

Department of Business Operations and Partnerships

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Date: 19 September 2024

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TO: Councillors A. Anderson (Chair), K. Pragnell (Vice Chair), T. Buchanan, K. Campbell, D. Devlin, C. Merrick, O. O'Donnell and G. Wallace; Ms F. Gilchrist; Ms D. Graham; Mr D. Morris; and Ms E Yedd.

EDUCATION COMMITTEE

A meeting of the Education Committee will be held in the Council Chamber, Council Headquarters, Eastwood Park, Giffnock, on **Thursday, 26 September 2024 at 10.00 a.m.**

The agenda of business is as listed below.

Yours faithfully

Louise Pringle

LOUISE PRINGLE

DIRECTOR OF BUSINESS OPERATIONS AND PARTNERSHIPS

AGENDA

1. APOLOGIES FOR ABSENCE.

2. DECLARATIONS OF INTEREST

Members are requested to give notice of any declarations of interest in respect of items of business on the Agenda.

3. PROGRESS REPORT ON PRIORITIES ASSOCIATED WITH NATIONAL IMPROVEMENT FRAMEWORK

Report by the Director of Education (copy attached, pages 3-28).

4. IMPROVING OUTCOMES THROUGH SCOTTISH ATTAINMENT CHALLENGE FUNDING: STRATEGIC EQUITY PLAN 2024-2025

Report by the Director of Education (copy attached, pages 29-42).

5. EDUCATION SCOTLAND REPORT ON CROSS ARTHURLIE PRIMARY SCHOOL

Report by the Director of Education (copy attached, pages 43-60).

6. EDUCATION SCOTLAND REPORT ON CAROLSIDE PRIMARY SCHOOL

Report by the Director of Education (copy attached, pages 61-92).

7. WEST PARTNERSHIP 1140 HOURS OF EARLY LEARNING AND CHILDCARE RESEARCH

Report by the Director of Education (copy attached, pages 93-104).

8. WEST PARTNERSHIP IMPROVEMENT COLLABORATIVE: EVALUATION REPORT 2023-24

Report by the Director of Education (copy attached, pages 105-138).

9. WEST PARTNERSHIP IMPROVEMENT PLAN 2024-25

Report by the Director of Education (copy attached, pages 139-156).

A recording of the Council meeting will also be available following the meeting on the Council's YouTube Channel <https://www.youtube.com/user/eastrenfrewshire/videos>

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE26 SEPTEMBER 2024Report by Director of EducationPROGRESS REPORT ON PRIORITIES ASSOCIATED WITH NATIONAL
IMPROVEMENT FRAMEWORK**PURPOSE**

1. The purpose of the report is to update elected members on the Education Department's progress implementing priorities associated with the National Improvement Framework for Scottish Education (NIF).

RECOMMENDATION

2. Education Committee is asked to note and comment on the Education Department's progress in implementing priorities associated with the National Improvement Framework.

BACKGROUND

3. On 6 January 2016 the Scottish Government launched the National Improvement Framework (NIF) for Scottish Education. The framework is intended to drive both excellence and equity in Scottish education and is reviewed annually. The [Achieving Excellence and Equity: national improvement framework and improvement plan 2024](#), which was published in December 2023, includes 5 priorities:

- Placing the human rights and needs of every child and young person at the centre of education;
- Improvement in children and young people's health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in skills and sustained, positive school-leaver destinations for all young people; and
- Improvement in attainment, particularly in literacy and numeracy.

4. The NIF is underpinned by a series of planning and reporting duties designed to support transparency and accountability around the efforts of the Scottish Government and education authorities to improve educational outcomes and support system wide improvement. These legal duties have been integrated into the Standards in Scotland's Schools etc. Act 2000 through Part 1 of the Education (Scotland) Act 2016.

5. The priorities set out in the NIF mirror our own aspirations set out in our [Local Improvement Plan 2024 - 2027](#), West Partnership Improvement Plan and Strategic Equity Plan.

6. The annual Standards and Quality Report provides evidence of how the department and schools strive to raise the bar for all learners and at the same time reduce the inequalities of outcome experienced by our more disadvantaged children and young people. The report also sets out the progress we have made towards the five national priorities as set out in the National Improvement Framework (NIF).

REPORT

7. The department evaluates its progress annually to identify strengths in current provision and areas where further improvement is required. Evidence gathered from the self-evaluation and evaluations of services and schools by the department's Quality Improvement Team, Education Scotland and Care Inspectorate Scotland are used to identify steps which need to be taken to secure continuous improvement.

8. Evidence for the report (Appendix 1) is gathered annually through a range of activities designed to provide support and challenge to schools and centres. The ERC Summary 2023-24 and included evidence is based on the Scottish Government template and prompts provided in previous years and was gathered from the following sources:

- performance and questionnaire data;
- reports on schools and nurseries from the Quality Improvement Team;
- reports on Early Learning and Childcare settings by Care Inspectorate Scotland;
- reports on Early Learning and Childcare settings by Education Scotland; and,
- school and service improvement plans and Standards and Quality Reports.

9. Education Department guidance on improving quality of provision has been refreshed annually since 2016-17 to reflect the NIF and Improvement Plan. Links to the NIF priorities and drivers have been incorporated into the Local Improvement Plan since 2017. As a result, all Early Learning and Childcare (ELC) establishments' and schools' improvement plans reflect the national priorities as set out in the NIF.

10. A high level summary of the progress in East Renfrewshire with the five national priorities set out in the NIF is included as Appendix 1. Key strengths, include:

- 36 educational establishments hold the Rights Respecting Schools award with 17, an increase of 2 on last year, at Gold level.
- One hundred percent of ERC establishments evaluated HGIOS / HGIOELC QI 3.1 (Ensuring wellbeing, equality and inclusion) as good or better in 2023-24.
- Attainment information from 2020-21 to 2023-24, indicates the proportion of P1, P4, P7 pupils living in quintile 1 attaining expected levels in reading, writing and numeracy has increased, leading to the closing of the poverty related attainment gap.
- 98.7% of school leavers in 2023 made a positive next step in their development; the highest proportion ever recorded in East Renfrewshire, with the previous best being 98.5% in 2021-22. It is the highest positive destination rate of any local authority in Scotland and well exceeds the national average of 95.9%;
- 96.9% of East Renfrewshire 16-19 year olds were participating (Annual Participation Measure) well above the national figure of 92.7% and the highest proportion nationally of young people actively participating in society in a positive way.
- The attainment of S3 pupils entitled to a free school meal and those residing in quintile 1 has increased across literacy and numeracy at a greater rate, leading to the poverty related attainment gap narrowing significantly.

11. In relation to the drivers of improvement included within the NIF and Local Improvement Plan, next steps include:

- Implement the Strategic Equity Plan 2023 – 2026 and support and challenge school use of the Pupil Equity Fund;
- Continue to build the capacity within the system to ensure all establishments provide a curriculum that is unique to the community it serves and meets the needs of all its learners;

- Continue to build capacity of the department and schools to gather information on pupils' progress in all curricular areas and in developing the four capacities of Curriculum for Excellence (successful learners, confident individuals, effective contributors and responsible citizens); and
- Build system capacity to support continuous improvement through robust self-evaluation processes and high quality career long professional learning.

12. The implementation of priorities in the NIF, SEF and Local Improvement Plan will continue to be monitored on an ongoing basis within the Education Department, with progress reported to the Education Committee through annual presentations on attainment, reports on the impact of the SEF and through the department's and schools' annual Standards and Quality Reports.

FINANCIAL AND EFFICIENCY IMPLICATIONS

13. There are no financial or efficiency implications arising from this report.

COLLABORATION

14. The Education Department works with a range of partners to drive Excellence and Equity and fulfil the requirements as set out in the National Improvement Framework. These partners are detailed in Appendix 1 and include Education Scotland, Association of Directors of Education, Skills Development Scotland and East Renfrewshire's Work Eastren and Health and Social Care Partnership.

RECOMMENDATION

15. Education Committee is asked to note and comment on the Education Department's progress in implementing priorities associated with the National Improvement Framework.

