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DELIVERING SOCIAL CHANGE

Delivering Social Change
Literacy & Numeracy Signature Programme

Year 1 Interim Report

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Contents

Acknowledgements

Delivering Social Change Literacy & Numeracy Signature Programme

Summary of Key Findings

- There were 151 Primary and 142 (139 had a teacher appointed) Post-Primary Schools involved in the first year.

- There were 260.7 Full Time Equivalent (FTE) teachers appointed in the first year.

- There were 3,042 primary and 6,658 post-primary school pupils supported in the first year.

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

  ➤ 76% of pupils and 71.1% of pupils entitled to free schools meals achieved a Level 4 or above in Communication in English (literacy support).

  ➤ 77.2% of pupils and 73.5% of pupils entitled to free schools meals achieved a Level 4 or above in Using maths (numeracy support).

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

- 58.4% of pupils and 51.8% of pupils entitled to free schools meals achieved a grade C or above in GCSE English.

- 55.2% of pupils and 53.4% of pupils entitled to free schools meals achieved a grade C or above in GCSE maths.

- Schools reported an improvement in attendance for 56.8% of primary schools pupils and for 65% of post-primary pupils.

- In the primary school sector, 76% of schools stated that the programme had been successful for literacy and/or numeracy support.

○ In the post primary sector, 68% of schools stated that the programme had been successful for GCSE English and 76% of schools stated that the programme had been successful for GCSE maths.

○ Around 69% of DSC supported schools showed improvement in the proportion of pupils achieving 5 or more GCSEs A* - C (or equivalent) including English and maths since 2012/13.

○ The proportion of non-grammar schools (all DSC supported) year 12 pupils achieving 5 or more GCSEs at grades A*-C (or equivalent) including GCSE English and GCSE maths increased by 6.3 percentage points to 44.0% (37.7% 2012/13).

○ In 2013/14, 38.7% of year 12 FSME pupils achieved 5 or more GCSEs (including equivalents) at grades A*-C including GCSE English and GCSE maths, an increase of 4.8 percentage points since 2012/13 (33.9%).

Overview and context

The Programme for Government (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.

Delivering Social Change is an Office of the First Minister and deputy First Minister (OFMdFM) framework that seeks 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 a 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.

OFMdFM made available £12m 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 of £2.03m 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 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 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 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 approach. This approach, agreed by all other employing authorities, led to the recruitment and selection of recent graduate teachers by the WELB. The centrally recruited teachers were then deployed to undertake the support for underachieving pupils.

Human Resources (HR) within 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.

Date Appointed	Number of teachers appointed through the centralised approach and who accepted a post
Tranche 1 (October 2013)	31
Tranche 2 (November 2013)	14
Tranche 3 (January 2014)	16
Tranche 4 (March 2014)	17
Tranche 5 (September 2014)	19

Curriculum Advisory Support Service (CASS) Support

A regional CASS Manager was appointed in May 2013 to undertake initial planning, move forward the first tranche of centrally recruited teachers and establish training schedules for year 1 of the programme. A change in staffing led to the appointment of the current CASS Manager in December 2013.

The Education and Library Boards (ELBs) have each made available a member of their CASS team to work on the operational development and delivery of the programme alongside the Project Manager, employed by WELB. The individual ELB CASS officer also acts as a conduit/liaison with their respective CASS teams. The key responsibilities of this core team are 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.

CASS officers from all ELBs with specific expertise and experience for example in literacy/numeracy and recruitment contribute to the ongoing development and delivery of the programme.

Programme Participation

Schools involved in the programme

Initially 156 Primary Schools (125 funded by OFMDFM and 33 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 first year (2013/14).

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

❍ 151 Primary Schools.

❍ 142 Post-Primary Schools – of these, 139 had either full or partial allocation of their teachers.

Teaching staff delivering the programme – 2013/14 academic year

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.

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.

At the end of the 2013/14 academic year, the employment of teachers was as follows:

Total number of FTE teachers in post (June 2014)			
	Primary	Post-primary	Total
OFMdFM	81.9	143.5	225.4
DE	18.4	14	32.4
Schools*	0.9	2	2.9
Total	101.2	159.5	260.7

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

An analysis of all employment changes in-year indicated that a number of teachers changed their employment during the course of the year.

- ❍ 11 teachers obtained a permanent post in their Signature School
- ❍ 10 teachers obtained a permanent post in another school
- ❍ 5 teachers obtained another Signature post in another school
- ❍ 5 teachers opted to take other forms of short term employment (for example, maternity leave cover)

At the end of the 2013/14 academic year - 260.7 FTE teachers out of a total of 267.2 funded posts were employed (97.6%).

Support for Planning, Monitoring and Evaluation – NISPLAN

As part of the support system an electronic platform was created by WELB CASS IT staff. The web based platform, the Northern Ireland Signature Programme for Literacy and Numeracy (NISPLAN), is where schools access support materials, seek advice and complete their annual action plans,

monitoring forms and evaluation reports. Each school has their own log-in details and the capacity to add its own users. This provides 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 the academic year. Their action plans were submitted online and assessed by CASS officers within the relevant ELB. The online system allows for requests for clarification to be made by CASS officers and amendments to then be made by the schools. Once assessed by the CASS officer these plans were reviewed by the core team for final approval.

The role of CASS officers in monitoring and assessing the action plans submitted by schools was important in ensuring that schools were focusing on the appropriate pupils and making the best use of the resource available to them. This activity was undertaken by many CASS officers across the region alongside their school improvement role thereby enabling the regional team to avail of local officer knowledge and expertise.

