sharing good practice

Year 2

- **Day 1** Update of year 1; Key elements of year 2; Common Metric Questionnaire; Sharing effective practice (Primary and Post-Primary)

- **Day 2** (Primary) Boys reading; barriers to moving from level 3 to level 4; effective reciprocal reading; effective strategies in mathematics

- **Day 2** (Post-Primary) Use of data to inform learning and teaching; strategies for effective questioning; effective strategies for 'Closer reading'

- **Day 3** self–evaluation; Personal Career Planning; advice from Human Resources; advice from Beginning Teacher professional

- **Day 4** Evaluation; sharing good practice

Days 2-4 in year 1 and days 1-3 in year 2 included a sector specific session with specialist literacy/numeracy CASS officers sharing effective practice in their particular areas of expertise. These sessions were followed up by school visits as requested by teachers. Support was also available through the website, by email and phone calls.

One of the features of each of the days was an opportunity for teachers to feedback their experiences, discuss emerging issues with fellow practitioners and experienced professionals in order to share learning and good practice. At the end of year 1, teachers completed a

self-evaluation of their skills, analysis of this feedback then informed the topics for continuous professional development in year 2.

The teachers were asked to self-evaluate their skills and knowledge, based on a 5 point scale (1 - lowest and 5 - highest). They considered the following areas - data analysis; knowing the standard and learning the strategies. The following tables show the findings of the self-evaluation at the end of year 1 and a comparison with the end of year 2.

Primary

Post-Primary
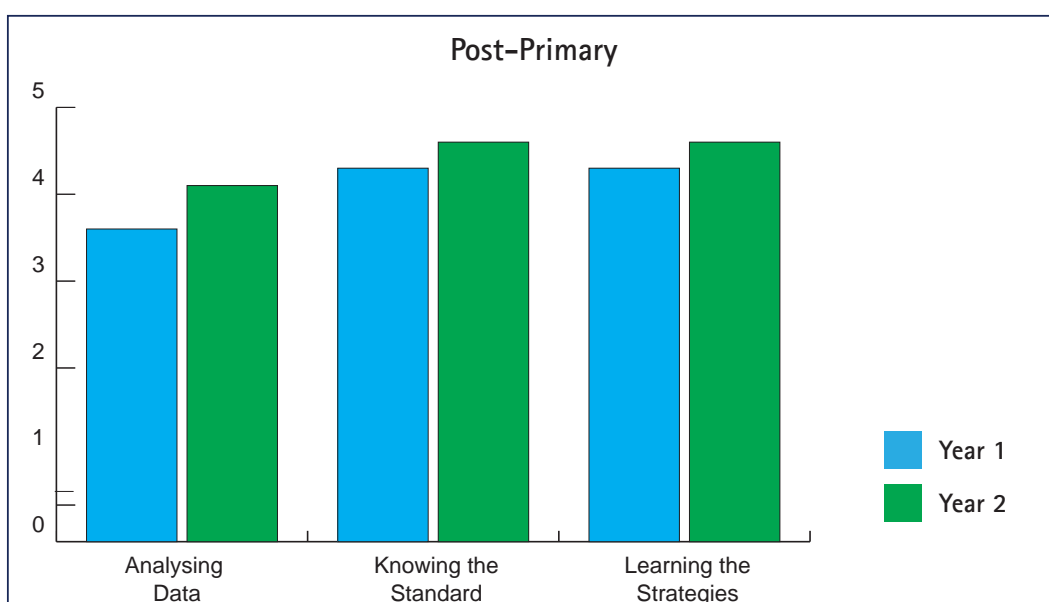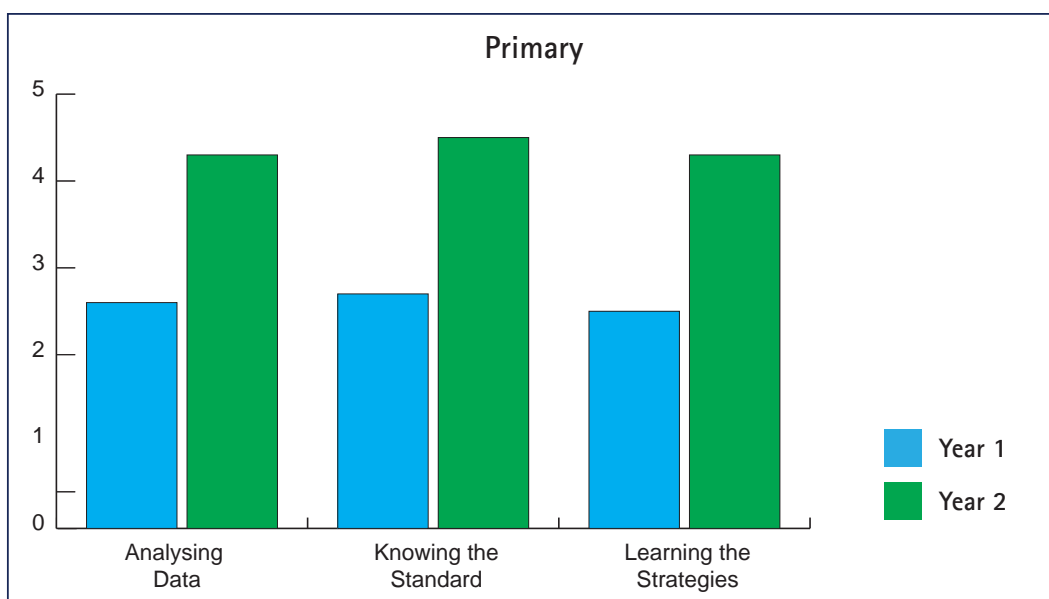
Although progress was evident in both sectors the improvement for primary school teachers was most significant.

Comments from the centrally recruited teachers' courses included:

"The training was very effective; the support from the leaders has been immense, thank you for all your input. I believe it has been beneficial in my own personal development. All resources and advice provided has been used in all school and within my groups. Staff meetings, training and observations have helped me to evaluate my own practice and improve teaching and learning."

"I thoroughly enjoyed today. I felt it very relevant and well timed as I begin the application process for the next academic year. The advice from all practitioners has given me much more confidence to engage in this process. Also, I loved Robert Thompson's contribution to teaching ideas and resources for KS2 numeracy & how to make numeracy come alive in the classroom."

"Great day as always. Great to hear from Mr Warnock and get a Principal's thoughts on project. It was great also to get the info on competences reworked for Signature."

"An excellent day - all speakers provided fantastic materials and offered ideas which I can't wait to try. I particularly enjoyed Terry's session on reading and writing levels and Reciprocal Reading as this was an area I felt I required training."

"Enjoyed session involving rotation around tables to discuss with other Signature Teachers about various aspects of school. (Pupils, parents, leadership, planning, teachers...) Session with Claire McCusker was very insightful and picked up great tips for applications and interviews."

"Thank you for the wonderful opportunity, your support and the fantastic training you have all provided."

Year 2 Final Report

As part of the final evaluation the teachers were asked to relay what they considered as a **'significant moment'** for them that occurred during the Signature programme. Here are a sample of the comments returned:

"I felt it was encouraging to see certain pupils bringing knowledge and ideas learnt in signature project groups back into the classroom. It was lovely to see them displaying excitement and confidence about literacy."

"During the ETI evaluation, a group of students met with the inspector and he reported back to me that he had been amazed by their determination and ambition, which came from the Signature Project boosting their confidence. They told him they were aiming for B grades now and that a C was not enough. They also told the visiting inspector that I had taught them 'how to ask the right questions."

"One pupil I worked with had failed his Maths in 4th year and was repeating in 5th year. He was a very keen and hardworking pupil but also had very little confidence in his own ability, and so I was very hopeful he would pass this time around. He came out of the exam and thought had done terribly but ended up getting one of the highest results in his year. It was brilliant to hear this and it was also very rewarding."

"Pupil – thank you for helping me with my examination preparation the acronym's really helped me remember the language devices. 'I got my C'"

"During feedback from Inspector visit during evaluation, inspector commenting on how he judges teachers by the standard; would he want them to teach his children? and 'my children would be running in the door to your classes'"

"When a parent waited outside school for me to speak to me personally about how happy she was with her child's development. She told me that I had allowed her daughter to become more confident in herself and that she now knows she can achieve to her full potential. The parent also told me that her daughter always focuses on her targets at home and does not complete her homework until it is at the standard she is happy with. This made me realise all the hard work is worth it."

"One particular moment that stands out for me was during a Parent/Teacher interview with a parent of a pupil from P.6. The pupil had made significant progress since September in her Literacy and delivering this positive news to her parent was very emotional and rewarding. With tears from the parent and myself it made me realise how successful the Signature Project has been and the positive impact it has had on the selected pupils and their loved ones."

"One pupil attained the maximum result of 125 that was possible to achieve in the CCEA Foundation T2 module. Her predicted grade in Year 11 was grade E. In junior school this pupil was in the lowest ability class for Maths and she actively sought to be a part of the Signature Project for Numeracy. She felt it would help her achieve a C in her GCSE Maths being in a smaller classroom environment with extra support classes."

"One of the Year 13 students, who achieved her grade C in January, came to me after to give me a hug and said she could not have achieved it without me. She then told the principal that the school was a better place with me in it. This boosted my confidence as an English teacher and I felt very proud that a student felt that I had helped her so much that she wanted to share it with the principal."

"Principal - 'you handled the meeting with parents professionally and calmly, thank you for your involvement in the school; you have been a real asset'"
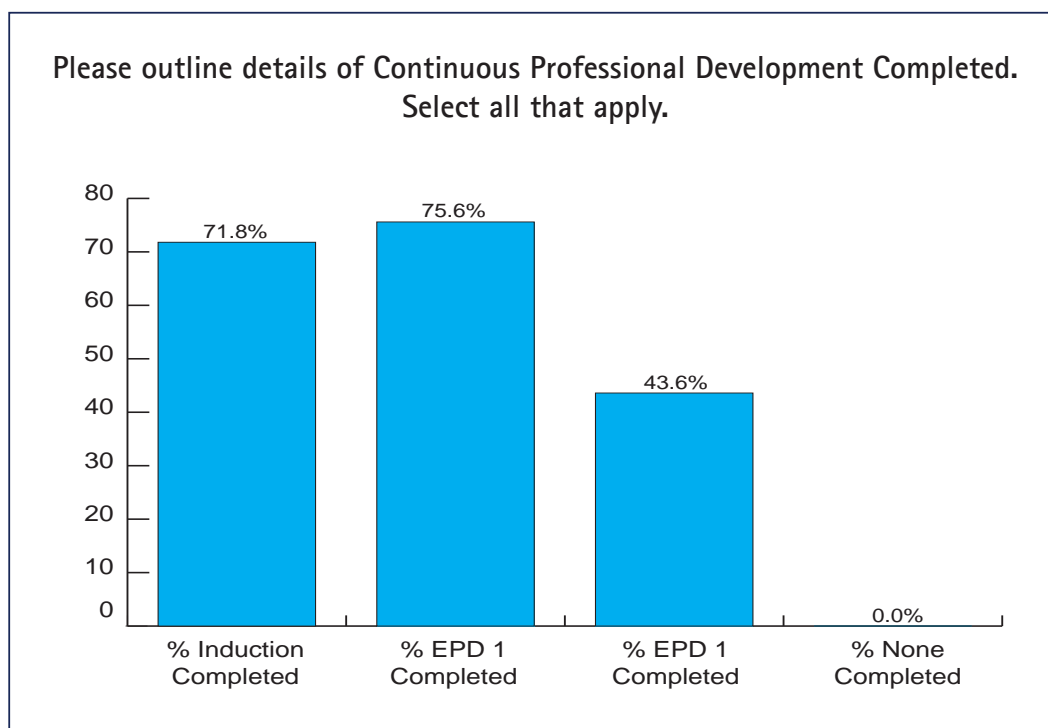
Professional Development for Beginning Teachers

Recently qualified teachers employed by schools to fill the post of the experienced teacher were invited to participate in the regional Beginning Teacher/Early Professional Development (BT/EPD) training programme developed and delivered by CASS officers and made available to all beginning teachers. Within each school, teacher tutors were identified to provide support for the newly qualified teachers. Additional support was also provided to teacher tutors through the CASS BT/EPD programme.

At the end of the programme an exit survey was conducted to establish the extent to which the teachers had participated in BT/EPD training over the two years.

Results from the Teachers exit survey for DSC teachers showed the following:

Answer Options	Response Percent	Response Count
Induction Completed	71.8%	56
EPD 1 Completed	75.6%	59
EPD 2 Completed	43.6%	34
None Completed	0.0%	0

Please outline details of Continuous Professional Development Completed. Select all that apply.

Professional Development for Seconded Teachers

A majority of schools opted to release an experienced member of their existing teaching staff to provide support to their pupils. The seconded teachers received 2 days training, one during each year of the programme.

The agenda for these sessions was:

Year 1

- Provide an update on the Signature Programme
- Share effective practice
- Explore effective monitoring in the process of improving English & Mathematics

Year 2

- Update of year 1
- Key elements of year 2
- Common Metric Questionnaire
- Sharing effective practice

As these teachers were experienced it was accepted that they would bring a wealth of experience to the intervention work hence the lower allocation of training days.

CPD programme promoting best practice from the Signature Programme

In addition during year 1, in-service training was provided by the core team at the RTU Summer School through a one day course for primary teachers and a one day course for post-primary teachers entitled "Lessons Learned from Signature".

The courses were well attended with 20 teachers present at the primary day and 25 teachers present at the post-primary day. Both days attracted attendance from schools participating in the Signature Programme and schools not participating in the Signature Programme. Overall the courses were extremely well received by all the attendees.

In year 2 a similar course was planned however due to the RTU Summer School not operating, a revised version of the course was delivered though the Northern Ireland Education Conference (NIED).

Principals Conferences

An opportunity was provided mid-way through the first year of the programme to hear the views of principals from schools involved in the programme and to provide feedback to them. To do this, the core team organised a series of information sessions during the first two weeks of April 2014. These sessions were delivered at regional venues.