Mark Ratter
Director of Education
26 September 2024

Convener Contact Details

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Appendix

1. National Improvement Framework for Scottish Education- East Renfrewshire Summary 2022-2023

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National Improvement Framework for Scottish Education- East Renfrewshire Summary 2022-2023

Priority 1: [Placing the human rights and needs of every child and young person at the centre of education](#)

	Successes and impact
<p><u>Prompts</u></p> <ul style="list-style-type: none"> • How is progress evaluated to demonstrate implementation of UNCRC? • Are the principles of Learning for Sustainability being embedded in local improvement planning? • Development of youth voice • Any professional learning to raise awareness and support staff development in this area. 	<p>East Renfrewshire Council and its partners have taken various steps to progress children’s rights across all of its services within the context of Getting it Right for Every Child (GIRFEC), the United Nations Convention on the Rights of a Child (UNCRC) and The Promise.</p> <p>There has been a range of training opportunities and professional learning in relation to children’s rights. Career Long Professional Learning (CLPL) has been delivered in partnership with the West of Scotland Development Education Centre, UNICEF and through the West Partnership to raise awareness of Children’s Rights, linked to the UNCRC Incorporation Scotland Act 2024. In authority questionnaires, most pupils (88%) agree that their school helps them to understand their rights.</p> <p>Training is arranged for Rights Respecting Schools (RRS) leads via our partnership with the UNCRC RRS team, Education Scotland and West Partnership. This supports settings and schools to lead in-house training in schools in line with the RRS guidance and assessment process. Recent school accreditation visits have led to Rights Respecting Gold Awards for Carolside Primary School, Hillview Primary School and McCready Family Centre. UNICEF highlighted the knowledge of rights across the establishment’s community and a strategic approach to embedding right based approaches at the core of the establishment’s ethos. 36 educational establishments hold the Rights Respecting Schools award with 17, an increase of 2 on last year, at Gold level.</p> <p>Following a successful bid for Scottish Government funding, in partnership with East Renfrewshire’s Community Learning and Development (CLD) team, an East Renfrewshire Children and Young People’s Rights Association has been established. This involved workshops being delivered in all secondary schools and with our primary Pupil Council, with the aim of increasing awareness of children’s rights and achieving a wide and representative membership of the committee.</p> <p>The Children’s Services Plan 2023-26, directly links to our commitment to promoting and protecting children and young people’s rights. The plan is underpinned by the national GIRFEC wellbeing framework, which provides a consistent approach and shared</p>

	<p>language for our ELC settings and schools, ensuring children, young people and their families get the right support at the right time from the right people.</p> <p>The Social Justice Strategy 2023-26 and accompanying Social Justice Framework outline practical guidance for schools on promoting equality, diversity and inclusiveness through six key areas of practice: curriculum design; learning, teaching and assessment; relationships; professional learning and development; recruitment and retention; and use of resources.</p> <p>A wide range of collaborative improvement activities and professional learning sessions took place throughout the year to advance the strategy. Over 260 practitioners attended equality and diversity-focused twilight professional learning sessions led by the Quality Improvement Team, and were highly evaluated by participants.</p>
	<p>Next steps / Challenges</p>
	<ul style="list-style-type: none"> • Continue to implement the Social Justice Strategy 2023 - 2026 • Provide ongoing training and professional learning linked to UNCRC ensuring children's rights are reflected in relevant plan. • We will continue to work with our educational establishments and other services across the council to embed the duties on the UNCRC Incorporation Scotland Act 2024.

National Improvement Framework for Scottish Education- East Renfrewshire Summary 2022-2023

Priority 2: Improvements in children and young people's health and wellbeing

	Successes and impact
<p><u>Prompts</u></p> <ul style="list-style-type: none"> • Training which you have provided as a local authority which has led to positive outcomes. For example- childhood adversity, child trauma, child exploitation, 	<p>All East Renfrewshire educational establishments adopt a Health Promoting approach to safeguarding the health and wellbeing of our children, young people and families.</p> <p>In questionnaires, most pupils (85%) agreed that the staff supported them with their wellbeing and most parents (85%) agreed that the staff support their child's emotional and mental wellbeing. One hundred percent of ERC establishments evaluated HGIOS / HGIOELC QI 3.1 (Ensuring wellbeing, equality and inclusion) as good or better in 2023-24.</p> <p>Following consultation with learners in all secondary schools, a working group produced a Personal Social Education Skills Planner which has been used to plan progression within experiences and outcomes relating to health and wellbeing (HWB).</p>

<p>mental health, sexual health and relationships, bullying, nurture and Adverse Childhood Experiences.</p> <ul style="list-style-type: none"> • Refer to any local authority survey data related to improvements in health and wellbeing you may have for children and young people which indicates positive outcomes. • How does your local authority ensure children and young people's views are at the centre of all stages of planning, provision and delivery of education? 	<p>The framework promotes and supports effective learning and teaching methodologies which stimulates the interests of learners. Across schools there is a particular focus on mental and emotional wellbeing with staff participating in professional learning to build the capacity of all staff to support children and young people's health and wellbeing.</p> <p>In session 2023-24, the education department supported a series of collaborative improvements visits across Home Economics and Physical Education Departments. Staff in each of our seven secondary schools worked together in order to support their self-evaluation processes. The report highlighted a number of strengths and next steps with a focus on continuing to develop the HWB curriculum in the Broad General Education.</p> <p>The Educational Psychology Service continues to support children's mental and emotional wellbeing through the Healthier Minds and Learn Well Service. In 2023-24, 40 multi-agency screening hubs took place where 412 children and young people were discussed, including 97 re-referrals (9% increase in referrals from the previous session).</p> <p>148 children, young people and/or families were supported by the Healthier Minds team and 145 were referred to our commissioned youth counselling service with the most common reasons for referral being anxiety, low mood, self-harm and suicidal ideation.</p> <p>97% of the children and young people who received support from the Healthier Minds team reported improved outcomes and all parents and carers who completed the parental evaluation reported that they would recommend the service to others.</p> <p>To build capacity to support children and young people's emotional wellbeing throughout the authority we commissioned an additional cohort of 18 staff (Education & HSCP) to complete the Cross Reach Counselling Skills Approach course. This was highly evaluated with staff reporting they feel more confident to support a young person in distress.</p> <p>Through the Healthier Minds Network there have been 15 professional learning sessions, covering a range of topics, provided for over 200 staff from Education, Health and Social Care Partnership (HSCP) and third sector organisations.</p> <p>The Learn Well Service continues to support young people (S1-S4) with their learning and wellbeing during periods of significant, long-term Emotionally Based School Absence (EBSA). These young people have a wide range of additional support needs, most commonly relating to autism, mental health challenges, and or trauma.</p> <p>The range of support offered by the service includes:</p> <ul style="list-style-type: none"> • individual and group based learning focusing on English and the preferred subject areas of the individual; • holistic wellbeing experiences; • social connection opportunities; • practical and emotional assistance, and advice to young people and families; • home visits;
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	<ul style="list-style-type: none"> • graded exposure plans around social, wellbeing and learning opportunities; • development of strong working partnerships through parental / carer engagement and empowerment. <p>Staff highly evaluate the support offered and report increased engagement and participation by young people accessing support.</p> <p>The Learn Well Service also works to build capacity within our schools. This session, 23 pastoral care teachers across the secondary sector received training in the application of our local EBSA guidance. Almost all practitioners agreed or strongly agreed that the training supported their practice, that they had learned helpful information about EBSA which would help them fulfil their role in supporting children and young people who find it difficult to attend school.</p>
	Challenges and Next steps
	<ul style="list-style-type: none"> • Develop and Implement an East Renfrewshire Improving Attendance Framework and Action Plan (Strategic Equity Fund Plan 2024/2025). • In partnership with colleagues across the Council, continue to implement The Promise, updated Child Protection Guidance, UNCRC Plan, our Corporate Parenting Policy, Child Poverty Action Plan and the GIRFEC refresh.

National Improvement Framework for Scottish Education- East Renfrewshire Summary 2022-2023

Priority 3: Closing the attainment gap between the most and least disadvantaged children

	Successes and impact
<p><u>Prompts</u></p> <ul style="list-style-type: none"> • Please note the interventions/actions which have had the most impact. • Any joint working with partners which has had 	<p>East Renfrewshire Council is strongly committed to improving outcomes and raising attainment and achievement for all learners. The Education Department's Vision statement aligns with our Strategic Equity Fund (SEF), Pupil Equity Fund (PEF) and Care Experienced Children and Young People (CECYP) plans.</p> <p>A Thematic Review of PEF was undertaken during the summer term 2023 and the outcomes of this were shared with all head teachers in August 2023. The strengths and areas for improvement identified by the review were used throughout 2023-24 to support and challenge schools to further improve outcomes for children and young people affected by poverty. Key activities included:</p>

significant impact on addressing the poverty related attainment gap.

- Targeted support from the Quality Improvement Team and Education Scotland Attainment Advisor to support schools to develop robust plans and effective measures of impact.
- Support for Equalities Coordinators to expand the range of data used to measure impact and identify areas for further improvement.
- Opportunities for support and challenge through head teacher Peer Evaluation Groups (PEF Quads) supported by the Quality Improvement Team.
- A relentless focus on outcomes for children and young people in key equity groups in analysis of attendance and attainment data.

Analysis of the PEF Quads process in 2023-24 indicated that schools are committed to raising the attainment of all and closing the poverty related attainment gap. The use of effective evidence based interventions along with an increasing awareness of, and use of, wider poverty risk factors to plan support for children and young people is leading to increased attainment.

Stretch Aims

East Renfrewshire's 3 year stretch aims were submitted to the Scottish Government, along with an accompanied outline trajectory for progress in September 2023. As detailed in Scottish Government guidance, our stretch aims are ambitious within our local context and take into account previous years' attainment data and our previous aims. The aims are accompanied by an outline trajectory for progress. During session 2023 / 2024 (year 1) progress towards achieving these stretch aims was recorded. With the closing of the poverty related attainment gap evident across most of the key measures, we have a platform for continued progress this session (2024/2025).