Monitoring Progress

As an integral part of the monitoring process, schools were asked to complete two monitoring forms covering the periods January-March 2014 and April-June 2014, providing schools with an opportunity to record progress via the NISPLAN website. Information provided has been used to tailor support to teachers and to inform the ongoing CPD and training.

Resource Materials

As the programme developed so too did the breadth of the website. The 'front end' became a conduit for the sharing of materials used in all training and information sessions throughout the year. These materials are available for all schools to see and use irrespective of whether they are part of the programme or not. This has provided an opportunity to share practice across all schools and to develop the legacy of the programme.

Throughout the year the core team officers also worked with schools to identify examples of best practice that can inform the development of the Signature programme across Northern Ireland. This has included the capturing of practice within schools in DVD format. This DVD has been made available to all schools.

End of Year One Outcomes

The NISPLAN system gathers a large amount of variable data at school level, but not at individual pupil level. An excel spreadsheet was developed to capture information at individual pupil level to include the grade/level before intervention, target grade/level, grade/level achieved and a number of other broader identifying factors pertinent to the pupils. The collection, collation and analysis of this data set has proven to be labour intensive and therefore, the data collection will be incorporated into the end of year evaluation documentation on the NISPLAN website for Year 2 of the programme.

Pupil Information

In the primary sector:

- 1,561 pupils received support for literacy;
- 1,402 pupils received support for numeracy;
- 79 pupils received support for Irish;
- **A total of 3,042[1] primary school pupils received support from the programme.**

In the post-primary sector:

- 3,023 pupils received support for English;
- 3,635 pupils received support for Maths;
- **A total of 6,658[1] post–primary school pupils received support from the programme.**

A grand total of **9,700[1]** pupils received support in the first year of the programme.

Primary Sector Outcomes

The table below shows the percentage of primary pupils, identified as unlikely to achieve at this level, who were supported by the programme and achieved the Level 4 or above in literacy or numeracy.

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1   A number of pupils may have received support in both English and maths and will, therefore, be counted twice.

Pupils achieving Level 4 or above (%), Literacy and Numeracy 2013/14		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			

Post-primary Sector outcomes

The table below shows the percentage of pupils identified as unlikely to achieve a C grade, who were supported by the programme and have 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 (FSME) 2013/14		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

Please see Appendix C for a detailed breakdown of the results for these pupils.

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

"Discussions with class teachers have highlighted an increase in confidence for children when attempting numeracy work. Children are enthusiastic about the withdrawal lessons and always participate well. All children receiving intervention support have successfully been awarded a Level 4 in numeracy and so have achieved their target."

"High level of participation from students during in-school sessions. Student, parent and teacher questionnaires carried out in January indicated marked improvement in student self-esteem and attitude towards learning and exams. Parent meeting provided valuable and positive feedback. Teacher records in regular English lessons indicate improved marks and anecdotal evidence from English teachers noted how much more positive students were about their English. Improved controlled assessments, attendance at after school sessions are positive and students are actively seeking help and support, even out of normal lesson time."

"Therefore after one full term (the second term) with the Signature Programme pupils I feel better equipped to express opinions on the work covered and discuss the level of progress of individual pupils. Initially, it was decided to raise the profile of reading within the cohort of pupils. I wished to make reading a regular, enjoyable experience which embraced a life skill element. The concept of reading in one's spare time became a pivotal aim. Reading became a time filler, a life skill and a hobby all in one. My sense of drive ensured that I convinced my pupils of the importance of the art of reading which could enrich their life experiences. Trying to work with a spread of reading ability throughout the cohort provided direction and purpose."

"Establish greater contact with parents including face to face meetings with the parents of targeted pupils."

Pupil Feedback

"I felt happy because I was getting extra support for my maths because I had been struggling with it.
… She is an amazing teacher, she cares about you if she sees you struggling she'll focus on you and she won't move on. I was struggling with some equations and when I was in the bigger class I wasn't getting as much help as there was a larger amount of people."

Richard:

"Miss T will assess the work but we will also do peer assessment where Miss T will give us a sticky note and we swap work and write on the sticky note, points that should be put into the person's answer. It is good because you see other people's answers and what you should be putting in yours."

Jamie:

"Tracking is really good because if I underachieved it would make me feel I needed to push myself harder and if I overachieved I would feel a bit more comfortable and confident so that is what has helped me in both my maths and English."

Kenny:

"I felt better being brought into a smaller group as then I could ask questions instead of being embarrassed because in a bigger class I was embarrassed to ask questions that were easy for other people but I found harder. And in the smaller group I know that I am at the same level as everybody else and like we can all ask the question and not be embarrassed about it."

Chloe:

Professional Development

Professional Development for Centrally Recruited Teachers

Teachers employed through the **central recruitment process** each received 5 additional days professional development, developed and delivered by the core team. There were 73 centrally recruited teachers out of a total of 78 teachers providing support directly to pupils who received the 5 days training.

- ❍ **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

Days 2-4 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 provide feedback on their experiences which was facilitated to enable teachers to discuss emerging issues with fellow practitioners and with experienced professionals in order to share learning and good practice. At the end of the year the groups completed an evaluation of Year 1. (See Appendix D)

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 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 newly qualified teachers, additional support was provided to teacher tutors through the CASS BT/EPD programme.

Professional Development for Seconded Teachers

A significant majority of schools opted to release an experienced member of their teaching staff to provide support to their pupils. In total, 178 out of approximately 208 experienced teachers seconded to the programme received 1 day's training between December 2013 and January 2014.

The agenda for these sessions was:

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

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.

Training Information

The feedback and information gathered during these sessions was used to form a baseline for the planning of professional development for the centrally recruited teachers in 2014/15.