Year 1

Agenda:

- Update on the developments within the Signature Programme
- Highlight models of delivery
- Monitoring and Evaluation process for 2013 / 2014
- OFMDFM and DE Monitoring and Evaluation
- Question and Answer Session

Year 2

In the second year principal conferences were held in October 2014 to ensure effective communication on the progress of the programme and the sharing of the expectations for year 2 at an earlier stage.

Agenda:

- Signature/ NISPLAN update and information
- Quality indicators of good practice from Year 1 with DVD evidence, leading to discussion on implications for your school
- Monitoring and evaluating, including ETI expectations
- OFMDFM questionnaire
- Question and Answer Session

DSC Legacy Programme

The Minister for Education provided additional funding to ensure that the best practice and learning developed and identified during this programme can be disseminated across all schools and create a lasting legacy for the Delivering Social Change programme. The Legacy programme was delivered during the 2015/16 academic year.

The Legacy Programme aimed to:

○ Prepare and collate resources and best classroom practice identified by the EA during the programme.

○ Produce two newsletters – one for primary and one for post-primary schools to disseminate best practice identified during the programme.

○ Provide information on successful approaches to tackling underachievement.

○ Provide CPD sessions on English and/or numeracy interventions for an English/maths coordinator and teacher in every school.

○ Prepare and present case studies of best practice identified by ETI during evaluation.

○ Share lessons learned with key stakeholders.

○ Maintain the NISPLAN website as a continuing resource for schools.

Delivering Social Change Literacy and Numeracy Signature Programme Common Metrics

The initial six Delivering Social Change Signature Programmes are being evaluated using Outcomes Based Accountability (OBA) methodology in order to clearly identify their impact.

An element of the evaluation of each programme includes a set of standardised questions answered by pupils before and after participation (also known as common metrics questions); we also asked the same questions to pupils that didn't participate in any signature programme classes so as to be able to compare the difference between these groups. The questions asked examined the following:

> **Self-efficacy** - the strength of a person's belief in their own ability to complete tasks and reach goals.
>
> **Locus of control** - the extent to which individuals believe they can control events affecting them, either internal (the person believes they can control their life) or external (meaning they believe their decisions/life are controlled by external factors which they can't influence, e.g. chance/fate).
>
> **Well-being** - a measure of life satisfaction.

Given the different age groups involved in the Programme some scales had to be adapted. Children's versions of each of the scales were used in the primary school questionnaire, and post-primary pupils were asked the children and adult versions.

As this was also a programme focussed on providing newly qualified teachers with employment opportunities, the teachers employed through the programme were also asked a set of standardised questions before and after participation around the subjects of self-efficacy and well-being.

The table below shows which common metric scales were included in each of the questionnaires and the number of responses received:

Questionnaire	Scales	No of Respondents
Primary Pupils	- Children's Wellbeing - Children's Self Efficacy - Children's Locus of Control	- 265 Pupils that received signature programme support - 203 Pupils that did not receive signature programme support (control group)
Post-Primary Pupils	- Adult Wellbeing - Adult General Self Efficacy - Children's Self Efficacy - Adult Locus of Control - Children's Locus of Control	- 114 Pupils that received signature programme support - 223 Pupils that did not receive signature programme support (control group)
Teacher	- Adult Wellbeing - Teacher Self Efficacy	- 76 Signature Programme Teachers

Any positive shifts in self efficacy measures indicate feelings of improved capacity or confidence, positive shifts in locus of control measures indicate an improved belief of control of their own lives and a positive shift in a wellbeing measure indicates greater life satisfaction. Extensive research on these measures show that improvements in these three measures lead to much better outcomes for participants including: better educational achievement, better interpersonal relations, better efforts in learning, increased positive attitudes towards healthy lifestyles and behaviours.

Pupil Responses

For primary pupils, analysis of the data collected in the pre and post questionnaires shows that a positive shift in well-being was observed for those who received support from the Signature programme; and a negative shift in well-being was observed for those pupils who did not receive support however, neither shift was found to be statistically significant.

Again in relation to the Children's Self Efficacy measure, a positive shift was observed for those who had received support from the programme; this positive shift in Children's Self Efficacy was found to be statistically significant. A negative shift was observed for those pupils who did not receive support but this was found not to be statistically significant.

Both groups – those that received support and those that didn't – experienced a positive shift in the children's locus of control measure meaning they moved towards a more internal locus of control. This indicates that they gained an improved belief of control of their own lives; this positive shift was found to be statistically significant for both groups of pupils.

For post-primary pupils, when the pre and post programme data was analysed for the pupils that received support through the programme, a positive shift was found to have occurred in four of the five measures (the exception being the Adult Locus of Control measure where a negative shift was observed). However, only the shifts in the Well-being measure and the Adult General Self Efficacy measure proved to be statistically significant.

By comparison, when the results from the pupils that did not receive support were considered, no statistically significant differences were found to have occurred across all five measures tested.

Teachers Responses

The teachers were measured for well-being and for self-efficacy, whilst a positive shift was observed in both measures, analysis showed that only the shift observed for Teacher Self Efficacy was found to be statistically significant.

Schools Self-Evaluation

As part of the end of Year 1 (2013/14) and Year 2 (2014/15) evaluations, all of the schools involved in the programme were asked to evaluate if the programme has been successfully implemented at subject level and across the school as a whole. Their responses are shown below.

Schools were asked to rate using a 5 point scale (1- not at all successful to 5 - very successful) how successful the implementation of the Signature Programme had been in their school.

End of Year 1:

	1 Lowest	2	3	4	5 Highest
Primary Literacy	1%	4%	19%	44%	32%
Primary Numeracy	2%	6%	13%	43%	33%
Post-Primary English	2%	9%	21%	51%	17%
Post-Primary Mathematics	0%	10%	14%	49%	27%

End of Year 2:

	1 Lowest	2	3	4	5 Highest
Primary Literacy	0%	3%	8%	44%	43%
Primary Numeracy	1%	1%	11%	43%	33%
Post-Primary English	1%	8%	10%	51%	30%
Post-Primary Mathematics	1%	7%	21%	35%	37%

In the primary sector, 76% of schools stated that the programme had been successfully implemented for literacy and/or numeracy support. In Year 2 of the programme this increased to 87% for literacy and 85% for numeracy. In the post-primary sector, 68% of schools in Year 1, increasing to 79% in Year 2, stated that the programme had been successfully implemented for GCSE English and 76% of schools in Year 1, decreasing to 72% in Year 2, for GCSE maths.

Year 2 Final Report

Schools were also asked to reflect, review and report on the impact and outcomes from year one of the programme. Schools were provided with an on-line self-evaluation template on the NISPLAN website to do this.

Schools were then asked to rate how successful the sharing of best practice from the first year of the programme, had been in their school. Of the 285 schools who responded, they replied as follows: (Note: *Some schools completed 1 evaluation and others 2 evaluations depending on the number of action plans they had*). Of the 323 in Year 1, 180 in Year 2, evaluation reports from primary and 203 in Year 1, 169 in Year 2 evaluation reports from post-primary the schools responded as follows:

End of Year 1:

	Not Yet successful	Partially successful	Fully Successful
Primary (203)	6%	64%	30%
Post-Primary (323)	11%	65%	24%

End of Year 2:

	Not Yet successful	Partially successful	Fully Successful
Primary (180)	4%	58%	38%
Post-Primary (169)	10%	66%	24%

A range of comments from a selection of schools who indicated that implementation of the programme was **'Fully Successful'** included:

"The Signature Project was embraced fully by the SLT and imparted to the whole staff body at the end of June, 2013. This early grasp of the project brief, coupled with the early appointment of backfill teachers, enabled the project to begin relatively quickly in September. Since then, the wider school has received regular updates on Signature policy and practice. The significant jump in results (of students attaining 5 GCSEs to include English/Maths) each year (for two years concurrently) has been attributed on many occasions to the benefits of the Signature programme. College Directors have felt able to agree to fund a further year of the programme which has been welcomed enthusiastically by all concerned. The Principal and Vice Principals, as advocates of the programme, have communicated their belief in the project to parents in a range of ways. Heads of the

English and Maths Departments have welcomed the smaller class sizes that Signature has made possible. Most have grasped the benefit of targeted tutorials through withdrawal. Heads of Year have been pleased to receive the detailed level of diagnostic data shared by Signature teachers. Staff, in general, are accepting of the need for withdrawal from their specific subject to drive up overall results. As members of the ESAGS team, Signature teachers feel very well supported and in a position to roll out the legacy of the programme through the wider school in the form of literacy and numeracy across the curriculum."

"I feel that the best practise of the Signature Project has been fully promoted within the school. I was asked by the principal to also take the Year 13 and 14 repeat CCEA GCSE English Language group of 13 students. 2 of these girls achieved their grade C in January 2015 and 7 more achieved their grade C in June 2015. Only 4 students failed to achieve their grade C in GCSE CCEA English Language. Furthermore all staff within the school were fully aware of the Signature teachers' role within the school and were fully supportive of this. Subjects such as Religion, History and Learning for Life and Work, were particularly grateful of the extra literacy support as it also helped boost the students within their subjects."

"Best practice of the project has been promoted and shared with all school staff during a staff inset day. An overview of the Signature project was given, best practice was shared, and the results and findings of a questionnaire conducted with the Signature Project Pupils were presented."

Where the schools identified that the Signature Programme was **'Partially Successful'** they reported:

"Staff can see the benefits of working in smaller, more focused study groups. They also recognise how everyone, despite their subject specialism, is a teacher of literacy. Identifying individual pupils and building up their confidence and self-esteem has had the greatest impact on results. Positive pupil attitudes and self-belief has been enhanced through the Signature Project."

"Sharing this practice is something which will be a part of professional development moving forward. It has been shared with other schools in a cluster meeting and was received positively there."

"On a whole school level, staff training on the Signature Project took place to raise awareness across the school. A follow up session to share results and the effectiveness of intervention strategies could benefit both staff pupils across all subjects. In particular this would be of use for any subject with C/D borderline pupils. One whole school initiative which is a legacy of the Signature Project is the use of a report card to communicate and monitor pupils' progress with parents. This report card will be issued twice a term and is based on the school tracking system. This will include all subjects and it will allow parents to see how well their child is doing in line with expected targets. This will enhance home-school links and would be useful alongside other existing interventions such as parent-teacher meeting and letters home."

Where the schools identified that the Signature Programme was **'Not Yet Successful'** they reported:

"the best practice was having an extra teacher that we no longer have."

"Changes to staffing have not allowed the implementation of the changes as would have been envisaged."

"It is our intention in this school year, to commence small booster groups for Literacy."

ETI Survey Inspection of the Signature Programme

During November 2014 the Education and Training Inspectorate (ETI) undertook an evaluation of the Signature Programme[7]. A stratified sample of 80 post-primary and primary schools were visited, with over 200 lessons being observed. The ETI also undertook an analysis of the schools' own documentation, held discussions with pupils, co-ordinators and heads of departments, teachers and principals, representatives of the Education Authority, the Council for Catholic Maintained Schools (CCMS) and other stakeholders including, for example, representatives and members of professional organisations who sit on the Strategic Oversight Group.

Key Findings

"The overall effectiveness of the programme in the schools visited ranged from satisfactory to outstanding, with 88% being evaluated as good or better and 61% being very good or outstanding. The overall effectiveness was evaluated as outstanding in two schools, one primary and one post-primary."

"In primary schools, the overall effectiveness of the programme was very good or better in 59% of schools. In post-primary schools, the programme was very good or better in 63% of schools."

The schools involved in the inspection reported a range of specific improvements as a result of their involvement in this programme, including:

➤ more effective use of a broad range of data to identify more accurately the pupils at risk of underachieving;

➤ the development of good quality individual 'learning plans' to support the learning of the pupils identified as needing support;

➤ active involvement of the pupils in setting personal targets which makes them more aware of what they are learning and why;

➤ meaningful involvement of parents and carers in the programme;

➤ the importance of planning for the dissemination of the good practice developed as a consequence of the school's participation in the programme.

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7   http://www.etini.gov.uk/index/surveys-evaluations/surveys-evaluations-primary/surveys-evaluations-primary-2015/an-evaluation-of-the-implementation-of-the-delivering-social-change-improving-literacy-and-numeracy-signature-programme.htm

Another significant factor in the success of the Signature Programme was the quality of planning, teaching and assessment observed within the support sessions.

In the best practice observed:

➤ the teacher is clear about the strengths and potential learning difficulties of each individual pupil and planned appropriately for progress in learning;

➤ an appropriate variety of teaching strategies are used to tailor the specific intervention to meet the pupils' needs, interests and abilities

"Given the highly positive findings of the report, it is evident that almost all (>90%) of the schools who chose to employ either an experienced teacher from the existing staffing to undertake the support, or the Signature funded teacher, selected a teacher who was skilled in providing high quality teaching and, frequently, had prior experience of providing small group support. These skilled practitioners were proficient in assessing incremental learning and were able to provide excellent pastoral support. Importantly, they had the capacity to engage well with parents and other staff."

The main beneficiaries of the programme were to be the targeted pupils. It was excellent to have it reported that:

"The overall quality of provision was good or better in 89% of the schools visited, and very good or outstanding in 60% of the schools."

"Planning, teaching and assessment were effective at promoting learning in 87% of the lessons observed, and 56% of lessons observed were evaluated as very good or outstanding."

In the period January to March 2016, the ETI evaluated the programme and its legacy by further engagement with key personnel in over 50 primary and post-primary schools. These school visits involved:

➤ discussions with the principal, senior leaders, heads of departments and co-ordinators on the strengths, limitations and legacy of the programme;

➤ discussions with post-primary pupils who had participated in the programme and were now undertaking post-16 study, a sample of teachers whose employment had been funded by the programme, parents of the pupils who had participated in

the programme and pupils who were currently accessing support through legacy programmes within schools set up as a consequence of the Signature programme; and

➤ analysis of the school's own documentation mainly through access to the Northern Ireland Signature Project for Numeracy and Literacy (NISPLAN) website which enabled ETI to have access to each school's action plan, self-evaluation of the progress of the programme and relevant performance data, including attendance and outcomes.