Primary Attainment – Closing the Gap

Considering attainment information from 2020-21 to 2023-24, the proportion of P1, P4, P7 pupils (all) attaining the expected levels of attainment in reading, writing and numeracy has remained consistently high, however the attainment of children entitled to a free school meal and those living in decile 1 or 2 areas has increased during this period; this evidences significant progress by schools to close the poverty related attainment gap, and consequently advancement

It should be noted that the numbers of those children registered for Free School Meals and/or living in quintile 1 represent a small percentage statistically (approximately 8%) of this demographic in East Renfrewshire.

Secondary Attainment - Fourth Level

**No data was collected for S3 in 2019-20 or 2020-21 as a consequence of the Covid-19 pandemic. Dataset used in the tables below is taken from Education Department local dataset.*

	<p>In the past 5 years, the proportion of S3 pupils attaining CfE level 4 has increased across literacy and numeracy. The attainment of children entitled to a free school meal and those residing in SIMD quintile 1 has increased at a greater rate, indicating that the poverty related attainment gap has narrowed significantly.</p> <p><u>Secondary Attainment</u> – Senior Phase</p> <p>Both the presentation rate and pass rate for National 5 and Higher examinations indicates a widening of the poverty related attainment gap for secondary pupils. This is despite progress recorded during 2020 and 2021 where the gap narrowed significantly for both measures. It should be noted that in 2020 Scotland's school exams were cancelled for the first time ever, with the country locked down due to the coronavirus pandemic, and the Scottish Qualifications Authority initially drawing up results using a system which took teacher estimates for each pupil, before moderating these based on results from previous years. In 2021, the Alternative Certification Model (ACM) was adopted to support learning, teaching and assessment following the cancellation of exams on public health grounds.</p> <p>Appendix 1 of this report provides further detail of progress towards the stretch aims and closing of the poverty related attainment gap.</p>
	<p>Challenges and Next steps</p>
	<ul style="list-style-type: none"> • Implement the Strategic Equity Plan 2023 – 2026 and support and challenge school use of the Pupil Equity Fund. • In partnership with Education Scotland (Attainment Advisor) continue to strengthen approaches to central quality assurance of the use of PEF. • Continue to develop practitioners' knowledge and understanding of leadership for social justice, including: poverty aware practice; approaches to gathering and analysing data; curriculum, learning and teaching for equity.

National Improvement Framework for Scottish Education- East Renfrewshire Summary 2022-2023

Priority 4: Improvement in skills and sustained, positive school-leaver destinations for all young people

	Successes and impact
<p>Prompts</p> <ul style="list-style-type: none"> • Developing Young Workforce in the BGE and Senior Phase. • The range of work placement opportunities schools are offering to learners. The range of models, extent of coverage. • Information on the diverse pathways on offer in secondary schools in order to broaden learner pathways. • The range and quality from 'engaging' to 'influencing' of education-employer partnerships. • Data including school leaver destinations, participation measure and proportion of leavers with vocational qualifications. 	<p>The Developing the Young Workforce (DYW) plan aims to expand opportunities across the curriculum for all children and young people to develop skills for learning, skills for life and skills for work. Progress in this area has been enhanced with the increased number of partnerships, between employers and schools. School Leaver Destination data also evidences a slight increase in the number of pupils entering employment straight from school.</p> <p>A successful Employer Engagement event in May 2024, has contributed to the increase in employer partnership. The event was held to facilitate new networks and partnerships between DYW School Coordinators and local employers. Our partnership with Skills Development Scotland (SDS) has ensured that our young people, staff and parents receive the most up to date, relevant labour market information to support their learner pathways. Education Scotland and SDS supported the education department to offer professional learning on Developing the Young Workforce to all probationer teachers.</p> <p>A professional learning session on 'Developing Employability Skills as part of the Curriculum', was well attended and positively evaluated by teaching staff. Mearns Primary School showcased how SDS's Meta Skills Framework is embedded across the curriculum. Following the professional learning, most schools have a focus on further developing their skills based curriculum to include employability and Meta Skills.</p> <p>Vocational Education continues to contribute to the achievement and attainment of young people in the senior phase and supports them to develop skills for the workplace of further education. In 2023-24, in partnership with a wider range of Further Education providers, East Renfrewshire offered more than 60 courses, ranging from SCQF Levels 1 to 8. The progress of our young people is closely monitored to ensure successful outcomes for every young person undertaking a vocational course. This tracking is possible due to the support of college partners and training providers who work well with us to maintain pupil progress and intervene where appropriate, offering further support as required. Appendix 1 provides detail of vocational attainment performance.</p> <p>The highest ever proportion of pupils leaving East Renfrewshire schools went on to university, college, work or training. A total of 1,353 young people left East Renfrewshire schools in 2022-23, and in statistics published by the Scottish Government it has been confirmed that 1,336 (98.7%) had made a positive next step in their development. This is the highest proportion ever recorded in East Renfrewshire, with the previous best being 98.5% in 2021-22. It is the highest positive destination rate of any local authority in Scotland and well exceeds the national average of 95.9%. East Renfrewshire has compared favourably against the Virtual Comparator, West Partnership and national averages for this measure over the past five years. In all of East</p>

Renfrewshire's secondary schools, more than 98% of school leavers achieved a positive destination. In Barrhead High School and Woodfarm High School, 100% of their school leavers moved into a positive destination.

From summary statistics for follow-up leaver destinations for the same 2022-23 cohort, 97.5% of East Renfrewshire school leavers were in a positive destination in April 2024, our highest ever proportion and comparing favourably to the national rate of 92.8%. These are the latest figures on 2022-23 leavers which are reported on in February 2024.

As agreed by Scottish Ministers, the Annual Participation Measure (APM) has been adopted in the Scottish Government's National Performance Framework as the measure of young people's participation in education, employment, training or other positive post school destination. In 2024, 96.9% of East Renfrewshire 16-19 year olds were participating in a positive outcome, well above the national figure of 92.7% and the highest proportion nationally of young people actively participating in society in a positive way. A stretch aim of 91.5% was set for young people living in quintile 1, this was not reached with 90.6% of young people recorded as participating. The target of 98.4% for young people in quintile 5 was not met with 98.0% recorded, meaning the poverty related gap increased from 3.6% to 7.4%. The table below details the stretch aims set and current performance (in brackets).

Proportion of 16-19 olds participating in education, employment or training:				
Annual Participation Measure produced by Skills Development Scotland				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	97.7% (96.9%)	95.5% (91%)	98.5% (98%)	3% (7%)
2024/25	97.8%	95.9%	98.6%	2.7%
2025/26 Stretch aim	97.9%	96.3%	98.7%	2.4%

Challenges and Next steps

- Continue to implement the Developing the Young Workforce Action Plan 2022-2025.

National Improvement Framework for Scottish Education- East Renfrewshire Summary 2022-2023

Priority 5: Improvement in attainment, particularly in literacy and numeracy

	Successes and impact
<p><u>Prompts</u></p> <ul style="list-style-type: none"> • Key areas of interventions/actions which have had the biggest impact on improving literacy and numeracy. • Professional learning opportunities which have had significant impact on the skills and competences of school leaders and teachers. • How is data being used to inform next steps for improvement? • Family learning programmes which have been specifically targeted to improve literacy and numeracy. 	<p>Quality assurance and moderation remains a key focus of the National Improvement Framework in East Renfrewshire. The Education Department has had a significant focus on developing a shared understanding of standards through a range of moderation activity and professional learning opportunities over the past 11 years and is committed to continuing this work across all sectors.</p> <p>Collaborative Learning Networks (CLN) provide a structure for practitioners in early years, primary and ASN settings to focus on progression within and across Curriculum for Excellence (CfE) levels. The CLN model supports collaborative planning of learning, teaching and assessment, and multi-layer moderation activity throughout the academic session.</p> <p>780 practitioners across early years, primary and special sectors, including a specific network for primary Depute Head Teachers, worked collaboratively within a similar curriculum level or specialist subject area. Practitioners created meaningful learning networks with colleagues from across the local authority and engaged in focused professional learning to support their understanding of key national and local messages linked to assessment and moderation. When surveyed 98% of participants indicated that this was a meaningful way to discuss progression and standards within a curriculum level and 99% agreed it was beneficial to discuss learning, teaching and assessment with colleagues working at the same curriculum level from other establishments.</p> <p>In the secondary sector, approximately 600 practitioners worked in CLN with colleagues from their subject across the 7 schools and engaged in high quality dialogue about different types of assessment. 98% indicated via evaluations that the professional dialogue increased their understanding of different approaches to assessment within the Broad General Education and 99% valued the opportunity to meet with colleagues and make connections beyond their own establishment.</p>

There is a comprehensive programme of CLPL on offer linked to all aspects of the learning, teaching and assessment cycle for all practitioners. 112 newly qualified teachers engaged with a session focused on effective learning, teaching and assessment. All participants indicated an increase in confidence to develop effective questioning techniques and 98% increased confidence in providing effective feedback to learners.