CPD programme promoting best practice from the Signature Programme

In addition, in-service training was provided by the core team officers 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.

Comments from the RTU courses included:

What was it about the course that you found particularly interesting, enjoyable or worthwhile?

"Interesting to hear how other schools participated in project – how they identified underachievers, set up programmes etc. Good ideas from presenters."

"Really enjoyed the course. Useful to see how enthusiastic other schools are."

"Very good mix of interviews, lecture, and resource materials. Great range and use of DVD material, examples of good practice and discussion."

What were the main learning points for you resulting from the course?

"Whole school approach and the involvement of parents really highlighted."

"No right way to deliver Signature – many models in different settings. Need to consider legacy for the future."

"How the process can be further disseminated throughout the school. Sharing good practice re data analysis etc. with the other members of staff."

"I have only encountered 'signature' today for the first time and I am very impressed by its aims, vision and foreseeable outcomes. Just a pity my school is not involved."

"Encourage all teachers to identify focus groups of underachievers and begin working specifically with them."

What is the one aspect of your role that you will be thinking about differently as a result of this course?

"More ongoing monitoring and assessment of pupils' progress as units of work are covered. More liaison with parents."

"Main aim – to make the programme sustainable in promoting improvement in learning, throughout the school, through sharing and developing good practice promoted through signature."

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 operated across 3 regional venues with all principals (or their representative) invited to attend. The agenda for these sessions was:

- 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

In total, 178 out of 298 principals attended these sessions and on the whole they were positively received. See below for a selection of comments representative of the feedback received.

Comments from the principal sessions included:

"Excellent, has relieved many of the anxieties I had. Honest practical advice."

"Has potential to work if; (a) the pressure of results is removed. (b) Focus is put on closing the gap. (c) Schools are allowed to use the resources in a way that is appropriate to their individual context."

"Within my school the system is working well – I have a centrally appointed teacher."

"A very negative vibe by schools managers / leaders. This is proper order in the context of frustrations experienced with the roll out. In my own experience we have benefitted in terms of boys making progress due to additional resource."

"It was good to hear how the project is progressing in other schools. In managing it in our school, we Plan, Do and Review on a regular basis. As a result of this cycle, we are going to operate another timetable after Easter in order to do the very best for our children."

"Useful to get clarification around particular aspects. Would be interesting to have insight into future plans (end of Year exit strategies or further release of funding). There is a focus on literacy and numeracy – small group sessions are increasing pupil belief and raising self-esteem, opening up their experience towards literacy and numeracy and the possibilities within."

"A good forum for open discussion on current SP issues. More clarity required regarding use of levels in light of current industrial action."

OFMDFM Attitudinal questionnaire

As this programme is one of a number of Delivering Social Change Programmes supported by OFMdFM, the schools involved in the programme will participate in an attitudinal questionnaire being delivered across all of the signature programmes in the second year of the programme.

This questionnaire will be administered by WELB, in partnership with C2k, on behalf of OFMdFM as part of its overall evaluation. The information will be gathered by use of a questionnaire prior to a pupil receiving literacy and/or numeracy support and the same questionnaire after the pupil has completed the programme of support. The first questionnaires will be completed at the beginning of the first term of 2014/15 academic year and then again at the end of the second term.

The questionnaires will be accessed by pupils and teachers via Fronter on the C2K system. This system is already available in all schools.

Schools Self – Evaluation for Year 1 (2013/14)

As part of the end of Year 1 (2013/14) evaluation all of the schools involved in the programme were requested to evaluate the success of implementation at subject level and across the school as a whole. This section outlines their responses to both these queries.

Schools were asked to rate on 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.

	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%

In the primary sector, 76% of schools stated that the programme had been successfully implemented for literacy and/or numeracy support. In the post primary sector, 68% of schools stated that the programme had been successfully implemented for GCSE English and 76% of schools for GCSE maths.

Year 1 Interim 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 evaluation reports from primary and 203 evaluation reports from post primary the schools responded as follows:

	Not Yet successful	Partially successful	Fully Successful
Primary	6%	64%	30%
Post Primary	11%	65%	24%

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

"We now have a teacher in KS1 doing a similar project with Years 3 and 4 and skills and knowledge from my experience last year has help in setting up this programme and continuing the good practice. Each class also has a focus group in English so the class teacher can target and support those children who are just not achieving their potential, based on the idea of this project." BELB

"As a result of the strong and supportive leadership the Signature Project has been promoted positively within the school. The Signature project is integrated into the School Improvement Plan which stresses the importance of the project throughout the school. Open communication and an effective relationship between the principal and the Signature teacher have strengthened the implementation of the project. The Signature teacher attended training in all areas of planning, teaching, assessing and evaluation of learning. This will ensure a higher quality of teaching and learning within the Signature Numeracy sessions. The communication and close relationship between the Signature teacher and the classroom teacher has enabled effective planning. Children's individual needs and observations are regularly discussed and incorporated into the Numeracy plans." WELB

"The Signature team supported fully by the Principal have availed of every opportunity to share best practice within English and mathematics departments and across the school. Staff development time was dedicated to sharing best Practice with the entire staff, the result being that some staff took up the opportunity to embed the practice in their own classes. A key focus for the school is "Getting to know your pupil", undertaking some of the lessons learned from the Signature project in year 1. It has been recognised at SLT that a key factor to raising attainment is really getting to know the child and "Championing" the child to raise self-esteem and confidence."   NEELB