Further performance data was collated on the pupils' attitudes and dispositions to learning, standards of attainment at the end of year 7, standards in public examinations at the end of year 12 and staying-on rates to year 13 study. Throughout the visits, inspectors took into consideration the varying contexts and priorities of the individual schools; in particular, consideration was given to the length of time the programme had been in operation in the school as, in some cases, the pupils only had access to additional support for a limited period due to the delayed appointment and/or deployment of the Signature-funded teacher. The report of the key findings of the overall effectiveness of the programme and its legacy will be published in August 2016.

Overall Evaluation of the success of the programme

Aims of programme:

➤ Increase the number of pupils in primary schools, in particular those entitled to free school meals, achieving at the expected level or above at the end of Key Stage 2 in both Literacy and Numeracy

➤ Increase the number of young people in post-primary schools, in particular those entitled to free school meals, achieving at least a grade C or above in GCSE English and GCSE Mathematics by the time they leave school.

➤ Provide, through positive action measures, employment opportunities for 230 newly/ recently graduated teachers.

The fact that more than three quarters of the pupils supported by the programme in primary schools (based on the level data submitted) achieved Level 4 in Literacy and Numeracy indicates success in the first aim.

In the post-primary sector the results for achievement of a Grade C or above in GCSE English was 58.4% in Year 1 rising to 65% in Year 2. For GCSE maths, achievement of a Grade C or above was 55.2% in Year 1 rising to 59.6% in Year 2. These scores clearly indicate the success of the programme in terms of aim 2.

In terms of providing employment for recently qualified teachers, the programme surpassed this aim by providing employment for 310 individual teachers over the two year period.

Not only were the original aims achieved but the programme produced a number of outcomes and made a positive impact in our schools.

See Appendices C - E for a full breakdown of both years of the programme.

The DSC Report of year 1 can be accessed via this link:- **https://www.education-ni.gov.uk/ publications/delivering-social-change-literacy-and-numeracy-signature-programme-year-1-interim**

What difference did the Signature Programme make?

Who has experienced the change?	What type of change is is?		
	Knowledge /skills	Attitudes/feelings	Behaviour
Learners	Increased attainment in English and/or Maths. Pupils report better understanding of the topics covered in literacy/numeracy. Greater awareness of barriers to improvement. Developed skills of target-setting and self-evaluation.	More confident in their ability to undertake literacy and/or numeracy tasks. More engagement through small group activities. Better attendance. More enthusiastic about their learning. Higher expectations. Feeling valued and treated with respect.	Better behaviour in some disengaged pupils. Greater perseverance. More positive disposition so more positive behaviour. Better able to cope back in a mainstream class.
Signature Teachers	Able to use data to identify targeted pupils more effectively. Greater understanding of the barriers to achievement. Greater understanding of the strategies to overcome barriers. Developed key resources with access for others on the website. Legacy of intervention skills for use beyond project.	Centrally Recruited teachers were positive about the intervention project and the skills developed. Seconded teachers reported an increase in professional development and positive feelings about the project's legacy. Backfill teachers felt positive to have employment and increase their specific skills.	Integrated the intervention work into the SDP/ departmental plan. More use made of positive connections with parents. New connections established with other schools. Focussed collaboration with other teachers in the school.
School and beyond	• Development and display of effective leadership skills at many levels. • Model of effective collaboration inside schools, between schools and across board areas. • Most effective strategies agreed for intervention and for supporting students at risk of under-achievement. • Greater engagement with parents. • The legacy of Signature was passed on through professional development and the newsletter to non-Signature schools		
Society	Delivering Social Change by: • Increasing the attainment in the key areas of literacy and numeracy for many Year 6&7 pupils and GCSE pupils. • Increasing the success for children eligible for Free School Meals • 9.2% rise in GCSE 5A*-C including English and Maths from 2012/13 to 2014/15* • 11.6% rise in GCSE 5A*-C including English and Maths (FSME) from 2012/13 to 2014/15* • 61.6% of DSC supported pupils achieved a GCSE English at grade C and above* • 57.2% of DSC supported pupils achieved a GCSE maths at grade C and above* • Providing employment for two years for 310 Signature teachers • Providing opportunities for employment after the project- (post-programme questionnaire indicates that 57% of the respondents acquired a teaching position)		

*SAER Data 2013/2014 https://www.education-ni.gov.uk/publications/school-performance-201314-statistical-bulletin

*SAER Data 2014/15 https://www.education-ni.gov.uk/publications/statistical-bulletin-92015-year-12-and-14-examination-performance-post-primary-schools

The legacy of this programme, seen in the difference it has made in the lives of those who were involved with it, is such that it has far-reaching implications.

An old African proverb tells us **"it takes a whole village to raise a child;"** young people extending their learning and acquiring what are key qualifications, in conjunction with wider community support, will have a lasting impact on society in general.

In the Signature Programme we believe that, when we all work together towards a common goal, we really can change lives.

Quality Indicators for bringing about success

After year 1 of the programme the core team was able to identify the factors that had contributed to the success of the programme in primary and post-primary schools and those areas of school life which have not always been aligned to the programme that may have hindered progress.

Generally, it was found that those schools with strong leadership and an ethos of intervention prior to the programme, encountered less difficulty with successfully implementing the programme. In these schools, the seconded teachers moved into their new roles ready to focus on the task and put in place appropriate interventions.

During on-going monitoring of the first year of the programme, the core team developed seven quality indicators – shown below. Whilst not all of the seven factors below are necessary for success, the core team found that getting at least four of these right in a school greatly helped the success of the programme.

7 Quality Indicators

1. **PUPILS** are chosen well, using data effectively and are moved in and out as the progress indicates; pupils are involved in their learning, setting targets for improvement.

2. **TEACHERS** are chosen well, either centrally recruited by WELB or selected by their school to undertake the programme with an additional teacher employed to fill their post effectively; they are equipped to know what to do, plan appropriately and use a variety of strategies. They track pupils' progress.

3. **LEADERS** are supportive of the aims of the signature programme, at HOD level, at SMT/ Principal level and as teacher-tutor; they integrate the signature teacher(s) into the plan for school improvement and look for ways to promote the signature intervention model as a legacy for the school.

4. **PLANNING** is appropriate and flexible, timetables are suitable, allows for monitoring and evaluation of the strengths and weaknesses of the model used, and allows for ongoing assessment.

5. **ACTION PLANS** are detailed and real, recorded online and regularly reviewed and adjusted.

6. **PARENTS** are involved from the beginning and kept informed of progress.

7. **COLLABORATION** is evident within and between schools, sharing strategies, resources and ideas. **COMMUNICATION** is clearly evident between lead school and other schools, involving the teachers at all points.

These quality indicators have been shared with all the schools in the programme and also formed the basis for the two day professional development course delivered as part of the RTU Summer School. These indicators were used as the basis for identifying examples of best practice in schools captured on the DVD. The quality indicators have also been shared with the Education and Training Inspectorate (ETI) who agreed to use them in their survey evaluation of the Signature Programme conducted in November 2014.

These indicators can be used as appropriate benchmarks for any intervention programme within a school. They form the main stem of the teams' professional development legacy sessions for both the primary and post-primary schools across all of Northern Ireland. They will also be used to create the structure for the legacy newsletter to be presented to all schools. Both of these

elements will, it is hoped, create a lasting legacy for the programme. All of the materials created as part of the programme will remain accessible to all schools through the NISPLAN website.

As shown earlier, 34% of schools opted for a centrally recruited teacher. This resulted in the need for a substantial recruitment exercise spanning the first year of the programme. As the core team were supporting the recruitment exercise and rolling out the programme their time had to be divided accordingly. This resulted in the some of the challenges and delays in recruitment experienced at the start of the programme.

In conclusion, where recruitment is a necessary requirement of a programme it is recommended that adequate time is allowed for this in the lead-in to such a programme. This would have allowed all schools to participate fully in the programme and afforded the core team greater time to support and train the seconded teachers and school leaders.

The professional development delivered to the centrally recruited teachers proved to be effective. This was evidenced by their final evaluation and the findings of the ETI evaluation. An analysis of the performance data for schools in the programme indicated that there was little difference between the scores achieved by those schools that seconded an experienced teacher to provide support or those that employed a teacher from the central pool to provide the support.

It was generally accepted that having an electronic platform to support the programme was necessary. However the completion of such elements as the action plans proved challenging for the schools. The core team should have facilitated training in the use of the electronic platform in the initial stages of the programme with all of the schools involved.

In future electronic platforms should be created on the most up-to-date software available to ensure a more stable environment. In Year 2 the completion of the evaluations report proved challenging for the schools as following the end the programme in June the DSC teachers were either back in their previous roles or employed elsewhere. There is a need to plan for this eventuality were a similar programme to happen again.

Financial Overview

This table shows the DSC and DE funding provided for the three financial years and two academic years of the programme.

	2013-2014	2014-15	2015-16	TOTAL
OFMdFM	£3,500,000	£7,525,000	£2,766,000	£13,791,000
DE	£166,000	£1,174,000	£531,000	£1,871,000
TOTAL	**£3,666,000**	**£8,699,000**	**£3,297,000**	**£15,662,000**

Analysis of this expenditure showed that over 95% of the funding was spent on teacher salaries with the remaining 5% covering the EA costs for recruitment administration and support.

Schools participating in the Signature Programme

Primary Schools

School Name	FTE Teacher	Sector
Abbots Cross Primary School	1	Controlled
Aghadrumsee Primary School	0.2	Controlled
Altayeskey Primary School	0.2	Catholic Maintained
Anamar Primary School	0.2	Catholic Maintained
Ashlea Primary School	0.2	Controlled
Avoniel Primary School	1	Controlled
Ballycraigy Primary School	0.5	Controlled
Ballykeel Primary School	1	Controlled
Ballyoran Primary School	1	Controlled
Ballysally Primary School	1	Controlled
Ballysillan Primary School	0.2	Controlled
Belleek (2) Primary School	0.2	Controlled
Belvoir Park Primary School	1	Controlled
Blackmountain Primary School	0.5	Controlled
Bloomfield Road Primary School	1	Controlled
Blythefield Primary School	0.2	Controlled
Botanic Primary School	1	Controlled
Bunscoil An Traonaigh	0.2	Irish Medium
Bunscoil Bheann Mhadagain	0.2	Irish Medium
Bunscoil Cholmcille	0.2	Irish Medium
Bunscoil Mhic Reachtain	0.2	Controlled (Irish Medium)
Carhill Integrated Primary School	0.2	Integrated (Controlled)
Chapel Road Primary School	1	Catholic Maintained
Christ The King Primary School	0.5	Catholic Maintained
Clandeboye Primary School	0.2	Controlled
Cliftonville Integrated Primary School	1	Integrated (Controlled)
Crumlin Controlled Integrated Primary	0.5	Integrated (Controlled)
Currie Primary School	0.5	Controlled
Donaghmore Primary School	0.2	Controlled
Donegall Road Primary School	0.5	Controlled

Donemana Primary School	0.2	Controlled
Downpatrick Primary School	0.5	Controlled
Drumachose Primary School	1	Controlled
Drumlins Integrated Primary School	0.5	Integrated (G. Maintained)
Dunclug Primary School	0.2	Controlled
Earlview Primary School	0.5	Controlled
Ebrington Controlled Primary School	1	Controlled
Edenbrooke Primary School	1	Controlled
Elmgrove Primary School	1	Controlled
Euston Street Primary School	1	Controlled
Fane Street Primary School	0.5	Controlled
Fountain Primary School	0.5	Controlled
Gaelscoil An Chaistil	0.2	Irish Medium
Gaelscoil An Lonnain	0.2	Irish Medium
Gaelscoil Eadain Mhoir	0.7	Irish Medium
Gaelscoil Na Bhfal	0.5	Irish Medium
Gaelscoil Na Gcrann	0.5	Irish Medium
Gaelscoil Na Mona	0.4	Irish Medium
Gaelscoil Ui Dhochartaigh	0.5	Irish Medium
Gaelscoil Ui Neill	0.5	Irish Medium
Glenwood Primary School	1	Controlled
Groggan Primary School	0.2	Controlled
Harmony Primary School	1	Controlled
Harpur's Hill Primary School	1	Controlled
Harryville Primary School	0.5	Controlled
Hollybank Primary School	1	Controlled
Holy Child Primary School	1	Catholic Maintained
Holy Cross Boys' Primary School	1	Catholic Maintained
Holy Cross Girls' Primary School	1	Catholic Maintained
Holy Family Primary School Belfast	1	Catholic Maintained
Holy Family Primary School Derry	1	Catholic Maintained
Holy Family Primary School Magherafelt	1	Catholic Maintained
Holy Trinity Primary School	1	Catholic Maintained
John Paul II Primary School	1.2	Catholic Maintained
Kilcooley Primary School	0.2	Controlled
Killyleagh Primary School	0.2	Controlled

Kirkinriola Primary School	0.2	Controlled
Knockmore Primary School	0.5	Controlled
Knocknagoney Primary School	0.2	Controlled
Largymore Primary School	0.2	Controlled
Ligoniel Primary School	0.2	Controlled
Lisburn Central Primary School	1	Controlled
Longtower Primary School	1	Catholic Maintained
Lowwood School	0.5	Controlled
Malvern Primary School	0.5	Controlled
Mercy Primary School	1	Catholic Maintained
Mount St Catherine's Primary School	0.5	Catholic Maintained
Mullabuoy Primary School	0.2	Catholic Maintained
Nazareth House Primary School	1	Catholic Maintained
Nettlefield Primary School	1	Controlled
Newbuildings Primary School	0.5	Controlled
Old Warren Primary School	0.5	Controlled
Our Lady's Girls' Primary School	1	Catholic Maintained
Parkhall Primary School	1	Controlled
Primate Dixon Primary School	1	Catholic Maintained
Rathcoole Primary School	0.5	Controlled
Rathenraw Integrated Primary	0.2	Integrated (Controlled)
Roe Valley Integrated Primary School	0.5	Integrated (G. Maintained)
Roundtower Integrated Primary School	1	Integrated (Controlled)
Sacred Heart Primary School	1	Catholic Maintained
Scoil An Droichid	0.2	Irish Medium
Scoil Na Fuiseoige Primary School	0.2	Irish Medium
Seaview Primary School	1	Controlled
Seymour Hill Primary School	1	Controlled
Silverstream Primary School	0.5	Controlled
Springfield Primary School	0.2	Controlled
St Brigid's Primary School	1	Catholic Maintained
St Caireall's Primary School	0.5	Catholic Maintained
St Catherine's Primary School (formerly Barrack Street Boys/St Anne's)	2	Catholic Maintained
St Clare's Primary School	1	Catholic Maintained
St Colman's Primary School	1	Catholic Maintained