Literacy and Numeracy

In September and October each year, the ability of primary 1 pupils in literacy and numeracy is measured in a process called the literacy and numeracy baseline. This allows primary staff to build on children's strengths and address areas for development. Moreover the information is also shared with early learning and childcare establishments to allow them to consider patterns and trends and how they may improve experiences and outcomes for children. The data gathered in September and October 2023 (most recent available at this time) demonstrated that the performance of all children collectively in literacy and numeracy remained consistent with that of attainment in previous years.

Recommendations from the Collaborative Improvement Visit carried out across a range of establishments in session 2023-24 informed the development of a refreshed [strategy for Literacy and English for 2024-2027](#). The refreshed strategy links clearly to the Education Department's vision 'Everyone Attaining, Everyone Achieving through Excellent Experiences' and sets out three main areas – pedagogy, progress and partnerships – detailing how we will ensure that all children and young people develop the literacy and English skills they need to be successful throughout life. It will build on existing good practice in East Renfrewshire, use up-to-date research and evidence and ensure that literacy and English have a central and continuing focus in our ELC settings, schools and services.

During 2023-2024, Adult Learning Services successfully delivered a wide range of learner centred courses and programmes. Overall numbers increased significantly this year with 200 adults engaging with a range of programmes. 82 adult learners identified work related learning goals and 99% achieved these.

Staff also delivered a range of learner centred courses for parents to meet their identified needs including, ESOL for Parents (and online hub), Family Learning Cafés, Wellbeing for Parents group, Incredible Years. 86 parents identified family learning goals and 98% reported improved skills and confidence in relation to these.

The UKSPF Multiply programme, which focusses on improving maths and numeracy skills and confidence for adults, provided 15 courses with 94 adults registered across all of the interventions. Learning opportunities on offer included; 3 SQA courses, Nutrition with Numbers, Financial Numeracy, ESOL and Numbers, Maths & Health course (as well as general numeracy courses. Multiply staff delivered a range of courses aimed at parents. In partnership with Mearns Primary, a need was identified for an SQA Maths course in the school with 11 parents gaining accreditation from National 3 and progressing to

complete National 5 Maths. A family learning course was also developed and delivered, Learning Maths Together, for parents and their children in P5, P6 and P7.

33 adults, including ERC and ERCLT staff, have successfully completed a range of SQA Maths courses with 6 people moving into employment or training programmes/apprenticeships.

A comprehensive CLPL programme is ongoing to support the aims of the Numeracy and Maths strategy (2023-26). Staff across sectors were provided with opportunities to engage in activities with Education Scotland, Young Enterprise Scotland (Scotland's Financial Schools), West Partnership and our ERC Maths Champions Network/PT Subject Group. There are trained 'Maths Champions' in each establishment who are provided with support to lead in this area. Regular network meetings allow for the sharing of good practice and continued professional learning opportunities for the identified staff across the authority. The ERC Numeracy & Maths Hub continues to be updated regularly with support, guidance and research to support learning, teaching and assessment in this curricular area. This is contributing to the capacity and confidence of staff to teach Numeracy and Mathematics.

From August 2023, a full time teacher was seconded (using covid reserves funding) to support learners across a range of primary schools to reduce any gaps in learning as a result of the COVID-19 pandemic, with a key focus on equity groups. 152 learners across P2 – P7 were targeted in 6 schools and were supported in developing their numeracy skills, developing more positive attitudes towards numeracy and mathematics, and increasing confidence in their own capabilities. All learners involved demonstrated improvements in their skills and knowledge of numeracy and maths.

Use of data to identify next steps for improvement

To enable collective leadership and shared commitment across schools and the department to bring about improvements with the curriculum, learning and teaching and assessment a Performance and Reporting Reference Group was established in 2023. The group were tasked with reviewing and considering systems, tools and approaches to measuring, analysing and reporting on performance.

The group recognised that East Renfrewshire's Education Department makes excellent use of robust and consistent attainment data, which is central to all improvement actions focused on raising attainment in literacy and numeracy. The Education Department gathers a significant amount of data annually at individual pupil level, through a variety of sources, including: local baseline assessments of children on entry to P1; local standardised assessment data; Curriculum for Excellence (CfE) attainment; Scottish National Standardised Assessment data; and senior phase attainment. The analysis allows the department and schools to identify areas of strength and development in each curricular area, share best practice

and to identify groups of learners where attainment is not as strong; this includes a relentless focus on closing the poverty related attainment gap, as measured by various metrics. However it was recognised that a key task to system wide improvement is to build the leadership capacity of staff across East Renfrewshire to use data and evidence to inform strategy, plans and practice.

The group are also in the process of developing new Tracking and Reporting Guidance as well as planning professional learning to support all staff in engaging with data and evidence. In addition, the group are overseeing the introduction and roll out of a new Management Information System (Power BI). To date dashboards have been created for Attendance, Standardised Tests, Curriculum for Excellence and Senior Phase Attainment. All class teachers and school leaders will have access to this up to data.

In collaboration with schools, the department develops strategies to raise attainment in literacy and numeracy using this attainment analysis, to create challenging but achievable targets (stretch aims) for improvement, and to monitor the impact of the interventions and actions on an ongoing basis. Targets set by the department focus on raising attainment for all and closing the poverty related attainment gap; each establishment through negotiation with the Head Teacher is allocated an appropriately challenging and considered target value which contributes to the overall local authority target.

Educational establishments are provided with access to current and historical literacy and numeracy attainment data and characteristic information for each individual pupil via the department's Early Years, Broad General Education and Senior Phase tracking databases; these data tools provide pupil performance analysis at curricular component and individual question/task level along with pupil characteristics information.

Attainment in Literacy and Numeracy

The levels of attainment of East Renfrewshire pupils in the Broad General Education has remained consistently high and have increased slightly from 2022-23 across almost all curricular areas

Percentage of P1, P4 and P7 Pupils	2021-2022	2022-23	2023-24
% Attaining or Exceeding Expected Levels - Reading	89%	91%	93%
% Attaining or Exceeding Expected Levels - Writing	87%	90%	91%

% Attaining or Exceeding Expected Levels – Talking & Listening	93%	94%	95%
% Attaining or Exceeding Expected Levels - Numeracy	90%	91%	92%

Percentage of S3 Pupils	2021-22	2022-23	2023-24
% Attaining or Exceeding Third Level – Reading	97.1%	96.4%	96.8%
% Attaining or Exceeding Third Level - Writing	96.8%	96.2%	96.7%
% Attaining or Exceeding Third Level – Talking & Listening	96.9%	97.2%	97.0%
% Attaining or Exceeding Third Level - Numeracy	97.9%	97.9%	96.9%

Percentage of S3 Pupils	2021-22	2022-23	2023-24
% Attaining Fourth Level - Reading	82.6%	82.8%	85.4%
% Attaining Fourth Level - Writing	82.2%	83.7%	85.0%
% Attaining Fourth Level – Talking & Listening	81.6%	85.7%	86.7%
% Attaining Fourth Level - Numeracy	83.5%	81.9%	86.0%

Secondary attainment (S3) at third and fourth levels in reading, writing, talking and listening and numeracy has remained consistently high and is significantly above the published national average figures. Attainment at CfE level 3 in talking and listening and numeracy has decreased slightly since 2022-23 whilst conversely, attainment in reading and writing has increased. Attainment at CfE level 4 has increased across all curricular areas from 2022-23.

The levels of attainment of East Renfrewshire pupils at exit point has continued to be high over the past 5 years. The local authority remains above National and Virtual Comparator averages for leavers attaining SCQF level 5 Literacy and Numeracy, and significantly above National and Virtual Comparator averages for leavers achieving SCQF level 6 Literacy and Numeracy. Similarly, the proportion of leavers achieving qualifications across SCQF levels 4 to 7 have been significantly above national averages and consistently above the Virtual Comparator.

The table below provides a high level comparative overview of some of the Council's performance measures against the LGBF indicators for 2022/23.

LGBF Indicator	2021-22 ERC Value (unless stated otherwise)	2022-23 ERC Value (unless stated otherwise)	Performance (value)	2022-23 Scottish average value (unless stated otherwise)	Against Scottish average (value)	Rank performan ce	2021-22 Rank (unless stated otherwise)	2022-23 Rank (unless stated otherwise)
% of P1, P4 and P7 pupils achieving expected CFE Level in Literacy	85.8%	87.6%	Improving	72.7%	Better	Same (Top)	1	1
% of P1, P4 and P7 pupils achieving expected CFE Level in Numeracy	89.6%	91.2%	Improving	79.6%	Better	Same (Top)	1	1
% of Pupils Gaining 5+ Awards at Level 5	89%	89%	Same	66%	Better	Same (Top)	1	1
% of Pupils Gaining 5+ Awards at Level 6	70%	70%	Same	38%	Better	Same (Top)	1	1

	Proportion of Pupils Entering Positive Destinations	98.5%	98.7%	Improving	95.9%	Better	Same (Top)	3	1
All data is accessible via the Improvement Service online LGBF dashboard tool, which can be accessed here .									
Challenges and Next steps									
<ul style="list-style-type: none"> • Continue to implement the Numeracy and Mathematics Strategy 2023 – 2026 and the Literacy and English Strategy 2024 – 2027. • Roll out of Management Information Systems and Professional Learning as identified by the Performance and Reporting Reference Group. • Implement the Strategic Equity Plan 2023 – 2026 and support and challenge school use of the Pupil Equity Fund and achieve identified stretch aims. 									