"Best practice involved the Principal's initial presentation of the Programme to pupils in a very positive manner in which the benefits to pupils of being selected for support on the Programme were emphasized. As a result of Signature Project support in English, many pupils showed greater motivation to succeed; often pupil attitudes were positive and reflected the value they placed on being supported towards achievement and enhanced pupil motivation in regular timetabled classes.   A questionnaire focusing on student evaluation of the Programme was circulated which included pupil invitation to comment on what they found most effective and how support provision could be further improved. Responses showed that the most highly valued strategies were closely working through sample tasks with teachers and receiving highly individualised feedback. Some pupils commented that there should have been more frequent and longer support sessions."   SEELB

"Through sharing of good practice within the English department and between English and Maths departments. Resources made available through Shared documents within C2k system. Sharing of ideas within Pastoral System for both Year 11 and 12 year groups. Promoted with Governors at Governors meetings. Staff In-service Session. School contributed to good practice case study on NISPLAN website. Regular meetings with staff directly involved in Signature project and VP. Linking aims of Signature Project to employability and progression through careers/PD." SELB

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

"Parents' comments indicated that they were pleased with the programme and pupils, who in the past would have considered it a stigma to be withdrawn for extra support, are much more eager and willing to engage in the programme. Pupils have even volunteered to be part of the programme." BELB

"Elements of the project have been developed in classroom practice. It is hoped that if the budget allows, to develop the project for use with P3/4 pupils." NEELB

"Our school has a very committed and child centred approach where we are guided and lead by the children but we must ensure that maths continues to be presented positively. We must always work hard to ensure maths is taught in suitable differentiated groups to ensure that each child feels secure and is learning at a suitable rate." SEELB

"This is a new project and a learning curve. We are constantly becoming more familiar with the programme and what is expected from it. Therefore its effectiveness has been making constant progress." SELB

"On an informal basis - I have shared the strategies I have used with some teachers who have adapted them for their own use. Best practice will be shared on a more formal basis at a future INSET day." WELB

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

"The signature teacher has planned to share ideas and tips from the courses provided by the cluster, and RTU courses she attended in November to P5-7 based on Sentence Work, VCOP and Reading tasks and examples of moving from Level 3 to Level 4.   Pupil identification for numeracy groups was less problematic; materials for assessing both formative and summative are easily accessed. The process was quite effective for identifying potential pupils. Pupils were moved back to class as their progress indicated they were working within Level 4."   BELB

"During 2013/2014, teaching for the Signature project in the school only ran for 5 full months." WELB

Conclusion

After a year 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 has greatly helped the success of the programme.

7 Quality Indicators

Pupils

Teachers

Leaders

Planning

Action Plans

Parents

Collaboration

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.

Financial Overview

The following table outlines the expenditure within the programme for the first academic year 2013 / 2014.

DELIVERING SOCIAL CHANGE LITERACY AND NUMERACY PROGRAMME			
BUDGET EXPENDITURE 1 April 2013 - 31st March 2014 and 1st April to 31st August 2014			
	EXPENDITURE 2013-2014	EXPENDITURE up to August 2014 including academic year 2013/14	TOTAL
OFMdFM	£3,500,000	£2,885,824	£6,385,824.00
DE	£166,000	£412,261	£578,261.00
TOTAL	£3,666,000	£3,298,084	£6,964,085.00

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

School	Value	Type
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
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
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	1	Catholic Maintained
St Joseph's College	1	Catholic Maintained
St Joseph's College	1	Catholic Maintained
St Joseph's College	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	1	Catholic Maintained
St Patrick's College	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

Results for pupils supported by the Delivering Social Change Literacy and Numeracy Signature Programme

Primary Pupils

These are the individual results provided by schools for those pupils supported in Literacy and/or Numeracy – and for whom schools reported their progress in Key Stage Levels.

Results from 516 year 7 pupils supported for Literacy.
Results from 527 year 7 pupils supported for Numeracy.
Results from 29 year 7 pupils supported in Irish.

Characteristics

Characteristics of pupils (%) taking part in DSC Signature Programme, 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			

Attendance

Attendance of pupils enrolled in DSC Programme	
	Attendance improved
All Pupils	56.8%
Results exclude pupils with missing or incomplete data	

Literacy and Numeracy Results

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			

Key Stage 2 Performance 2013/14 – NI averages

	All FSME Pupils % achieving	All Non-FSME Pupils % achieving	Total % achieving
KS2 level 4 or above – in Communication (BEST ESTIMATE)*[1]	65.1	86.2	79.8
KS2 level 4 or above – Using maths (BEST ESTIMATE)*[1]	65.6	86.8	80.3

*[1] Due to the effect of Industrial Action, 2013/14 data have been weighted to account for non-response bias. The best estimate is the mean figure drawn from the sample

The results for DSC supported pupils are not dissimilar to the NI averages for all pupils and for Non-FSME pupils. However, the performance of FSME pupils involved in the programme appears favourable when compared with the overall NI average for pupils with FSME; DSC – 71.1% v 65.1% in communication and 73.5% v 65.6% for using maths.

Year 1 Interim Report

Achievement against targets

The following table details the percentage of pupils enrolled in the programme that achieved or exceeded their target(s) in literacy and/or numeracy. These targets may have been at, above, or below the expected level (Level 4).

Pupils achieving or exceeding individual 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			

Improvement in Levels

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			

Achievement in Irish

Of the 29 primary pupils with results in Irish, 86.2% achieved Level 4 or above. Further analysis is not possible due to the small number of pupils.

Data

14 pupils were excluded from these results due to no known subject.

Post–Primary Pupils

These are the individual results provided by schools for those pupils supported in English and/or maths.

Results for **1789** year 12 pupils supported for GCSE English.
Results for **2457** year 12 pupils supported for GCSE maths.

Characteristics

Characteristics of pupils (%) taking part in DSC Signature Programme, English and maths			
		English	Maths
FSME	FSM	27.8	29.0
	Non-FSM	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.			