St Colmcille's Primary School	1	Catholic Maintained
St Columbkille's Primary School	0.2	Catholic M'd (Irish Unit)
St Francis of Assisi	0.5	Catholic Maintained
St John The Baptist Primary	1	Catholic Maintained
St John's Primary School, Blighs Lane	1	Catholic Maintained
St Joseph's Primary School	1	Catholic Maintained
St Joseph's Primary School (Bessbrook)	1	Catholic Maintained
St Joseph's Primary School (Glenmornan)	0.2	Catholic Maintained
St Kevin's Primary School	1	Catholic Maintained
St Kieran's Primary School	1	Catholic Maintained
St Luke's Primary School	0.5	Catholic Maintained
St Malachy's Primary School (Belfast)	1	Catholic Maintained
St Malachy's Primary School (Newry)	1	Catholic Maintained
St Mark's Primary School	1	Catholic Maintained
St Mary's Primary School (Greenlough)	0.5	Catholic Maintained
St Mary's Primary School (Belfast)	0.5	Catholic Maintained
St Mary's Primary School (Stewartstown)	0.2	Catholic Maintained
St Mary's Primary School (Newry)	0.2	Catholic Maintained
St Mary's Primary School (Pomeroy)	1	Catholic Maintained
St Mary's Primary School (Strabane)	1	Catholic Maintained
St Mary's Star Of The Sea	0.5	Catholic Maintained
St Matthew's Primary School	1	Catholic Maintained
St Michael's Primary School	0.2	Catholic Maintained
St Michael's Primary School (Clady)	0.2	Catholic Maintained
St Nicholas' Primary School	0.2	Catholic Maintained
St Oliver Plunkett Primary School	1	Catholic Maintained
St Oliver Plunkett Primary School (Strathfoyle)	1	Catholic Maintained
St Patrick's Primary School	1	Catholic Maintained
St Patrick's Primary School (Newry)	1	Catholic Maintained
St Patrick's Primary School (formerly Edmund Rice/Star of the Sea)	2	Catholic Maintained
St Paul's Primary School	1	Catholic Maintained
St Paul's Primary School, Slievemore	1	Catholic Maintained
St Peter's Primary School	1	Catholic Maintained
St Teresa's Primary School	0.2	Catholic Maintained
St Therese's Lenamore P S	1	Catholic Maintained

Year 2 Final Report

St Vincent De Paul Primary School	1	Catholic Maintained
Steelstown Voluntary Maintained Primary	1	Catholic Maintained
Stewartstown Primary School	0.2	Controlled
Sunnylands Primary School	0.5	Controlled
Taughmonagh Primary School	1	Controlled
The Diamond Primary School	0.2	Controlled
The Good Shepherd Primary School	1	Catholic Maintained
The Wm Pinkerton Memorial Primary School	0.2	Controlled
Tonagh Primary School	0.5	Controlled
Tullycarnet Primary School	0.2	Controlled
Tullygally Primary School	0.5	Controlled
Victoria Park Primary School	1	Controlled
West Winds Primary School	1	Controlled
Wheatfield Primary School	1	Controlled
Woodlawn Primary School	1	Controlled

DE funded expansion schools highlighted in blue

Post–Primary Schools

School	FTE Teacher	Sector
Ashfield Boys' High School	1	Controlled
Ashfield Girls' High School	1	Controlled
Aughnacloy High School	1	Controlled
Ballee Community High School (now closed)	1	Controlled
Ballycastle High School	1	Controlled
Ballyclare Secondary School	2	Controlled
Ballymoney High School	1	Controlled
Banbridge High School	1	Controlled
Bangor Academy and 6th Form College	2	Controlled
Belfast Boys' Model School	2	Controlled
Belfast Model School For Girls	2	Controlled
Blackwater Integrated College	1	Integrated (G.M.)
Brownlow Int College	1	Integrated (Controlled)
Campbell College	1	Voluntary Grammar
Carrickfergus College	1	Controlled
Castlederg High School	1	Controlled

Christian Brothers School	1	Catholic Maintained
City Armagh High School	1	Controlled
Colaiste Feirste	1	Irish Medium
Coleraine College	1	Controlled
Cookstown High School	1	Controlled
Corpus Christi College	1	Catholic Maintained
Craigavon Senior High School	1	Controlled
Cross and Passion College	1	Catholic Maintained
Crumlin Integrated College	1	Integrated (Controlled)
Cullybackey High School	1	Controlled
De La Salle College	2	Catholic Maintained
De La Salle High School	1	Catholic Maintained
Dean Maguirc College	1	Catholic Maintained
Devenish College	1	Controlled
Downshire School	1	Controlled
Dromore High School	2	Controlled
Drumcree College	1	Catholic Maintained
Drumglass High School	1	Controlled
Drumragh College	1	Integrated (G.M.)
Dunclug College	1	Controlled
Dundonald High School	1	Controlled
Dunluce School	1	Controlled
Edmund Rice College	1	Catholic Maintained
Erne Integrated College	1	Integrated (G.M.)
Fivemiletown College	1	Controlled
Fort Hill College	2	Controlled
Glastry College	1	Controlled
Glengormley High School	2	Controlled
Hazelwood College	2	Integrated (G.M.)
Holy Cross College	2	Catholic Maintained
Holy Trinity College	2	Catholic Maintained
Immaculate Conception College	1	Catholic Maintained
Integrated College Dungannon	1	Integrated (G.M.)
Kilkeel High School	1	Controlled
Knockbreda High School	1	Controlled
Lagan College	2	Integrated (G. M.)

Larne High School	1	Controlled
Laurelhill Community College	2	Controlled
Limavady High School	1	Controlled
Lismore Comprehensive School	2	Catholic Maintained
Lisnagarvey High School	1	Controlled
Lisneal College	2	Controlled
Little Flower Girls' School	1	Catholic Maintained
Magherafelt High School	1	Controlled
Malone Integrated College	1	Integrated (G.M.)
Markethill High School	1	Controlled
Mercy College	1	Catholic Maintained
Monkstown Community School	1	Controlled
Movilla High School	1	Controlled
Nendrum College	1	Controlled
New-Bridge Integrated College	1	Integrated (G.M.)
Newry High School	1	Controlled
Newtownabbey Community High School	1	Controlled
Newtownbreda High School	1	Controlled
Newtownhamilton High School	1	Controlled
North Coast Integrated College	1	Integrated (G.M.)
Oakgrove Integrated College	2	Integrated (G.M.)
Omagh High School	1	Controlled
Orangefield High School (now closed)	1	Controlled
Our Lady of Lourdes High School	1	Catholic Maintained
Parkhall Integrated College	1	Integrated (Controlled)
Priory College	1	Controlled
Rathfriland High School	1	Controlled
Sacred Heart College	2	Catholic Maintained
Saintfield High School	1	Controlled
Shimna Integrated College	1	Integrated (G.M.)
Slemish College	1	Integrated (G.M.)
Sperrin Integrated College	1	Integrated (G.M.)
St Aidan's High School	1	Catholic Maintained
St Benedict's College	1	Catholic Maintained
St Brigid's College	1	Catholic Maintained
St Brigid's High School, Armagh	1	Catholic Maintained

St Catherine's College	1	Catholic Maintained
St Cecilia's College	2	Catholic Maintained
St Ciaran's High School, Ballygawley	2	Catholic Maintained
St Colman's High School	1	Catholic Maintained
St Colmcille's High School	1	Catholic Maintained
St Colm's High School	1	Catholic Maintained
St Colm's High School, Twinbrook	1	Catholic Maintained
St Columban's College	1	Catholic Maintained
St Columbanus' College	1	Catholic Maintained
St Columba's College	1	Catholic Maintained
St Comhghall's College	1	Catholic Maintained
St Eugene's College	1	Catholic Maintained
St Fanchea's College	1	Catholic Maintained
St Genevieve's High School	2	Catholic Maintained
St John's High School	1	Catholic Maintained
St Joseph's Boys' High School	1	Catholic Maintained
St Joseph's Boys' School	2	Catholic Maintained
St Joseph's College, Dungannon	1	Catholic Maintained
St Joseph's College, Belfast	1	Catholic Maintained
St Joseph's College, Enniskillen	1	Catholic Maintained
St Joseph's College, Coleraine	1	Catholic Maintained
St Joseph's Grammar School (Irish Medium Unit)	0.5	Catholic Maintained
St Joseph's High School	1	Catholic Maintained
St Killian's College	1	Catholic Maintained
St Louise's Comprehensive College	2	Catholic Maintained
St Malachy's High School	2	Catholic Maintained
St Mark's High School	1	Catholic Maintained
St Mary's Christian Brothers' Grammar School	1	Voluntary Grammar
St Mary's College (Derry)	2	Catholic Maintained
St Mary's College (Irvinestown)	1	Catholic Maintained
St Mary's College, Portglenone	1	Catholic Maintained
St Mary's High School (Brollagh)	1	Catholic Maintained
St Mary's High School, Downpatrick	1	Catholic Maintained
St Mary's High School, Lurgan	1	Catholic Maintained
St Mary's High School, Newry	1	Catholic Maintained

St Mary's Limavady	1	Catholic Maintained
St Patricks & St Brigids High School	1	Catholic Maintained
St Patrick's Academy	1	Catholic Maintained
St Patrick's Co-ed Comprehensive College	1	Catholic Maintained
St Patrick's College, Belfast	1	Catholic Maintained
St Patrick's College, Dungannon	1	Catholic Maintained
St Patrick's College, Ballymena	1	Catholic Maintained
St Patrick's College, Banbridge	1	Catholic Maintained
St Patrick's College, Dungiven	1	Catholic Maintained
St Patrick's High School	1	Catholic Maintained
St Paul's College	1	Catholic Maintained
St Paul's High School	1	Catholic Maintained
St Paul's Junior High School, Lurgan	1	Catholic Maintained
St Pius X College	1	Catholic Maintained
St Rose's Dominican College	1	Catholic Maintained
Strabane Academy	1	Controlled Grammar
Strangford Integrated College	1	Integrated (G.M.)
The High School Ballynahinch	1	Controlled
Ulidia Integrated College	1	Integrated (G.M.)

*DE funding additional teachers in school - highlighted in blue*

DSC Improving Literacy and Numeracy	Literacy and Numeracy Attainment Primary (Individual Pupil Data)

Combined 2013/14 and 2014/15 Data

% Pupils achieving Level 4 or above, Literacy or Numeracy, 2013/14 and 2014/15
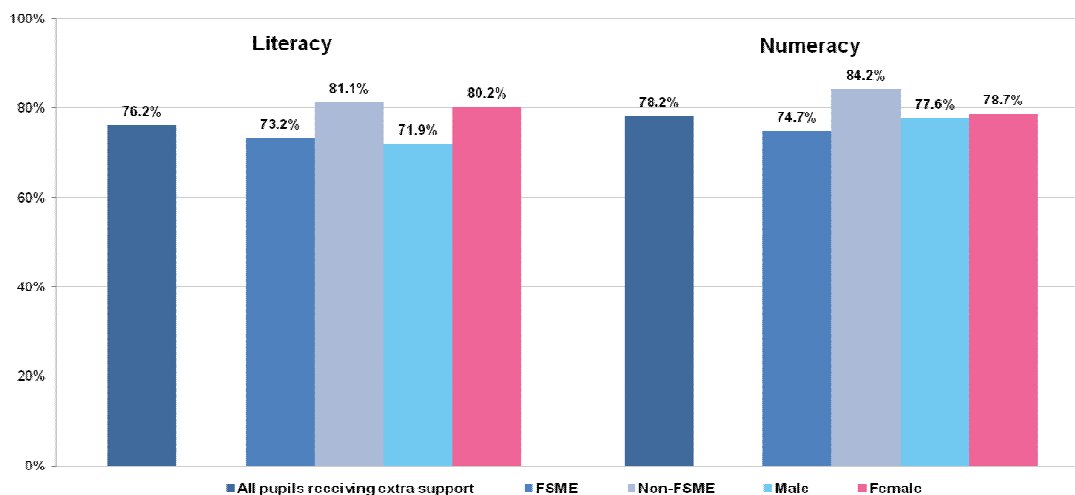
76.2% of pupils supported by DSC across both years achieved Level 4 or above in Literacy

78.2% of pupils supported by DSC across both years achieved Level 4 or above in Numeracy

- A higher proportion of Non-FSME pupils achieved the expected level across both subjects, compared with FSME pupils.

- The performance gap between Non-FSME and FSME pupils was greatest in Numeracy with a 9.5% point difference. In Literacy, the performance gap was closer at 7.9% points.

- Girls outperformed boys in both Literacy and Numeracy with performance gaps of 8.3% points and 1.1% points respectively.