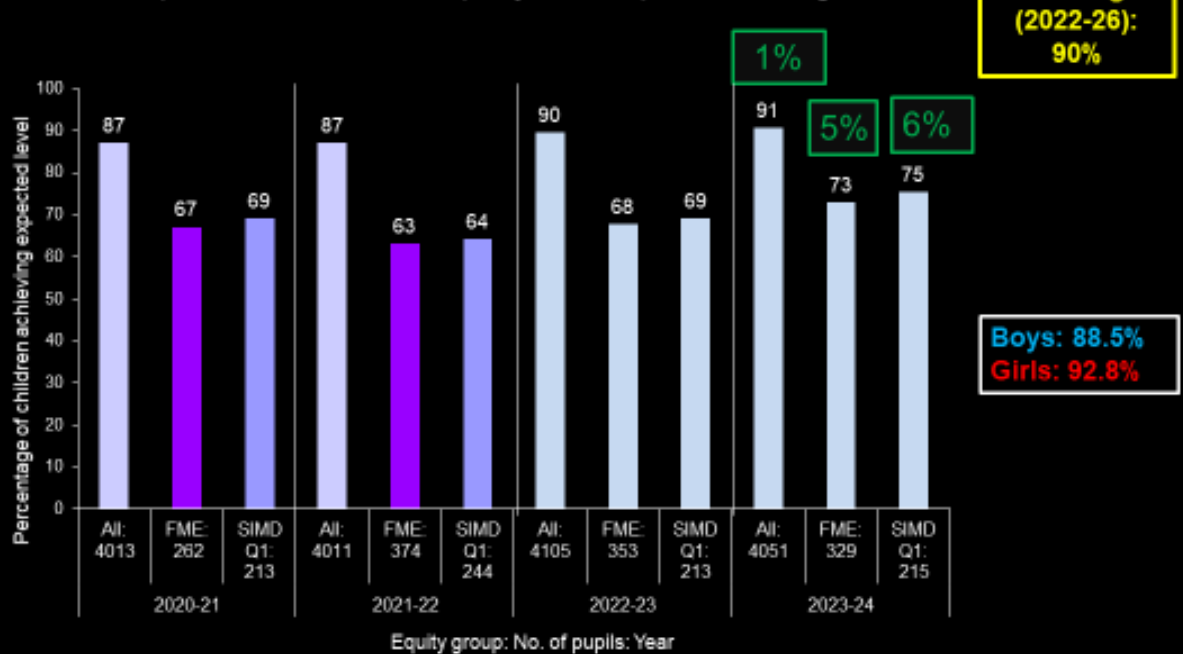
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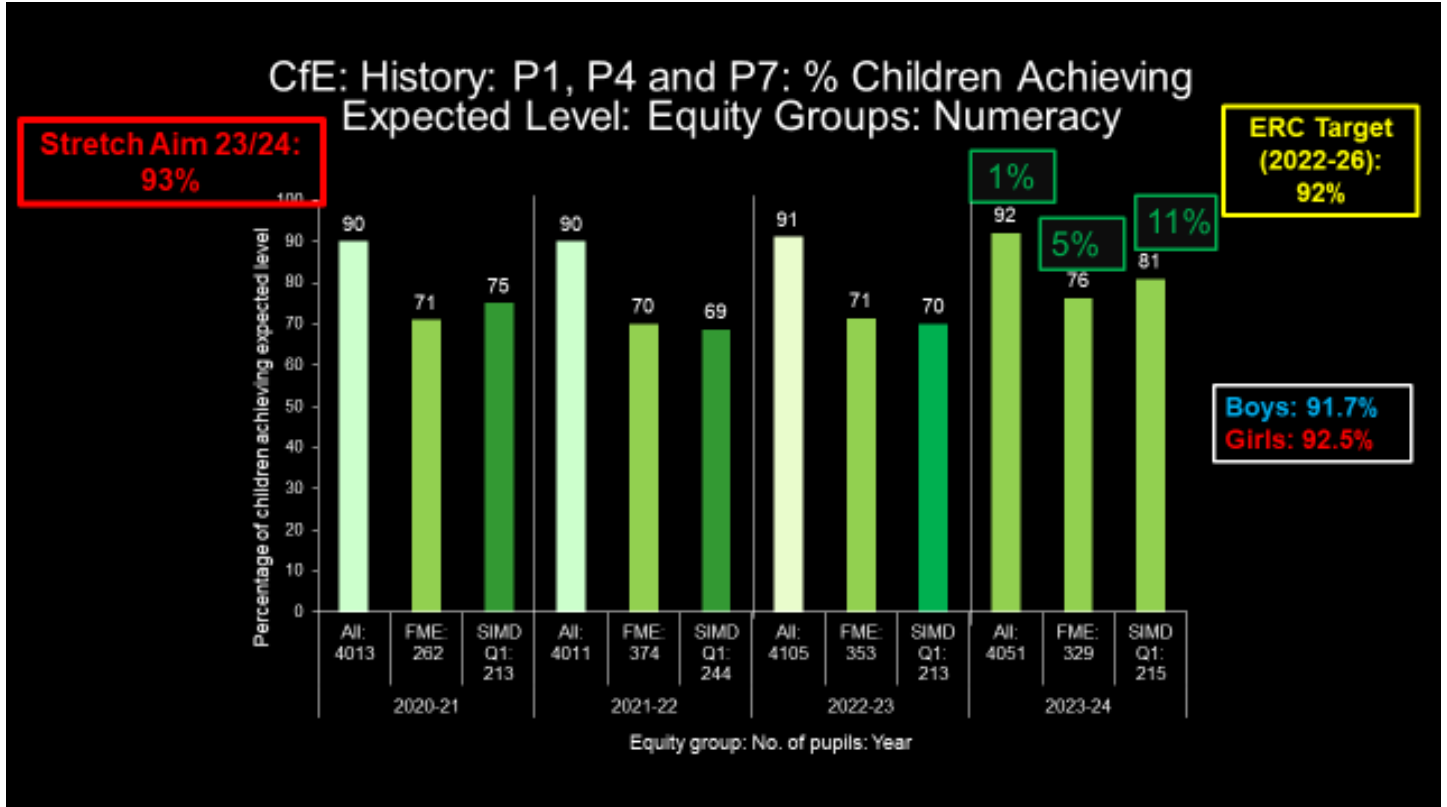
Primary Curriculum for Excellence Attainment

CfE: History: P1, P4 and P7: % Children Achieving Expected Level: Equity Groups: Reading