Attendance

Attendance of pupils enrolled in DSC Signature Programme	
	Attendance improved
All Pupils	65.0%
Data covering attendance was missing for 418 pupils who are not included in the above table.	

GCSE Results

The percentage of pupils achieving GCSE grade C or above, English and Maths by gender and entitlement to free school meals (FSME)			
		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

The following table details the percentage of pupils enrolled in the programme that achieved or exceeded their target(s) in English and/or maths. These targets may have been at, above, or below a GCSE grade C.

Achievement against targets

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.							

Improvement in grades

The percentage of pupils showing improvement in grades after support, 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.					

Comparison of School Annual Examination Results (SAER)

This table shows a comparison of SAER results for the DSC schools for the first year of the DSC programme (2013/14) against the previous year, alongside a comparison with all schools (including all grammar schools).

These tables show the percentage achieving 5 or more GCSEs at grades A*-C (or equivalent) including GCSEs in English and maths.

	All		Boys		Girls	
	2012/13	2013/14	2012/13	2013/14	2012/13	2013/14
DSC Schools	39.0	45.1	34.0	40.9	44.2	49.5
All Schools	60.9	65.2	56.4	60.9	65.5	69.3

	All		FSME		Non-FSME	
	2012/13	2013/14	2012/13	2013/14	2012/13	2013/14
DSC Schools	39.0	45.1	24.3	29.7	43.8	50.2
All Schools	60.9	65.2	33.9	38.7	66.7	70.8

Year 1 Interim Report

Percentage point change in % achieving 5 or more GCSEs at grades A*–C (or equivalent) including GCSEs in English and maths, 2012/13 to 2013/14

% point change, 2012/13 to 2013/14	All Schools		DSC Schools	
	Number	%	Number	%
Increase, 20% pts or more	21	10.3	21	15.2
Increase, 10.00-19.99% pts	34	16.7	31	22.5
Increase, 0.01-9.99% pts	71	35.0	43	31.2
No change	4	2.0	0	0.0
Decrease, 0.01-4.99% pts	45	22.2	22	15.9
Decrease, 5% pts or more	28	13.8	21	15.2

Of the 55 schools that improved their performance by 10 percentage points or more, 52 of these were schools supported by the DSC programme. 95 of the DSC supported schools improved their performance from the previous year. However, 43 saw a decline in their performance.

When looking at the overall results, we can see that in 2013/14, 65.2% of year 12 pupils achieved 5 or more GCSEs at grades A*-C (or equivalent) including GCSE English and GCSE maths, an increase of 4.3 percentage points from 60.9% in 2012/13.

The proportion of non-grammar school year 12 pupils achieving 5 or more GCSEs at grades A*-C (or equivalent) including GCSE English and GCSE maths increased by 6.3 percentage points to 44.0% (37.7% 2012/13) compared with a 0.5 percentage point increase in grammar schools to 94.5% (94.0% in 2012/13).

DSC Improving Literacy and Numeracy

Literacy and Numeracy Attainment
Primary (Individual Pupil data)

% Pupils achieving Level 4 or above, Literacy and Numeracy

- All Pupils receiving extra support
- FSME
- Non-FSME

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

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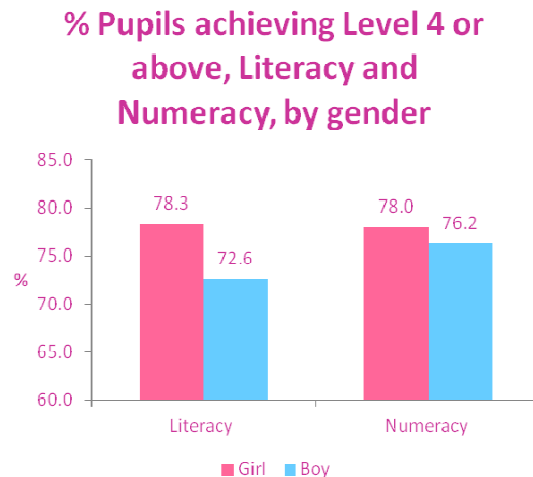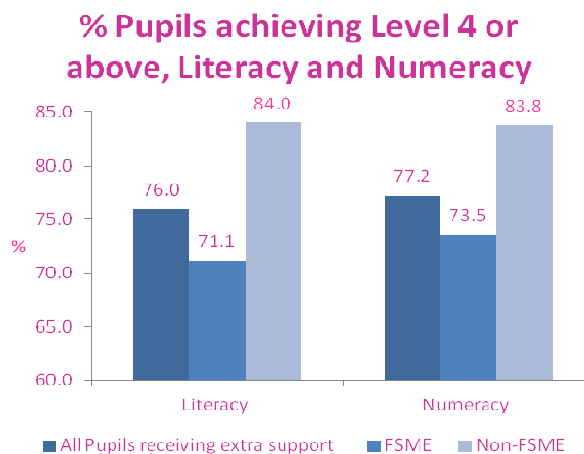
76.0% of pupils supported by DSC achieved a Level 4 or above in Literacy

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

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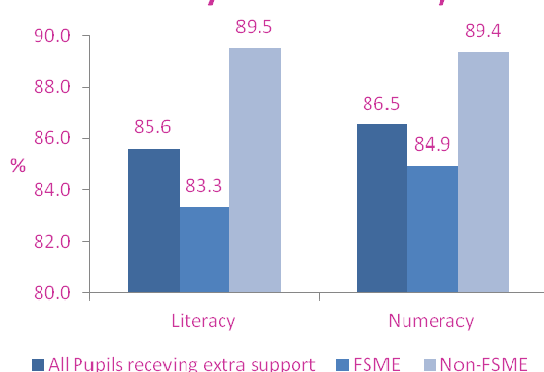
■ All Pupils receving extra support   ■ FSME   ■ Non-FSME