% DSC pupils in 2013/14 and 2014/15 achieving Level 4 or above, Literacy and Numeracy

	All Pupils	FSME	Non-FSME	Male	Female
Literacy	76.2%	73.2%	81.1%	71.9%	80.2%
Numeracy	78.2%	74.7%	84.2%	77.6%	78.7%

Results exclude pupils with missing or incomplete data

Appendix C2

DSC Improving Literacy and Numeracy	Literacy and Numeracy Attainment Post-Primary (Individual Pupil Data)

Combined 2013/14 and 2014/15 Data

% Post-primary pupils achieving grade C or above in GCSE, 2013/14 and 2014/15
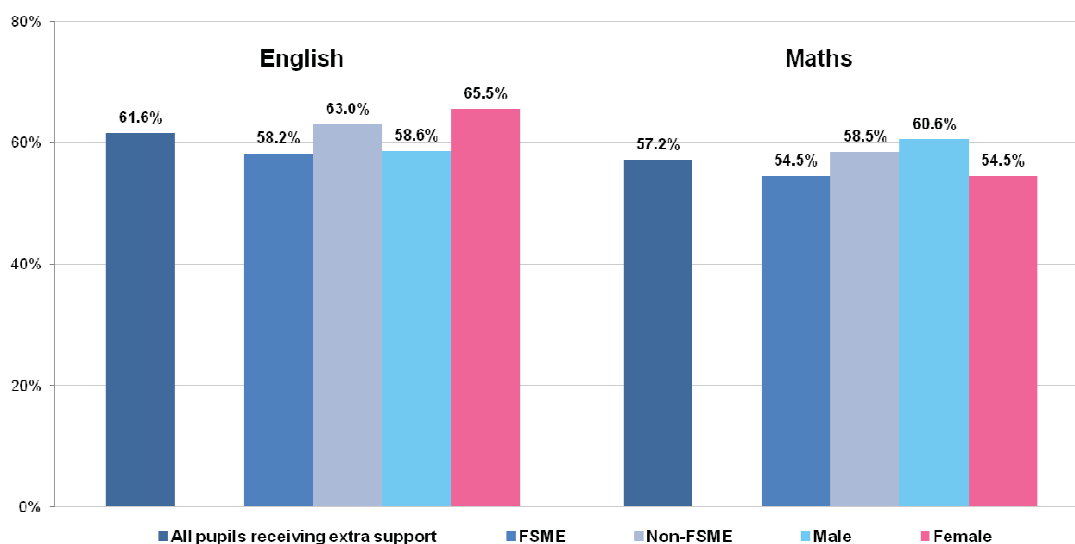
61.6% of pupils supported by DSC across both years achieved a grade C or above in GCSE English

57.2% of pupils supported by DSC across both years achieved a grade C or above in GCSE Maths

- The performance gap between Non-FSME and FSME pupils was greatest in GCSE English with a 4.8% point difference. The gap for GCSE Maths was 4.0% points in favour of Non-FSME pupils.

- A higher proportion of girls than boys achieved grade C or above in GCSE English, 65.5% and 58.6% respectively. The opposite is true for GCSE Maths with 60.6% of boys achieving

% DSC pupils in 2013/14 and 2014/15 achieving grade C or above, English and Maths

	All Pupils	FSME	Non-FSME	Male	Female
English	61.6%	58.2%	63.0%	58.6%	65.5%
Maths	57.2%	54.5%	58.5%	60.6%	54.5%

Results exclude pupils with missing or incomplete data

Appendix D1

DSC Improving Literacy and Numeracy	Literacy and Numeracy Attainment Primary (Individual Pupil Data) 2014/15

% Pupils achieving Level 4 or above, Literacy or Numeracy, 2014/15
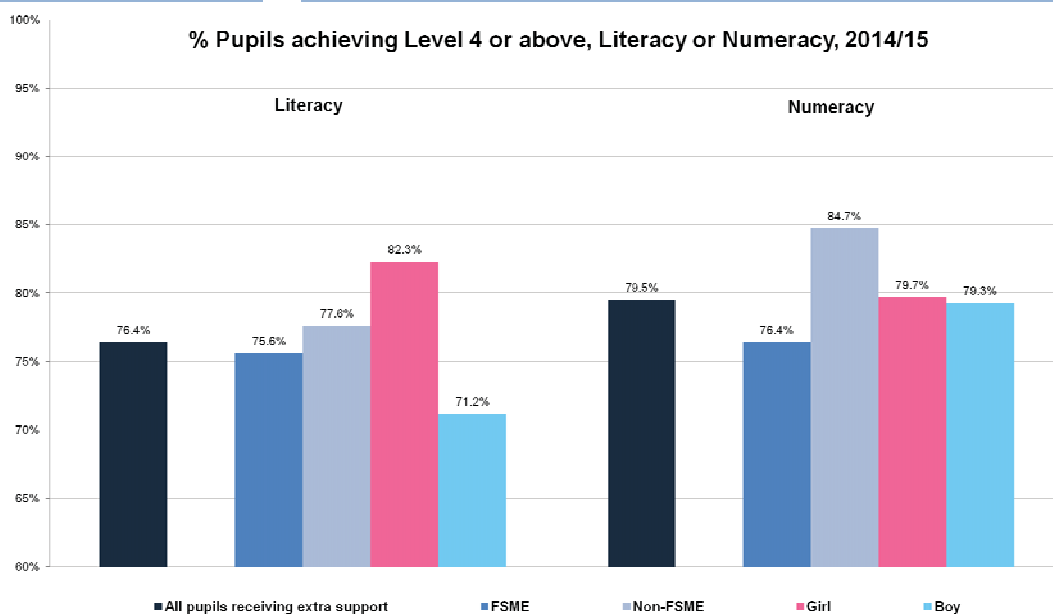
76.4% of pupils supported by DSC achieved a Level 4 or above in Literacy

79.5% of pupils supported by DSC achieved a Level 4 or above in Numeracy

- A higher proportion of Non-FSME pupils achieved the expected level across both subjects, compared with FSME pupils.

- The performance gap between Non-FSME and FSME pupils was greatest in Numeracy with an 8.3% point difference. In Literacy, the performance gap was 2.0% points.

- Girls outperformed boys in both Literacy and Numeracy with performance gaps of 11.1% points and 0.4% points respectively.

- A greater proportion of FSME pupils showed an increase in performance in both literacy and numeracy from 2013/14 to 2014/15, when compared with Non-FSME pupils.

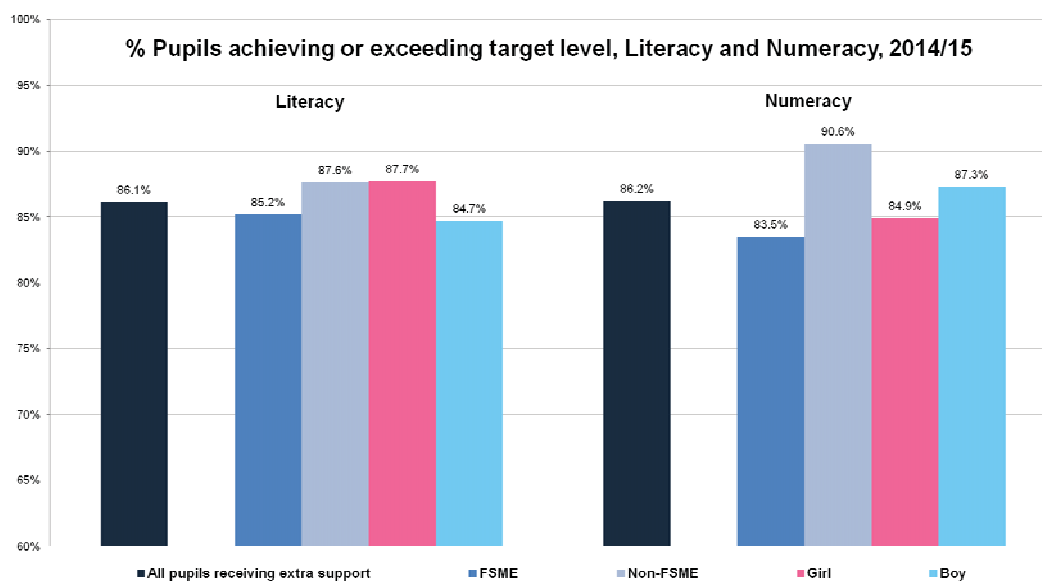**DSC Pupils achieving Level 4 or above (%), Literacy and Numeracy**

	Literacy		Numeracy	
	2013/14	2014/15	2013/14	2014/15
All Pupils	**76.0**	**76.4**	**77.2**	**79.5**
FSME	71.1	75.6	73.5	76.4
Non-FSME	84.0	77.6	83.8	84.7
Girl	78.3	82.3	78.0	79.7
Boy	72.6	71.2	76.2	79.3

Results exclude pupils with missing or incomplete data

DSC Improving Literacy and Numeracy	Achievement vs Target 2014/15

% Pupils achieving or exceeding target level, Literacy and Numeracy, 2014/15

Legend: All pupils receiving extra support · FSME · Non-FSME · Girl · Boy

Pupils who achieved or exceeded their target in Literacy	**86.1%**	Pupils who achieved or exceeded their target in Numeracy	**86.2%**

- Overall, around 86% of pupils achieved or exceeded their target level (which may have been at, above or below Level 4) in both Literacy and Numeracy.

- A greater proportion of Non-FSME pupils than FSME pupils achieved or exceeded their target level across Literacy and Numeracy with performance gaps of 2.4% points and 7.1% points respectively.

- Achievement by gender is similar across both subjects with around 85% of both girls and boys achieving or exceeding their target level.

- Girls performed slightly better than boys in Literacy with an achievement gap of 3.0% points in their favour. Conversely, boys performed slightly better than girls in Numeracy with 2.4% points in their favour.

DSC Pupils achieving or exceeding target level (%), Literacy and Numeracy

	Literacy		Numeracy	
	2013/14	2014/15	2013/14	2014/15
All Pupils	**85.6**	**86.1**	**86.5**	**86.2**
FSME	83.3	85.2	84.9	83.5
Non-FSME	89.5	87.6	89.4	90.6
Girl	86.4	87.7	85.6	84.9
Boy	84.6	84.7	87.6	87.3

Results exclude pupils with missing or incomplete data

DSC Improving Literacy and Numeracy	Improvement in Literacy and Numeracy 2014/15

% Pupils achieving an increase of 1 or more levels, Literacy and Numeracy, 2014/15
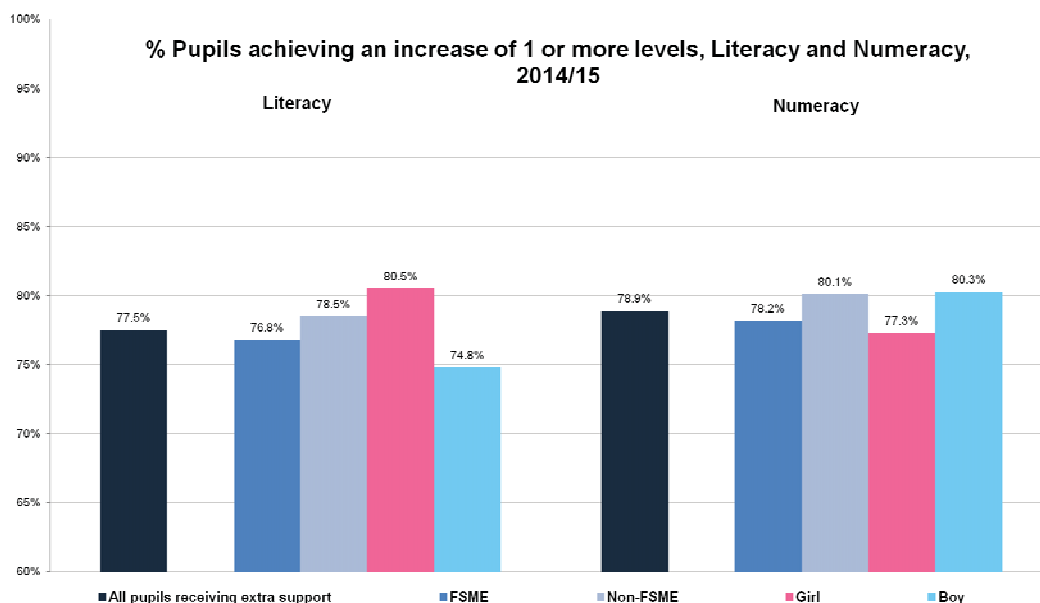
- There was a greater level of improvement in Numeracy than Literacy for both FSME and Non-FSME pupils.

- Girls showed a greater level of improvement than girls in Literacy with a gap of 5.7% points. Conversely boys showed a greater level of improvement for Numeracy, with a performance gap of 3.0% points.

- The percentage of FSME pupils achieving an increase of at least one level was higher in 2014/15 than 2013/14 for both Literacy and Numeracy.

More than three quarters of pupils achieved an increase of 1 or more levels.

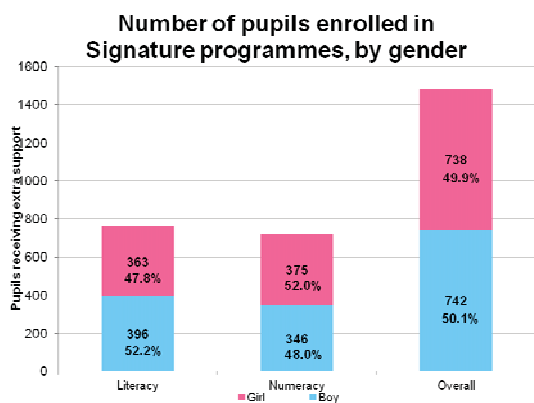**DSC Pupils achieving an increase of 1 or more levels (%), Literacy and Numeracy**

	Literacy		Numeracy	
	2013/14	2014/15	2013/14	2014/15
All Pupils	**74.8**	**77.5**	**72.6**	**78.9**
FSME	72.6	76.8	70.8	78.2
Non-FSME	79.0	78.5	75.9	80.1
Girl	73.6	80.5	71.4	77.3
Boy	75.7	74.8	73.6	80.3

Results exclude pupils with missing or incomplete data

DSC Improving Literacy and Numeracy	Enrolment and Attendance 2014/15

Number of pupils enrolled in Signature programmes, by gender

Number of pupils enrolled in Signature programmes, by FSME
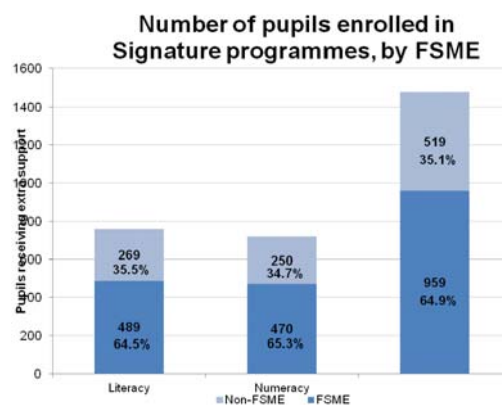
57.9% of primary pupils supported by the signature programme displayed improved attendance.