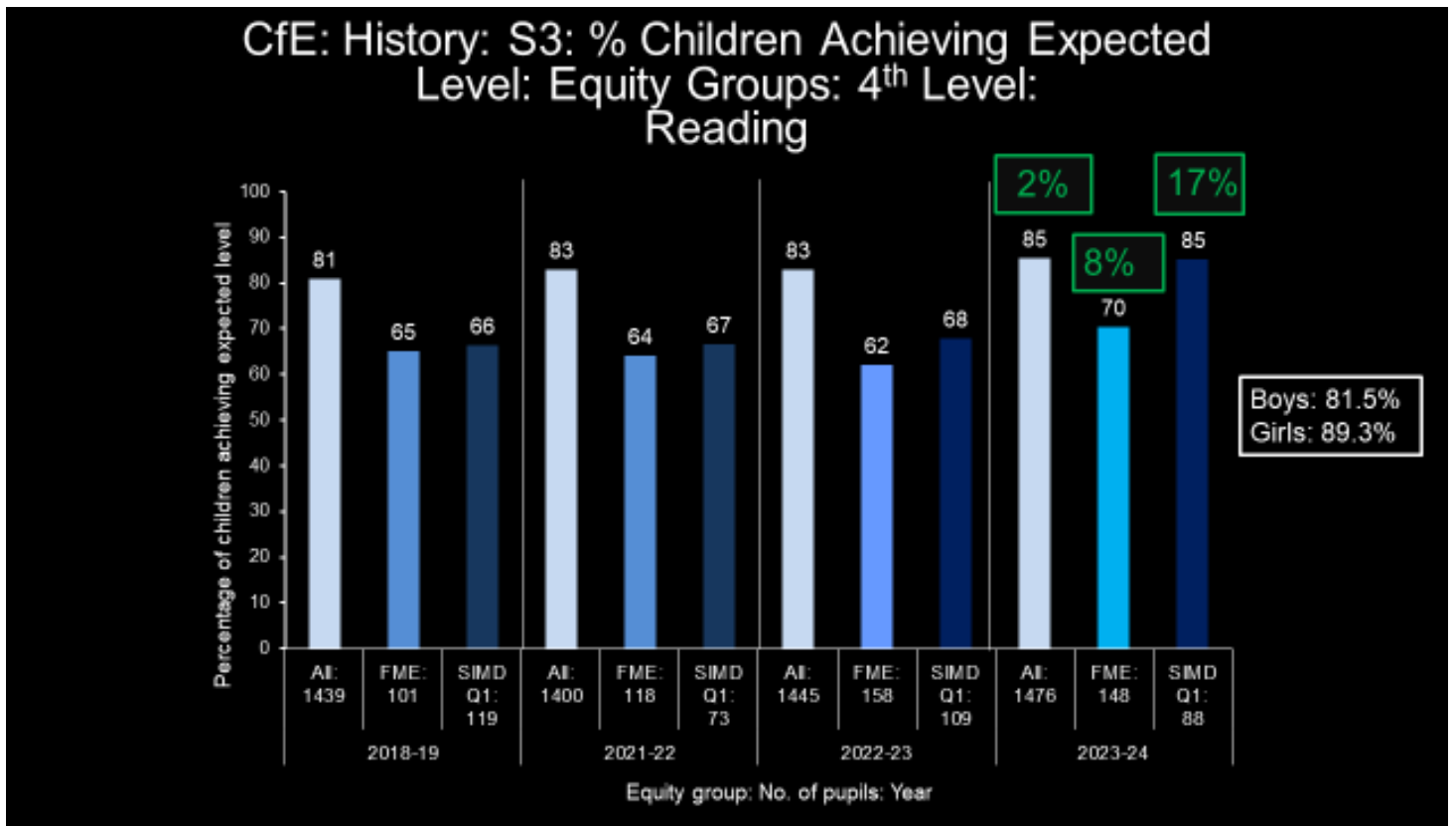


CfE: History: P1, P4 and P7: % Children Achieving Expected Level: Equity Groups: Writing





Secondary Curriculum for Excellence Attainment



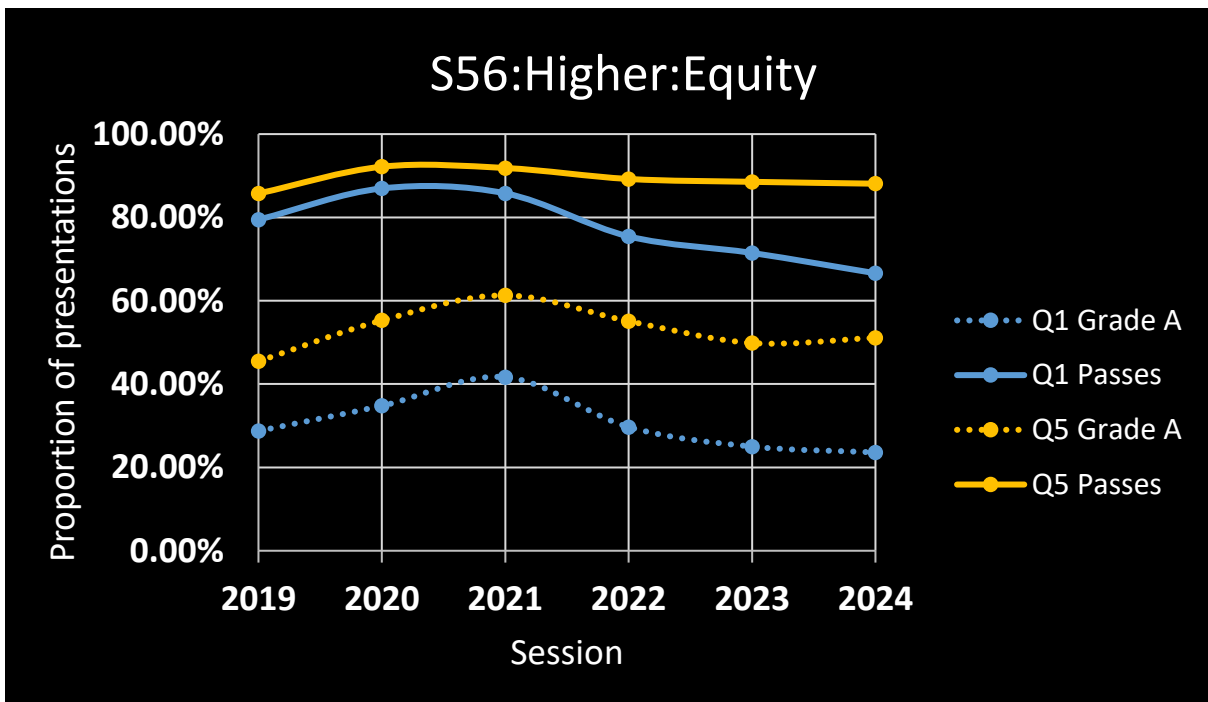
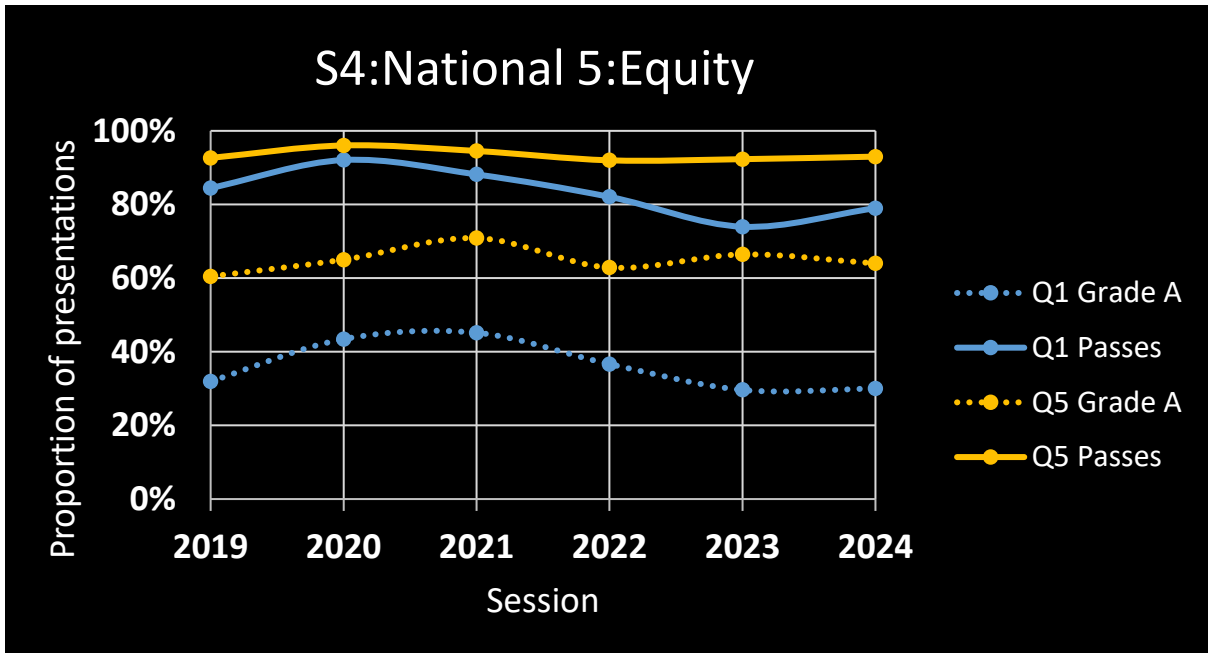
CfE: History: S3: % Children Achieving Expected Level: Equity Groups: 4th Level: Writing