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

■ Girl   ■ Boy
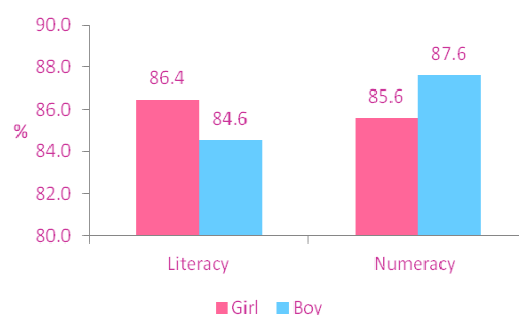
Pupils who achieved or exceeded their target in Literacy

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

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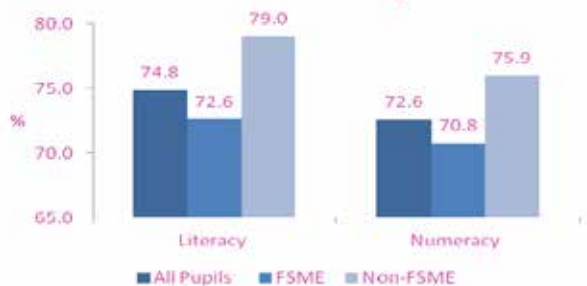
% Pupils achieving an increase of 1 or more levels, Literacy and Numeracy, by gender

- 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

Number of pupils enrolled in Signature programmes, by FSME
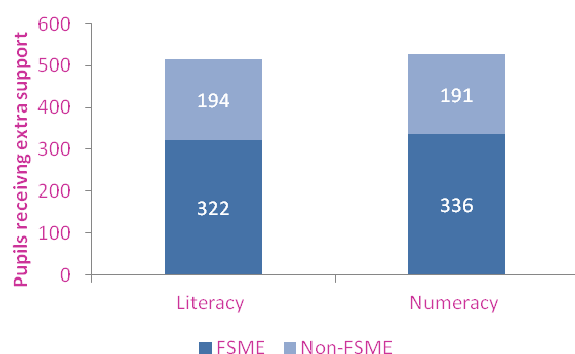
Number of pupils enrolled in Signature programmes, by gender
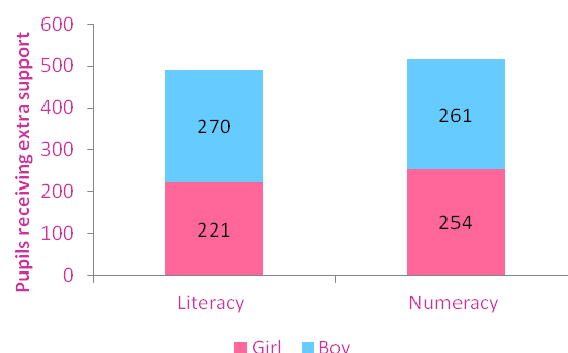
56.8%
of primary pupils supported by the signature programme displayed improved attendance

- 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

DSC Improving Literacy and Numeracy

Literacy and Numeracy Attainment
Post-Primary (Individual Pupil data)

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

- All Pupils receiving extra support
- FSM receiving extra support
- Non-FSM receiving extra support
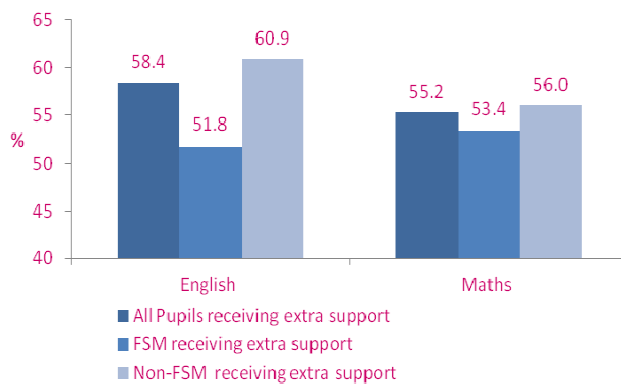
% Post-primary pupils achieving grade C or above in GCSE, by gender

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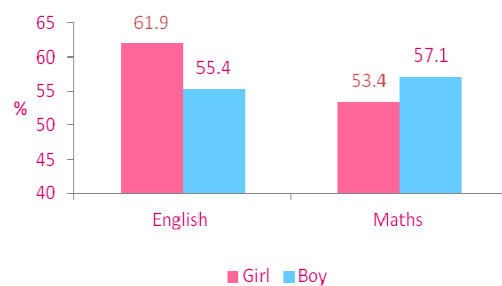
58.4 % of pupils supported by DSC achieved a grade C or above in GCSE English

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

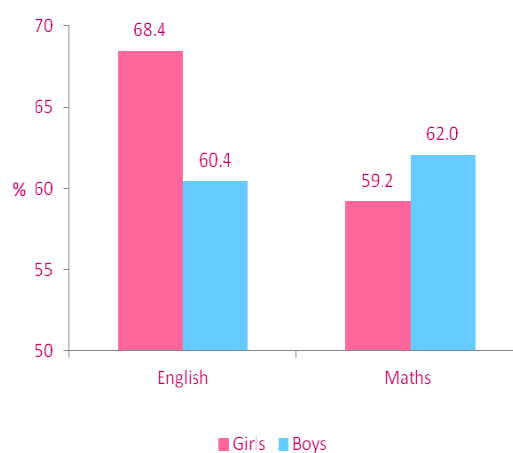Data exclude 4 pupils with no known result in English and 28 with no result in Maths.