- Enrolment was similar for both subjects regarding FSM entitlement; around 35% of pupils were Non-FSME with 65% entitled to FSMs. These proportions contrast with NI averages in primary schools of 67.8% and 32.2% respectively.

- In Literacy, a greater proportion of boys (52.2%) were supported than girls (47.8%).

- In Numeracy, a greater proportion of girls (52%) were supported than boys (48%).

Characteristics of pupils (%) taking part in DSC Signature Programmes, Literacy and Numeracy

	Literacy		Numeracy	
	2013/14	2014/15	2013/14	2014/15
FSME	62.4	64.5	63.8	65.3
Non-FSME	37.6	35.5	36.2	34.7
Girl	45.0	47.8	49.3	52.0
Boy	55.0	52.2	50.7	48.0

Results exclude pupils with missing or incomplete data

DSC Improving Literacy and Numeracy	English and Maths Attainment Post-Primary (Individual Pupil Data) 2014/15

% Post-primary pupils achieving grade C or above in GCSE, 2014/15

English

- All pupils receiving extra support: 65.0%
- FSME: 64.2%
- Non-FSME: 65.3%
- Boys: 62.0%
- Girls: 68.3%

Maths

- All pupils receiving extra support: 59.6%
- FSME: 55.8%
- Non-FSME: 61.9%
- Boys: 64.5%
- Girls: 55.5%

Legend: ■ All pupils receiving extra support ■ FSME ■ Non-FSME ■ Boys ■ Girls
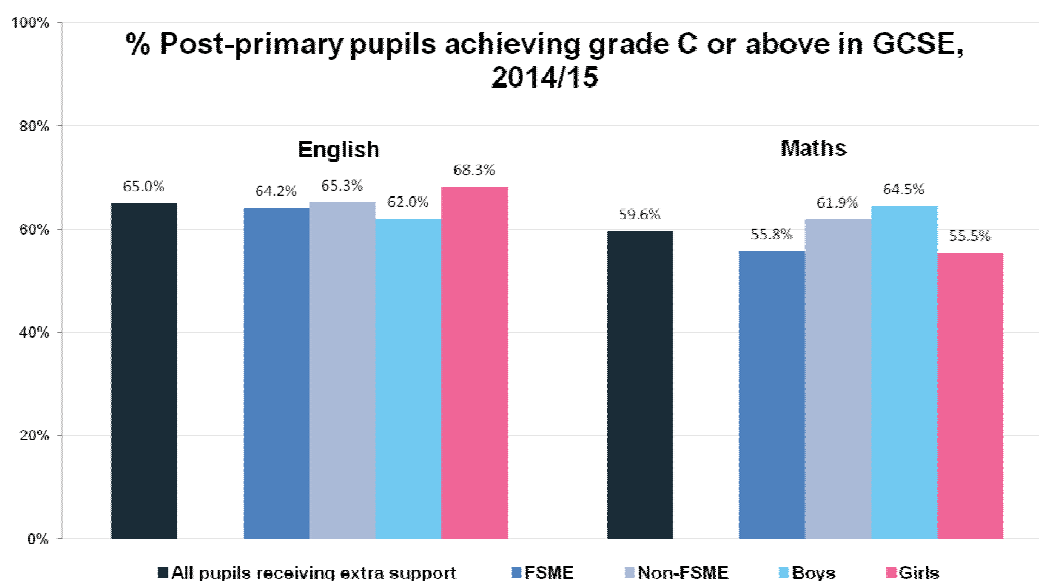
65.0 % of pupils supported by DSC achieved a grade C or above in GCSE English

59.6% of pupils supported by DSC achieved a grade C or above in GCSE Maths

- The performance gap between Non-FSME and FSME pupils was greatest in Maths with a 6.1% point difference. The difference in English was only 1.1% point in favour of non-FSME pupils.

- A higher proportion of girls than boys achieved grade C or above in English, 68.3% and 62.0% respectively. Whilst a higher proportion of boys than girls achieved grade C or above in Maths, 64.5% and 55.5% respectively.

- The difference between English and Maths was markedly higher for girls than boys.

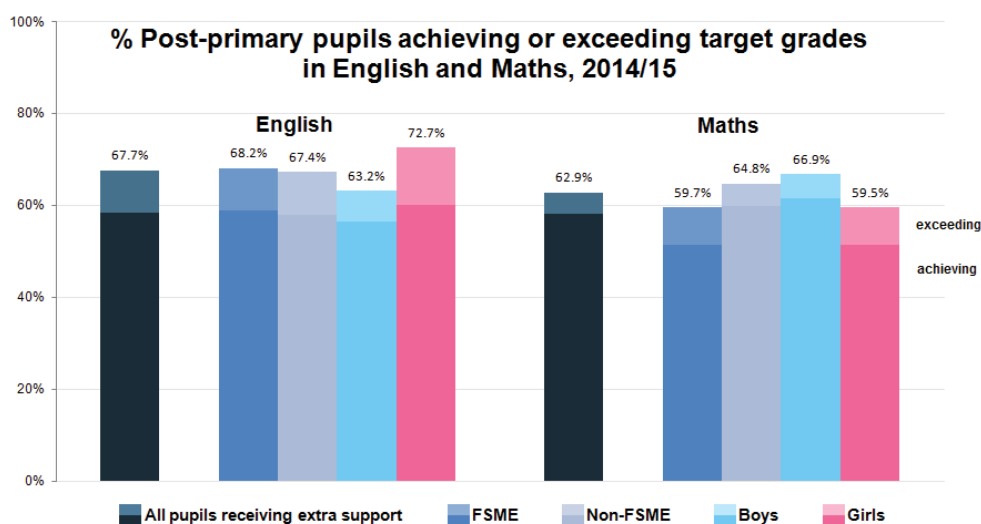**% DSC pupils achieving grade C or above, English and Maths**

	English		Maths	
	2013/14	2014/15	2013/14	2014/15
All Pupils	**58.4**	**65.0**	**55.2**	**59.6**
FSM	51.8	64.2	53.4	55.8
Non-FSM	60.9	65.3	56.0	61.9
Boy	55.4	62.0	57.1	64.5
Girl	61.9	68.3	53.4	55.5

Results exclude pupils with missing or incomplete data.

<table>
<tr><td>

DSC Improving Literacy and Numeracy

</td><td>

Achievement vs Target

2014/15

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</table>

% Post-primary pupils achieving or exceeding target grades in English and Maths, 2014/15

| Pupils who achieved or exceeded their target in English | **67.7 %** | Pupils who achieved or exceeded their target in Maths | **62.9%** |

- Overall, a greater proportion of pupils achieved or exceeded their individual target (which may have been at, above, or below Grade C) in English than in Maths.

- When it came to meeting or exceeding targets, Non-FSME pupils performed better than their FSME counterparts in Maths with an achievement gap of 5.1% points. In English, FSME pupils outperformed Non-FSME pupils by 0.8% points.

% DSC pupils achievement against target grade, English and Maths

| | English | | | | | | Maths | | | | | |
| | 2013/14 | | | 2014/15 | | | 2013/14 | | | 2014/15 | | |
	Target not achieved	Target achieved	Target exceeded	Target not achieved	Target achieved	Target exceeded	Target not achieved	Target achieved	Target exceeded	Target not achieved	Target achieved	Target exceeded
All Pupils	**35.9**	**52.4**	**11.7**	**32.3**	**55.3**	**12.3**	**39.4**	**50.8**	**9.8**	**37.1**	**57.0**	**5.9**
FSM	39.9	48.4	11.7	31.8	55.4	12.8	42.0	49.4	8.5	40.3	54.1	5.6
Non-FSM	34.4	53.9	11.7	32.6	55.3	12.1	38.3	51.4	10.3	35.2	58.7	6.1
Boy	39.6	52.1	8.4	36.8	54.1	9.1	38.0	52.4	9.6	33.1	61.6	5.4
Girl	31.6	52.8	15.7	27.3	56.8	15.9	40.8	49.3	9.9	40.5	53.1	6.4

Results exclude pupils with missing or incomplete data.
Due to rounding some figures may not sum to the totals provided.

DSC Improving Literacy and Numeracy	Improvement in English and Maths 2014/15

% Post-primary pupils improving by 1 or more grades, 2014/15
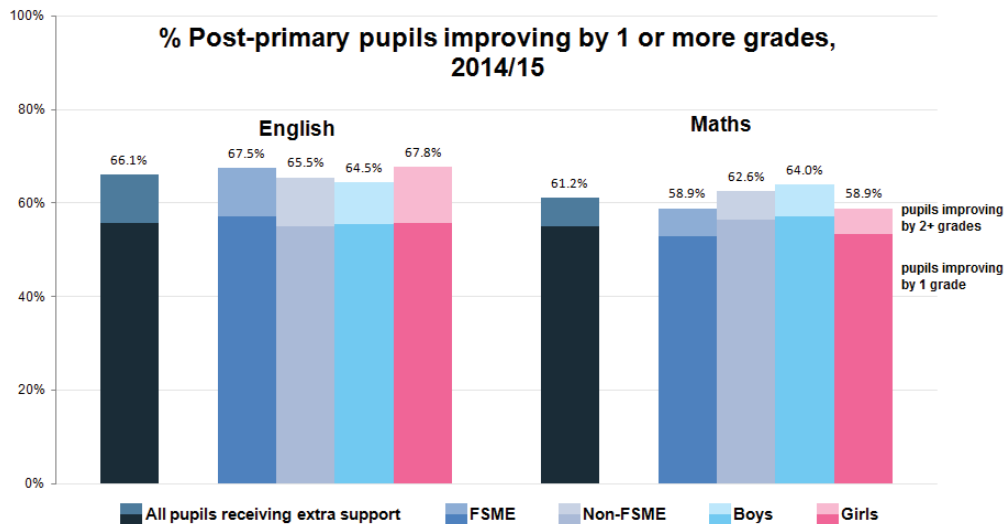
- There was a greater level of improvement in English than in Maths for both FSME and non-FSME pupils.

- In English, the gender gap between girls and boys was 3.3% points in favour of girls. In contrast, boys showed a greater improvement than girls in Maths with a 5.1% point gap in their favour.

A greater proportion of Non-FSME pupils showed improvement in Maths than FSME pupils, with a gap of 3.7% points.

However, in English a greater proportion of FSME pupils showed improvement with a gap of 2.0% points.

% DSC pupils showing improvement in grades since intervention, English and Maths

	English				Maths			
	2013/14		2014/15		2013/14		2014/15	
	Improved by 1 grade	Improved by 2+ grades	Improved by 1 grade	Improved by 2+ grades	Improved by 1 grade	Improved by 2+ grades	Improved by 1 grade	Improved by 2+ grades
All Pupils	45.5	8.2	51.6	14.5	47.2	12.3	52.8	8.5
FSM	40.3	9.7	53.3	14.2	46.9	11.3	50.5	8.3
Non-FSM	47.4	7.7	50.9	14.7	47.3	12.6	54.1	8.5
Boy	43.8	7.9	51.9	12.6	48.8	11.9	54.6	9.4
Girl	47.4	8.7	51.3	16.6	45.6	12.6	51.2	7.7

Results exclude pupils with missing or incomplete data.
Due to rounding some figures may not sum to totals provided.

DSC Improving Literacy and Numeracy	Enrolment and Attendance 2014/15

Number and percentage of DSC supported pupils, by FSME

Number and percentage of DSC supported pupils, by FSME
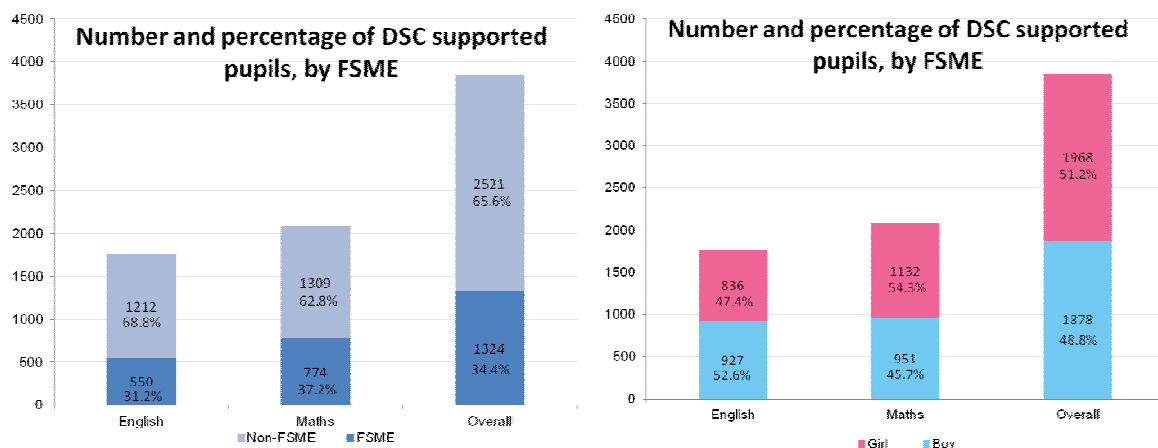
47.8%

of pupils supported by the signature programme displayed improved attendance.

- Overall more girls were supported than boys, with 51.2% of those participating being girls and 48.8% being boys. There was a higher proportion of Non-FSME pupils supported than FSME pupils, 65.6% and 34.4% respectively. Please note, pupils could be supported in both English and Maths, and as such may have been double counted in the totals.

- In English, where girls have outperformed boys, the proportion of girls and boys enrolled in the English programme was 47.4% and 52.6% respectively.

- In Maths, where boys outperformed the girls, enrolment between boys and girls, was much wider with the breakdown being 45.7% and 54.3% respectively.