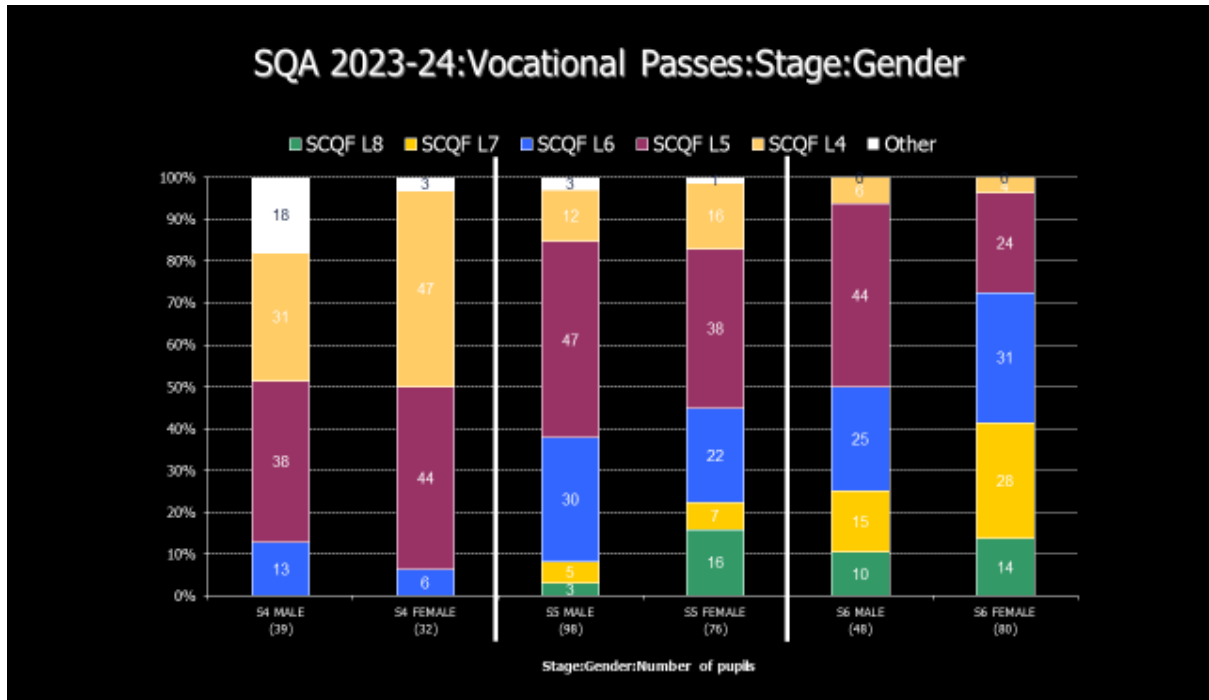
CfE: History: S3: % Children Achieving Expected Level: Equity Groups: 4th Level: Numeracy



Senior Phase Literacy and Numeracy Attainment



Senior Phase Vocational Attainment



Leaver Destinations 2021-22 and 2022-23 ERC: Percentage of Leavers

	East Renfrewshire Council		
	2021-22	2022-23	% Change
Total Leavers	1430	1353	
HE	69.8	67.8	- 2
FE	12.4	14.1	+ 1.7
Training	1.2	1.2	-
Employment	14.3	14.7	+ 0.4
Vol. Work	0.8	0.4	- 0.4
Act. Agreement	-	-	-
Prsnl Skills Dev	0.1	0.5	+ 0.4
Un. Seeking	0.6	0.7	+ 0.1
Un Not Seeking	0.8	0.6	- 0.2
Positive	98.5	98.7	+ 0.2

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EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

26 SEPTEMBER 2024

Report by Director of Education

IMPROVING OUTCOMES THROUGH SCOTTISH ATTAINMENT CHALLENGE FUNDING:
STRATEGIC EQUITY PLAN 2024-2025

PURPOSE

1. To seek Education Committee approval for the updated Strategic Equity Funding (SEF) Plan Action Plan 2024 – 2025 and associated stretch aims.

RECOMMENDATIONS

2. Education Committee is asked to:

- a) approve the updated action plan and associated stretch aims; and
- b) ask the Director of Education to bring regular reports to Education Committee on the progress and impact of its implementation.

BACKGROUND

3. The Education Department's vision statement "*Everyone Attaining, Everyone Achieving through Excellent Experiences*" outlines the commitment and expectation that all learners will be supported to realise their potential.

4. Article 28 of the UNCRC states that children and young people have the right to education and that education should develop every child's personality, talents and abilities to the full (Article 29).

5. East Renfrewshire's SEF one year action plan 2024 – 2025 (driver diagram) takes full account of the [National Improvement Framework Education - Achieving Excellence and Equity: national improvement framework and improvement plan 2024](#), East Renfrewshire Community Planning Partnership Community Plan, the Fairer East Ren Plan and Locality Plans, the department's contributions to the Council's Outcome Delivery Plan and the department's [Local Improvement Plan 2024-2027](#).

6. The department's SEF plan is organised in 2 parts. The four year strategic plan and a detailed yearly driver diagram.

7. Education Committee will recall at the meeting in August 2022, the four year plan detailing the long term activities that will be undertaken to address the poverty related attainment gap was approved.

8. For each academic planning cycle a one year plan is required, detailing the supports and interventions in place across each year of funding.

REPORT

9. The attached updated SEF Plan: One Year Action Plan 2024 – 2025 (Appendix 1) was written by officers from the Education Department, led by a Head of Education Service (Quality Improvement and Performance).

10. Evaluative evidence gathered, measuring the impact of the previous year of activity was used to determine priorities and approaches.

11. Although the three key themes previously identified as part of our theory of change to tackle the poverty related attainment gap were identified as pivotal, self-evaluation evidence suggested the following drivers for change:

- Leadership of equitable systems and resources to address systemic inequalities and promote inclusivity, fairness and justice;
- The use of data at all levels to drive improvement; and
- Communication to support effective collaboration and achievement of shared goals.

Stretch Aims

12. The Scottish Government's [Framework for Recovery and Accelerating Progress](#) guidance was updated in May 2023, outlining new expectations for local authorities when setting stretch aims.

13. Local authority stretch aims for improving outcomes for all while closing the poverty-related attainment gap between SIMD quintile 1 and SIMD quintile 5 must now be set for a 3 year period (2023 - 2026), a move away from the previous yearly target. The aims for senior phase attainment also take cognisance of all Scottish Credit and Qualifications Framework (SCQF) awards rather than just SQA A-C awards; this will result in a greater range of children and young people's achievements being recognised and celebrated.

14. Stretch Aims must include the following measures:

- a) Achievement of Curriculum for Excellence Levels (literacy at primary 1, 4 and 7 combined; and numeracy at primary 1, 4 and 7 combined);
- b) the proportion of school leavers attaining 1 or more award at SCQF level 5 based on Insight (All SCQF Awards) information;
- c) the proportion of school leavers attaining 1 or more award at SCQF level 6 based on Insight (All SCQF Awards) information;
- d) the proportion of 16-19 olds participating in education, employment or training based on the Annual Participation Measure produced by Skills Development Scotland; and
- e) a locally identified aim for health and wellbeing, to be measured using local datasets.

15. In developing stretch aims, the Education Department took account of 5 key principles:

- Ambition for All – Any stretch aims should improve outcomes for all learners and close relevant equity gaps;
- Alignment - The agreed stretch aims should enable strategic council (Outcome Delivery Plan and Fairer East Renfrewshire Plan), departmental (Local Improvement Plan) and school improvement plans to reflect the ambitious and achievable aim to improve outcomes for all learners, whilst closing the poverty related attainment gap;

- Reliability – measures should be based on reliable and robust data, including national benchmarking data, which supports improvement;
- Relevance – stretch aims need to reflect the East Renfrewshire context and take account of the Education Department’s self-evaluation evidence;
- Subsidiarity - It is important that the East Renfrewshire Stretch Aims are relevant and support improvement at all levels of the system, from the classroom to national level.

16. East Renfrewshire’s 3 year stretch aims were submitted to the Scottish Government, along with an accompanied outline trajectory for progress in September 2023.

17. As detailed in Scottish Government guidance, our stretch aims are ambitious within our local context and take into account previous years’ attainment data and our previous aims. The aims are accompanied by an outline trajectory for progress.

18. During session 2023/2024 (year 1) progress towards achieving these stretch aims was recorded. With the closing of the poverty related attainment gap evident across most of the key measures, we have a platform for continued progress this session (2024/2025). Detail of this can be found in Appendix 1.

CONSULTATION

19. The department has carried out extensive engagement on the priorities identified within the Local Improvement Plan 2023 – 2026.

20. Extensive consultation took place with pupils, staff, parents, colleagues across the Council and the Third Sector to develop the department’s overarching SEF Plan – *Raising the Bar for All – Delivery Excellence through Equity*.

21. In addition analysis of our current performance data in a range of areas, including progress towards our stretch aims supported the finalisation of the department’s one year action plan 2024 – 2025.

FINANCIAL AND EFFICIENCY IMPLICATIONS

22. A participatory budgeting approach was taken, where children, staff members, parents and wider partners further developed the rationale for the use of strategic equity funding.

23. Setting ambitious but achievable stretch aims over this three year period, will support improvements in literacy and numeracy and support health and wellbeing.

24. Scottish Attainment Challenge funds will support East Renfrewshire’s continued focus on improving outcomes for all children and young people. East Renfrewshire’s allocation for 2022 to 2026 is detailed in table 1 below:

Table 1

Local Authorities	2022/23	2023/24	2024/25	2025/26
East Renfrewshire SEF	£134,591	£267,565	£400,538	£533,512
East Renfrewshire PEF	£1,488,515	£1,488,515	£1,488,515	£1,488,515
East Renfrewshire CECYPEF	£96,389	£92,880	£92,880	£92,880

RECOMMENDATIONS

25. Education Committee is asked to:
- a) approve the updated action plan and associated stretch aims; and
 - b) ask the Director of Education to bring regular reports to Education Committee on the progress and impact of its implementation.