DSC Improving Literacy and Numeracy

Achievement vs Target

% Post-primary pupils achieving or exceeding target grades in English and Maths
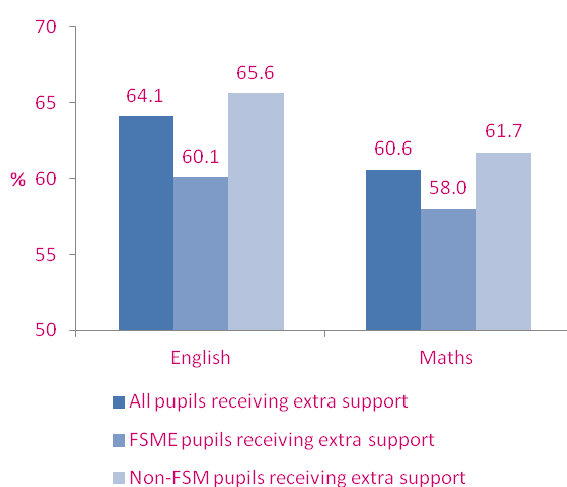
- All pupils receiving extra support
- FSME pupils receiving extra support
- Non-FSM pupils receiving extra support

% 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

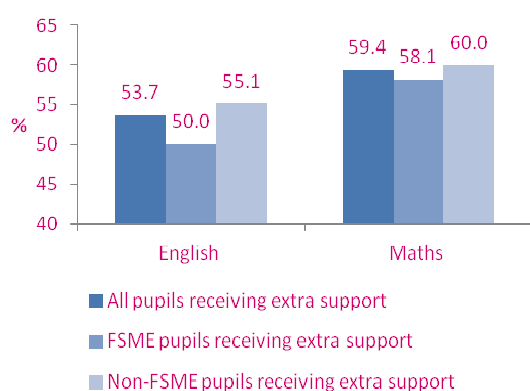|		English			Maths		
		Target not achieved	Target achieved	Target exceeded	Target not achieved	Target achieved	Target exceeded
All pupils		35.9	52.4	11.7	39.4	50.8	9.8
FSME	FSM	39.9	48.4	11.7	42.0	49.4	8.5
	Non-FSM	34.4	53.9	11.7	38.3	51.4	10.3
Gender	Girl	31.6	52.8	15.7	40.8	49.3	9.9
	Boy	39.6	52.1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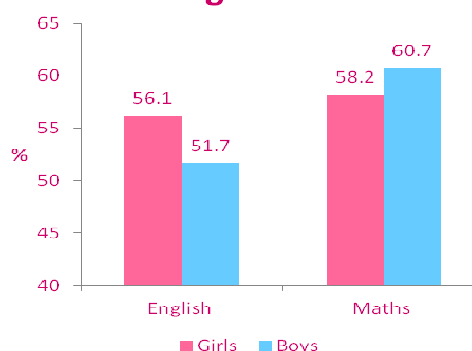
DSC Improving Literacy and Numeracy

Improvement in Literacy and Numeracy

% 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.

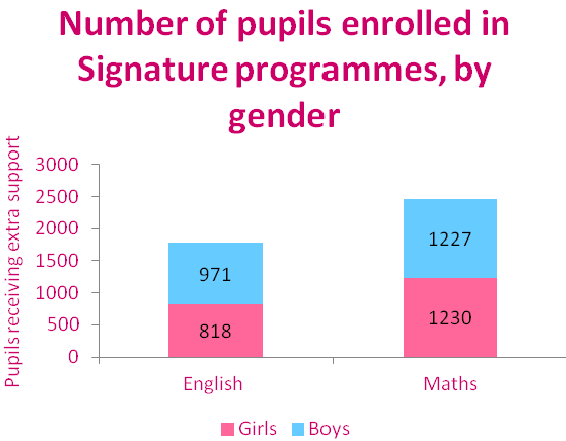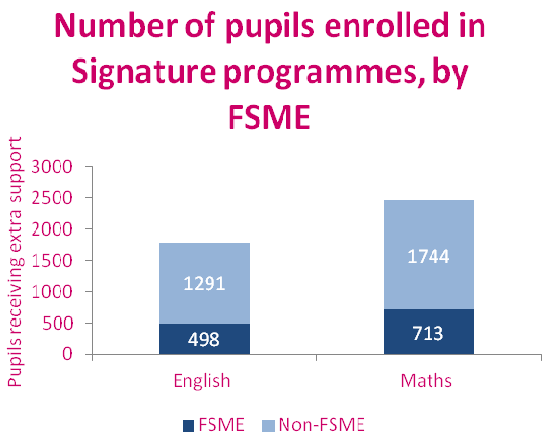**% pupils showing improvement in grades since intervention, English and Maths**

		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

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.

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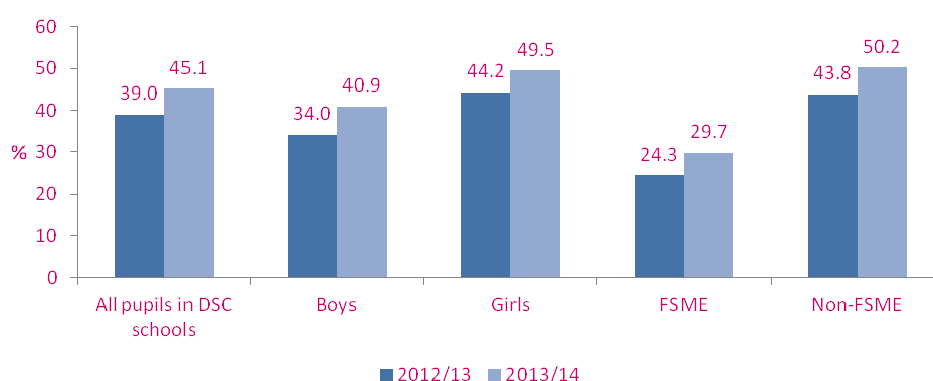
- The performance of DSC supported schools improved between 2012/13 and 2013/14. Overall, the proportion of pupils achieving the above indicator increased by 6.1% points over the two-year period.