Characteristics of pupils (%) taking part in DSC Signature Programmes, English and Maths

	English		Maths	
	2013/14	2014/15	2013/14	2014/15
FSM	27.8	31.2	29.0	37.2
Non-FSM	72.2	68.8	71.0	62.8
Boy	54.3	52.6	49.9	45.7
Girl	45.7	47.4	50.1	54.3

As pupils can be enrolled in both the English and Maths programmes they will appear in both columns of the above table.

DSC Improving Literacy and Numeracy

Year 12 Examination Performance:
SAER 2014/15 for DSC Supported Schools

% post primary pupils at DSC supported schools achieving 5+ A*-C (or equivalent) including GCSE English and Maths, 2012/13 - 2014/15
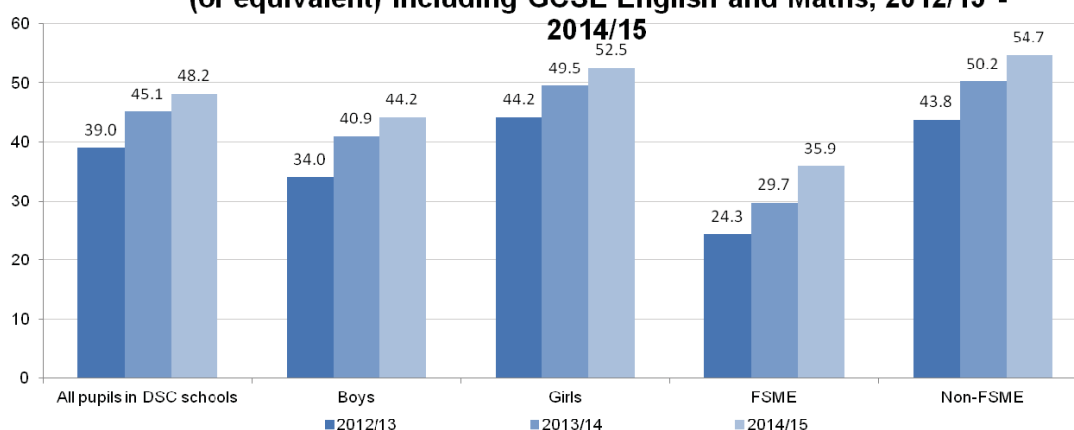
- The performance of DSC supported schools improved between 2012/13 and 2014/15. Overall, the proportion of pupils achieving the above indicator increased by 9.2% points over the two-year period.

- Girls showed an 8.3% point increase whilst boys recorded a slightly higher increase of 10.2% points.

Around **58%** of DSC supported schools showed improvement in the proportion of pupils achieving 5+ GCSEs A*-C (or equivalent), inc. English and Maths since 2013/14.

- Improved performance of FSME pupils exceeds that of non-FSME pupils, with respective percentage point differences being 11.6% points and 10.9% points between 2012/13 and 2014/15.

% achieving 5 or more GCSEs at grades A*-C (or equivalent) including GCSEs in English and Maths. 2014/15

	All pupils			Boys			Girls		
	2012/13 Pre DSC	2013/14 DSC Year 1	2014/15 DSC Year 2	2012/13 Pre DSC	2013/14 DSC Year 1	2014/15 DSC Year 2	2012/13 Pre DSC	2013/14 DSC Year 1	2014/15 DSC Year 2
All Schools	60.9	65.2	67	56.4	60.9	63.2	65.5	69.3	70.9
DSC Schools	39.0	45.1	48.2	34.0	40.9	44.2	44.2	49.5	52.5
Non DSC Schools	95.1	95.4	95.7	93.9	93.8	94.1	96.1	96.8	97.3

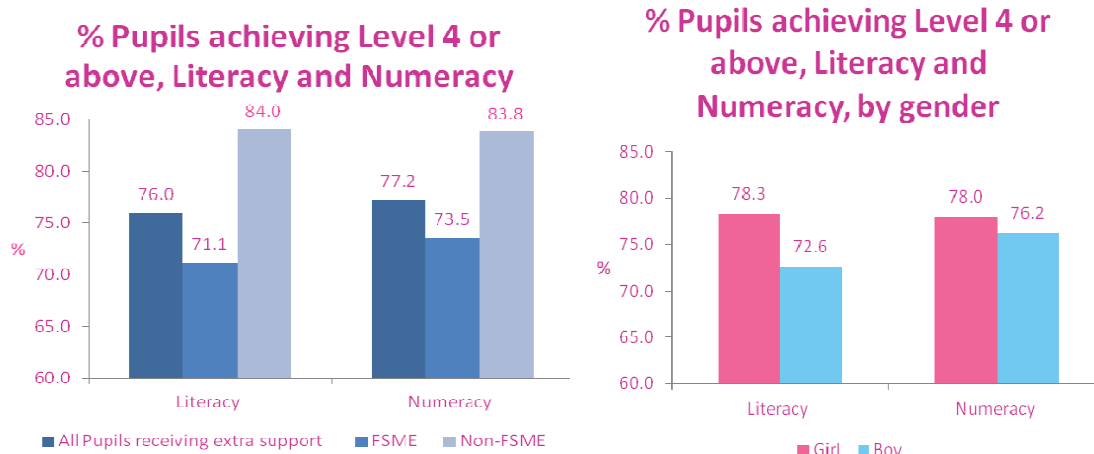|	FSME			Non-FSME		
	2012/13 Pre DSC	2013/14 DSC Year 1	2014/15 DSC Year 2	2012/13 Pre DSC	2013/14 DSC Year 1	2014/15 DSC Year 2
All Schools	33.9	38.7	45.6	66.7	70.8	74.3
DSC Schools	24.3	29.7	35.9	43.8	50.2	54.7
Non DSC Schools	88.5	89.4	91.5	95.5	95.8	96.3

Source: Summary of Annual Examination Results 2014/15
Please note all Non DSC Schools are grammar schools.

Appendix E1

DSC Improving Literacy and Numeracy	Literacy and Numeracy Attainment Primary (Individual Pupil Data) 2013/14

% Pupils achieving Level 4 or above, Literacy and Numeracy

% Pupils achieving Level 4 or above, Literacy and Numeracy, by gender

76.0% of pupils supported by DSC achieved a Level 4 or above in Literacy

77.2% of pupils supported by DSC achieved a Level 4 or above in Numeracy

- A higher proportion of Non-FSME pupils achieved the expected level across both subjects, compared with FSME pupils.

- The performance gap between Non-FSME and FSME pupils was greatest in Literacy with a 12.9% point difference. In Numeracy, the performance gap was 10.3% points.

- With regards to gender, girls appeared to outperform boys in both Literacy and Numeracy with performance gaps of 5.7% points and 1.8% points respectively.

Pupils achieving Level 4 or above (%), Literacy and Numeracy

		Literacy	Numeracy
All Pupils		76.0	77.2
FSME	FSME	71.1	73.5
	Non-FSME	84.0	83.8
Gender	Girl	78.3	78.0
	Boy	72.6	76.2

Results exclude pupils with missing or incomplete data

DSC Improving Literacy and Numeracy	Achievement vs Target 2013/14

% Pupils achieving or exceeding target level, Literacy and Numeracy
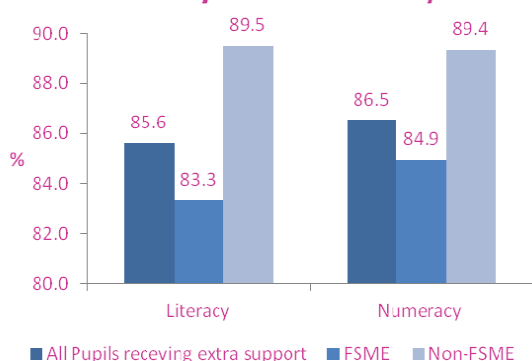
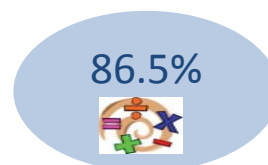All Pupils receiving extra support ■ FSME ■ Non-FSME

% Pupils achieving or exceeding target level, Literacy and Numeracy, by gender

■ Girl ■ Boy

Pupils who achieved or exceeded their target in Literacy

85.6%

Pupils who achieved or exceeded their target in Numeracy

86.5%
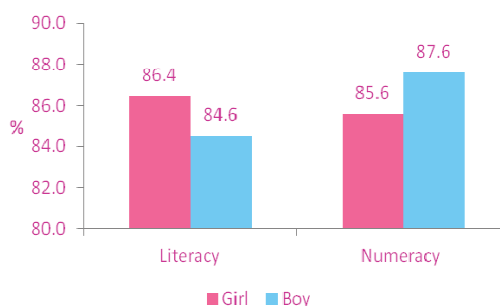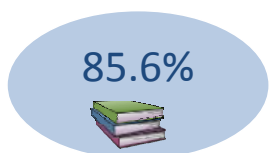
- Overall, around 85% of pupils achieved or exceeded their target level (which may have been at, above or below Level 4) in both Literacy and Numeracy.

- A greater proportion of Non-FSME pupils than FSME pupils achieved or exceeded their target level across both subjects with performance gaps of 6.2% points and 4.5% points respectively.

- Achievement by gender is similar across both subjects with around 85% of both girls and boys achieving or exceeding their target level.

- Girls appeared to perform slightly better than boys in Literacy with an achievement gap of 1.8% points in their favour. Conversely, boys appeared to perform slightly better than girls in Numeracy with 2.0% points in their favour.

Pupils achieving or exceeding target level (%), Literacy and Numeracy

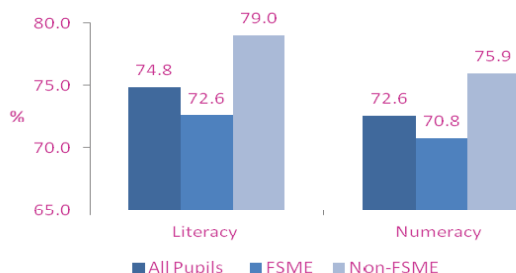|		Literacy	Numeracy
All Pupils		85.6	86.5
FSME	FSME	83.3	84.9
	Non-FSME	89.5	89.4
Gender	Girl	86.4	85.6
	Boy	84.6	87.6

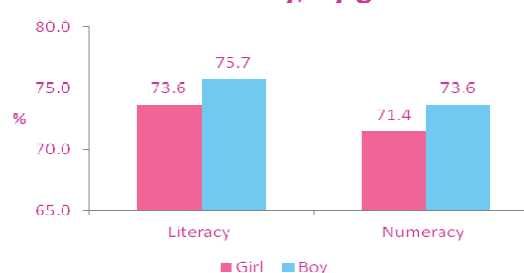Results exclude pupils with missing or incomplete data

DSC Improving Literacy and Numeracy	Improvement in Literacy and Numeracy 2013/14

% Pupils achieving an increase of 1 or more levels, Literacy and Numeracy

% Pupils achieving an increase of 1 or more levels, Literacy and Numeracy, by gender

- There was a greater level of improvement in Literacy than Numeracy for both FSME and Non-FSME pupils.

- Boys showed a greater level of improvement than girls in Literacy and Numeracy. The improvement gaps were similar in each subject with gaps of 2.1% points and 2.2% points respectively.

Pupils achieving an increase of 1 or more levels (%), Literacy and Numeracy

		Literacy	Numeracy
All Pupils		74.8	72.6
FSME	FSME	72.6	70.8
	Non-FSME	79.0	75.9
Gender	Girl	73.6	71.4
	Boy	75.7	73.6

Results exclude pupils with missing or incomplete data

A greater % of Non-FSME pupils showed improvement across both subjects than FSME pupils.

In Literacy, 79.0% of Non-FSME pupils showed level improvements compared with 72.6% of FSME pupils.
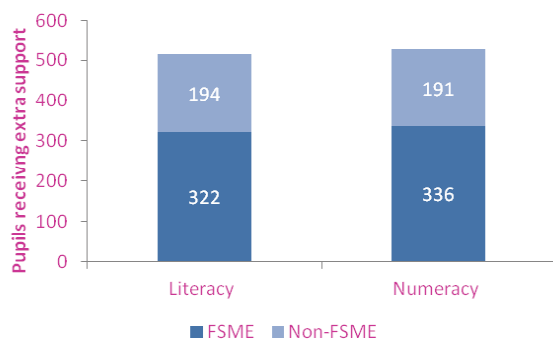
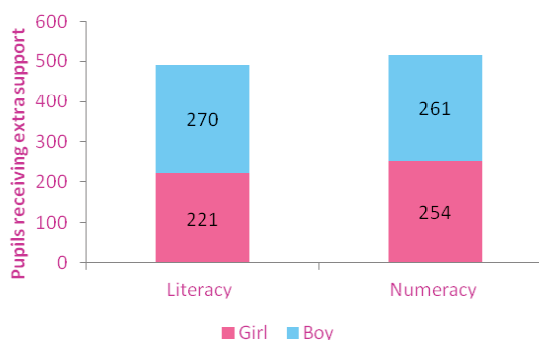In Numeracy, the improvement gap was slightly smaller, at 5.1% points.

DSC Improving Literacy and Numeracy	Enrolment and Attendance 2013/14

Number of pupils enrolled in Signature programmes, by FSME

Number of pupils enrolled in Signature programmes, by gender

56.8%
of primary pupils supported by the signature programme displayed improved attendance

- Enrolment was similar for both subjects regarding FSM entitlement; around 35% of pupils were Non-FSME with 65% entitled to FSMs. These proportions compare with NI averages in primary schools of 68.6% and 31.4% respectively.

- In Literacy, 48.6% of pupils who achieved a Level 4 or above showed improved attendance. This proportion was higher in Numeracy, at 59.1%.

- In Literacy, a greater proportion of enrolments were for boys (55.0%) than girls (45.0%).