- 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

The following information has been collected from evaluation questionnaires completed by the centrally recruited teachers providing direct support to pupils. These teachers have received support and training from Education and Library Board (ELB) officers.
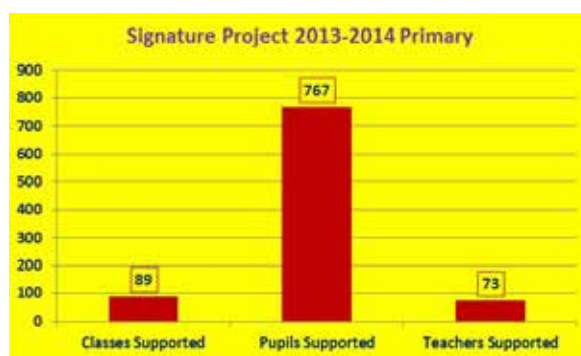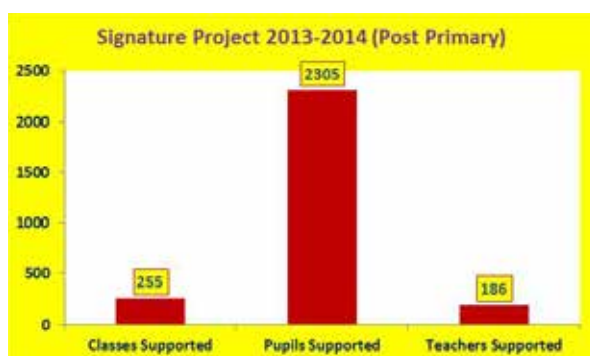
Teachers were asked to self-evaluate themselves against a skills analysis based on a 5 point scale (1 = ...and 5 =.........) in each of the following areas:
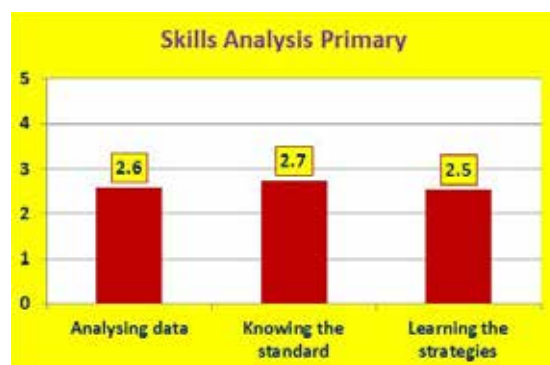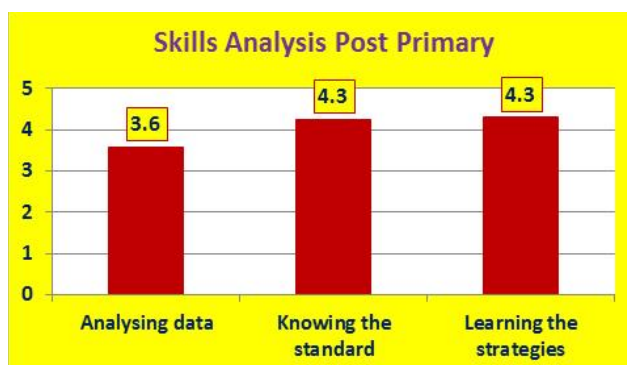
Teachers were asked for their analysis of the implementation of the programme within their school/s, the most frequently occurring responses are recorded below.

What worked and why?

❍   Team teaching, therefore support was provided for all groups in the class.

❍   One-to-one or small groups which led to greater identification and addressing of needs.

❍   Additional support classes after school.

❍   Creating and developing new resources.

How did your involvement with pupils' impact on their learning experiences in the mainstream classroom, elsewhere in the school or at home?

- More confident, engaged, independent pupils.
- Questioning improved in other subjects.
- Pupils brought their needs to the attention of their teacher.
- Behaviour improved.

How has the best practice of Signature, so far, been promoted in the rest of the school?

- Head of Department support.
- Senior Management Team support.
- Referred to as the 'Signature Teacher'.
- Literacy skills improved elsewhere...

What challenges did you encounter and how were they overcome?

- Timetabling - proved very challenging when operating across a number of schools in both primary and post primary.
- Lack of respect as a young teacher, regarded initially as a classroom assistant.
- Behaviour – pupils challenging- learned the reward/sanction system.
- Poor attendance by pupils.
- Starting later in the year – no time to see progress.

How did this impact the children in school/home?

- Focussed support led to dramatic changes in attitude and confidence.
- More contact time led to increase in skills, in literacy, numeracy and independence which were taken back to class.
- Will focus on parents next year.

How has best practice been promoted in school?

○ Observations from principal/other teachers.

○ Planning/evaluation meetings with other teachers.

○ Sharing across the staff effective questioning strategies.

○ Sharing of marking for improvement strategies.

○ Sharing the use of planning trees.

○ Sharing the use of the IWB (Interactive whiteboards) and Apple TV.

○ Sharing the use of Fronter.

○ Sharing the use active learning strategies.

Delivering Social Change
Literacy & Numeracy Signature Programme

Year 1 Interim Report