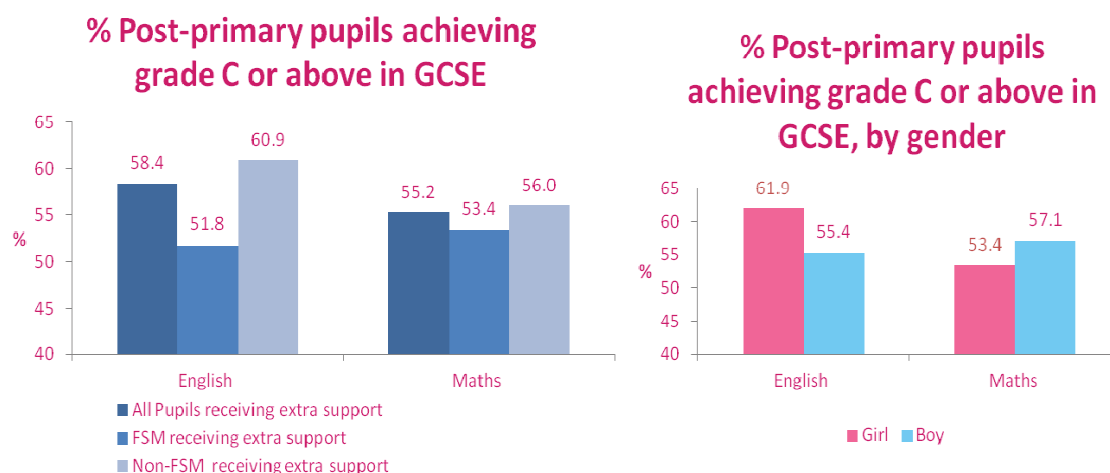- In Numeracy, enrolment between boys and girls was much closer with proportions of 50.7% and 49.3% respectively.

Characteristics of pupils (%) taking part in DSC Signature Programmes, Literacy and Numeracy

		Literacy	Numeracy
FSME	FSME	62.4	63.8
	Non-FSME	37.6	36.2
Gender	Girl	45.0	49.3
	Boy	55.0	50.7

Results exclude pupils with missing or incomplete data

Appendix E2

<div style="text-align:center">

DSC Improving Literacy and Numeracy

Literacy and Numeracy Attainment
Post-Primary (Individual Pupil Data)
2013/14

</div>

% Post-primary pupils achieving grade C or above in GCSE

- All Pupils receiving extra support
- FSM receiving extra support
- Non-FSM receiving extra support

% Post-primary pupils achieving grade C or above in GCSE, by gender

- Girl
- Boy

58.4 % of pupils supported by DSC achieved a grade C or above in GCSE English

55.2% of pupils supported by DSC achieved a grade C or above in GCSE Maths

- Non-FSME pupils outperformed FSME pupils in both subjects.

- The performance gap between Non-FSME and FSME pupils was greatest in English with a 9.1% point difference.

- At 2.6% points, the attainment gap between Non-FSME and FSME pupils was smaller in Maths.

% pupils achieving grade C or above, English and maths

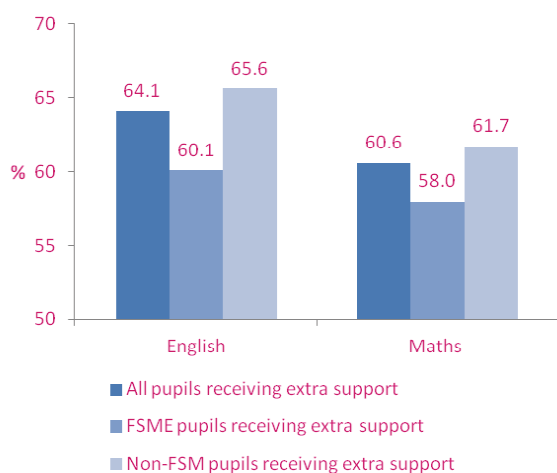|		English	Maths
All Pupils		**58.4**	**55.2**
FSME	FSM	51.8	53.4
	Non-FSM	60.9	56.0
Gender	Girl	61.9	53.4
	Boy	55.4	57.1

Data exclude 4 pupils with no known result in English and 28 with no result in Maths.
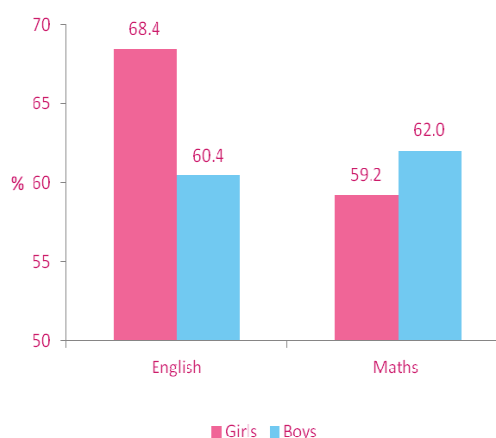
DSC Improving Literacy and Numeracy

Achievement vs Target
2013/14

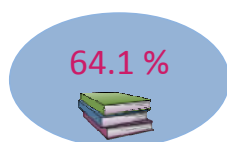### % Post-primary pupils achieving or exceeding target grades in English and Maths
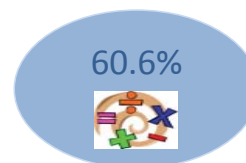

- All pupils receiving extra support
- FSME pupils receiving extra support
- Non-FSM pupils receiving extra support

% Post-primary pupils achieving or exceeding target grades in English and Maths, by gender

- Girls
- Boys

Pupils who achieved or exceeded their target in English

64.1 %

Pupils who achieved or exceeded their target in maths

60.6%

- Overall, a greater proportion of pupils achieved or exceeded their target (which may have been at, above, or below Grade C) in English than in Maths.

- When it came to meeting or exceeding targets, Non-FSME pupils performed better than their FSME counterparts in both English and Maths with achievement gaps of 5.5% points and 3.7% points respectively.

% pupils achievement against target grade, English and maths

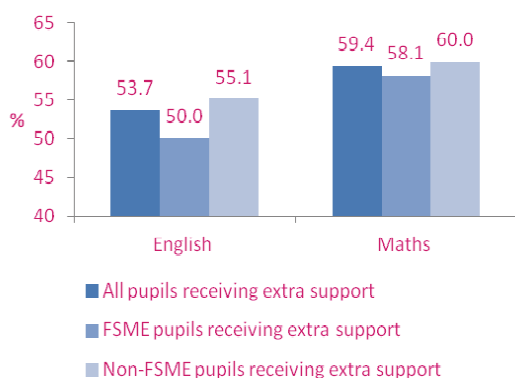|		English			Maths		
		Target not achieved	Target achieved	Target exceeded	Target not achieved	Target achieved	Target exceeded
All pupils		35.9	52.4	11.7	39.4	50.8	9.8
FSME	FSM	39.9	48.4	11.7	42.0	49.4	8.5
	Non-FSM	34.4	53.9	11.7	38.3	51.4	10.3
Gender	Girl	31.6	52.8	15.7	40.8	49.3	9.9
	Boy	39.6	52.1	8.4	38.0	52.4	9.6

Data exclude 4 pupils with no known target and/or achieved result in English and 30 with no result(s) in maths.
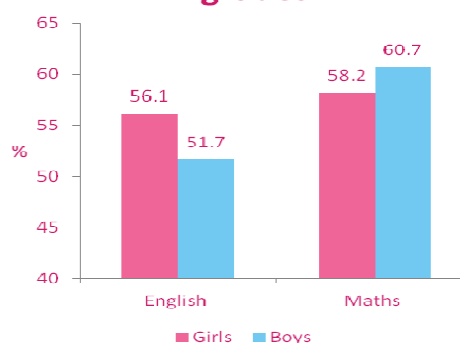
DSC Improving Literacy and Numeracy	Improvement in Literacy and Numeracy 2013/14

% Post-primary pupils improving by 1 or more grades

- All pupils receiving extra support
- FSME pupils receiving extra support
- Non-FSME pupils receiving extra support

% Post-primary pupils improving by 1 or more grades

- Girls
- Boys

- There was a greater level of improvement in Maths than in English for both FSME and non-FSME pupils.

- In English, the gender gap between girls and boys was 4.4% points in favour of girls. In contrast, boys showed a greater improvement than girls in Maths with a 2.5% point gap in their favour.

A greater % of Non-FSME pupils showed improvement across both subjects than FSME pupils.

In English, 55.1% of Non-FSME pupils showed grade improvements compared with 50.0% of FSME pupils.

In Maths, this improvement gap was narrower, at 1.9% points.

% pupils showing improvement in grades since intervention, English and Maths

|		English		Maths	
		Improved by 1 grade	Improved by 2+ grades	Improved by 1 grade	Improved by 2+ grades
All pupils		45.5	8.2	47.2	12.3
FSME	FSM	40.3	9.7	46.9	11.3
	Non-FSM	47.4	7.7	47.3	12.6
Gender	Girl	47.4	8.7	45.6	12.6
	Boy	43.8	7.9	48.8	11.9

Data exclude 5 pupils with no known before and/or after result(s) in English and 41 with no result(s) in Maths.
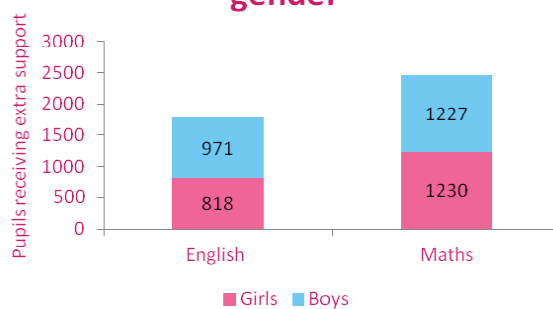
DSC Improving Literacy and Numeracy	Enrolment and Attendance 2013/14

Number of pupils enrolled in Signature programmes, by FSME
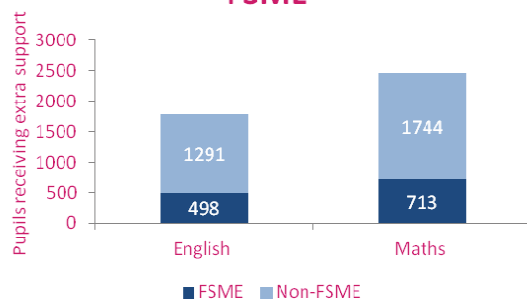
Number of pupils enrolled in Signature programmes, by gender

65.0%

of pupils supported by the signature programme displayed improved attendance.

- In percentage terms, enrolment was similar for both subjects regarding FSM entitlement; around 70% of pupils were Non-FSME with 30% entitled to FSM. These proportions compare with NI averages in non-selective schools of 72.9% and 27.1% respectively.

- Around two-thirds of pupils achieving a grade C or above improved their attendance: English (63%) and Maths (67%).

Characteristics of pupils (%) taking part in DSC Signature Programmes, English and Maths

		English	Maths
FSME	FSME	27.8	29.0
	Non-FSME	72.2	71.0
Gender	Girl	45.7	50.1
	Boy	54.3	49.9

As pupils can be enrolled in both the English and Maths programmes they will appear in both columns of the above table.

- In English, where girls have outperformed boys, the proportion of girls and boys enrolled in the English programme was 45.7% and 54.3% respectively.

- In Maths, where boys outperformed the girls, enrolment between boys and girls, was much closer with the breakdown being 50.1% and 49.9% respectively.
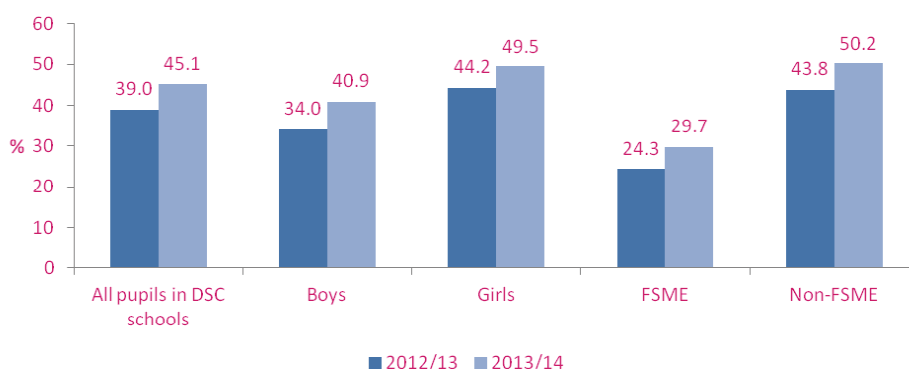
DSC Improving Literacy and Numeracy

Year 12 Examination Performance:
SAER 2013/14 for DSC Supported Schools

% post-primary pupils at DSC supported schools achieving 5+ A*-C (or equivalent) including GCSE English and GCSE Maths 2012/13 - 2013/14

■ 2012/13 ■ 2013/14

- The performance of DSC supported schools improved between 2012/13 and 2013/14. Overall, the proportion of pupils achieving the above indicator increased by 6.1% points over the two-year period.

- Girls showed a 5.3% point increase whilst boys recorded a slightly higher increase of 6.9% points.

Around **69%** of DSC supported schools showed improvement in the proportion of pupils achieving 5+ GCSEs A*-C (or equivalent), inc. English and Maths since 2012/13.

- While improved performance of non-FSME pupils appears to exceed that of FSME pupils in percentage point terms (6.4 v 5.4), numerically, a greater increase is evident among FSME pupils following intervention. An additional 1-in-5 FSME pupils achieved the above standard in 2013/14, compared with an additional 1-in-10 non-FSME pupils.

% achieving 5 or more GCSEs at grades A*-C (or equivalent) including GCSEs in English and maths

| | All pupils | | Gender | | | | FSME | | Non-FSME | |
| | | | Boys | | Girls | | | | | |
	2012/13	2013/14	2012/13	2013/14	2012/13	2013/14	2012/13	2013/14	2012/13	2013/14
All Schools	60.9	65.2	56.4	60.9	65.5	69.3	33.9	38.7	66.7	70.8
DSC Schools	39.0	45.1	34.0	40.9	44.2	49.5	24.3	29.7	43.8	50.2

Source: Summary of Annual Examination Results 2013/14

Delivering Social Change
Literacy & Numeracy Signature Programme

Year 2 Final Report