Mark Ratter
 Director of Education
 26 September 2024

Convener Contact Details

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Appendix

1. SEF Plan: One Year Action Plan 2024 – 2025

Background Papers

1. [Education - Achieving Excellence and Equity: national improvement framework and improvement plan 2024](#)
2. [East Renfrewshire Education Department Local Improvement Plan 2024 - 2027](#)

Strategic Equity Plan

Delivering Excellence through Equity



Revised September 2024

Tackling the Poverty-Related Attainment Gap – Strategic Plan (2022 – 2026)

INPUTS	OUTPUTS		OUTCOMES / IMPACTS		
<ul style="list-style-type: none"> • Scottish Attainment Challenge Funding • ERC lowest 20% funding • Equity staffing allocation • Whole Family Wellbeing Fund • SEF Plan • Education Scotland Attainment Advisor • Support and challenge school performance • High quality CLPL 	Activities		Participation / Reach	Short Term	Long Term
	Wellbeing	<ul style="list-style-type: none"> • Develop and Implement an East Renfrewshire Improving Attendance Framework and Action Plan • Early Intervention and prevention for secondary aged pupils experiencing emotionally based school absence. Comprehensive CLPL programme. • Enhance partnership working to ensure pupils are well equipped to learn and engage in school. • Implement Parental Involvement and Engagement Strategy 2022 – 2025. • Develop and implement a Social Justice Strategy. • Promote digital inclusion. • Expand and enhance the Healthier Minds Service to ensure an ongoing commitment to supporting the mental health, wellbeing, attainment and achievement of children and young people. • Build capacity in inclusive practice through implementing Circle Approach across settings and schools. • Implement the recommendations from the department's ASN review. 	<p>All pupils, staff and parents.</p> <p>Young people who are experiencing emotionally based school avoidance.</p> <p>Parents / Carers / Families</p> <p>Families living in poverty.</p> <p>All ELC settings and schools.</p>	<i>Annual Performance Reporting</i>	<i>by 2026 and beyond</i>
				<p>Attendance and Exclusion data – key equity groups, SIMD, ASN, EAL and Care Experienced pupils</p> <p>Reduction in number of children being educated on reduced timetables in LA settings (link to attendance)</p> <p>Included and Involved % of pupils responding positively to ERC Pupil Questionnaires (Questions 12, 13, 18)</p> <p>No of pupils experiencing trauma accessing the Wellbeing Hub (link to attendance)</p> <p>No of care experienced pupils accessing Trauma Informed Practice Support</p> <p>Healthier Minds re-referral percentage rate</p>	<p>A sustained focus on children and young people's readiness to learn through focussing on inclusion, participation, engagement and attendance, confidence and wellbeing.</p> <p>Achieve equity for every child by raising the bar for all.</p> <p>Improved outcomes for children and young people impacted by poverty.</p>

<ul style="list-style-type: none"> Quality Improvement Team Educational Psychology Team Principal Teachers of Literacy and Numeracy Wellbeing Support Teacher Research Assistant Education Development Officer (EAL) Adult Learning Services Community, Learning and Development Team Third Sector Partnership Children, young people and families. 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Literacy and Numeracy</p>	<ul style="list-style-type: none"> Review, update and implement Numeracy and Mathematics and Literacy Strategies (2022 – 2025). Develop and implement an Early Intervention Programme for Literacy and Numeracy. Provide high quality professional learning on the teaching of reading, writing, talking and listening, numeracy and mathematics. Build leadership capability and capacity of senior staff and teachers in schools on performance and benchmarking. Ensure parents/carers have the literacy and numeracy and maths knowledge and skills to support their children. Work with FE, HE and employers to promote greater understanding of numeracy and maths as an essential skill for learning, life and work Support and challenge schools on their approaches to raising attainment and use of additional resource, in particular for key equity groups. Share successful interventions and learning within and beyond the authority from SEF, PEF, CECYPF, Lowest 20% and professional inquiry 	<p>Local Employability Partnership</p> <p>Community Learning and Development</p> <p>FE / HE establishments</p>	<p>No of care experienced accessing HE (Mentors https://www.vtoscotland.org/)</p> <p>% of parents responding positively to ERC Parental Questionnaires (Questions 7 and 23)</p> <p>The cost of participating in school activities and events is affordable</p> <p>Engagement and Participation of out with school activities (% of pupils responding positively to ERC Pupil Questionnaire Questions 15, 17, 18)</p> <p>% of pupils accessing digital devices in school and at home.</p> <p>The proportion of 16-19 olds participating in education, employment or training based on the Annual Participation Measure.</p> <p>Achievement of Curriculum for Excellence Levels (literacy combined and numeracy combined)</p> <p>The proportion of school leavers attaining 1 or more pass at SCQF level 5</p> <p>The proportion of school leavers attaining 1 or more pass at SCQF level 6</p> <p>NIF performance targets / evaluations i.e. number of schools evaluating 1.2, 2.3, 3.2 as VG or E</p> <p>Number of staff attending professional learning for Literacy and Numeracy.</p> <p>Quality assurance programme – evaluations of learners' experiences increases.</p>	<p>The attainment gap between the most and least disadvantaged children and young people in literacy and numeracy is closed.</p> <p>High quality learning, teaching and assessment, focusing on achieving equity for all learners.</p>
<p>ASSUMPTIONS</p> <ul style="list-style-type: none"> The department's Local Improvement Plan will complement the SEF plan and build upon the vision for all East Renfrewshire children to be attaining and achieving through excellent experiences. There is no hierarchy of outcomes in terms of the importance of the plan and its activities. There is recognition that some of the outcomes will need to be continually met, as they are contingent on ongoing activity. 				<p>RISKS / EXTERNAL FACTORS</p> <ul style="list-style-type: none"> Continuing impact of Covid Further policy developments Changes in funding models Education reform Increase in the Cost of Living 	

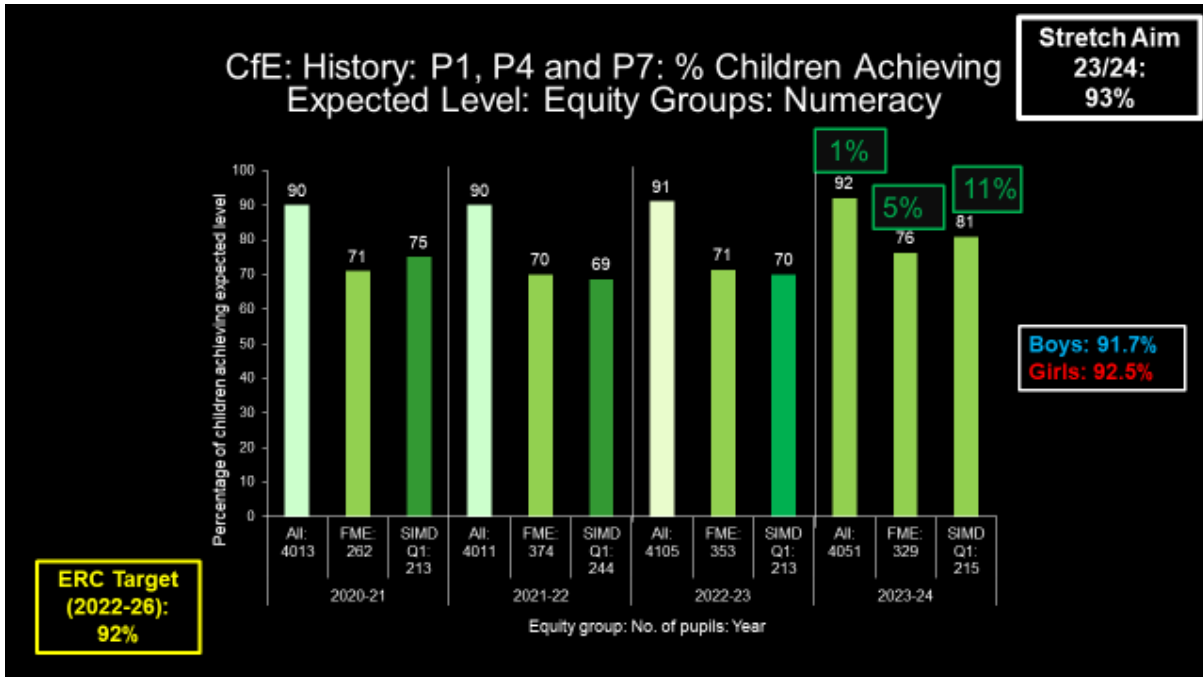
- There is recognition that some of the activities will be funding dependent and be introduced at a pace aligned with the increase in SEF monies.
- Engagement with children, staff and families will lead to better decision making.
- Professional learning will build the capacity of school staff and lead to improved outcomes for children and young people.
- The right to and goals of education are enshrined in the United Nations Convention on the Rights of the Child (UNCRC).
- Local authorities have the statutory duties to provide education, deliver educational improvement, secure best value, and fulfil their role as employer.

- Parent / carer / family engagement
- Staff workload and bureaucracy
- The capacity of other local authority and public sector services.

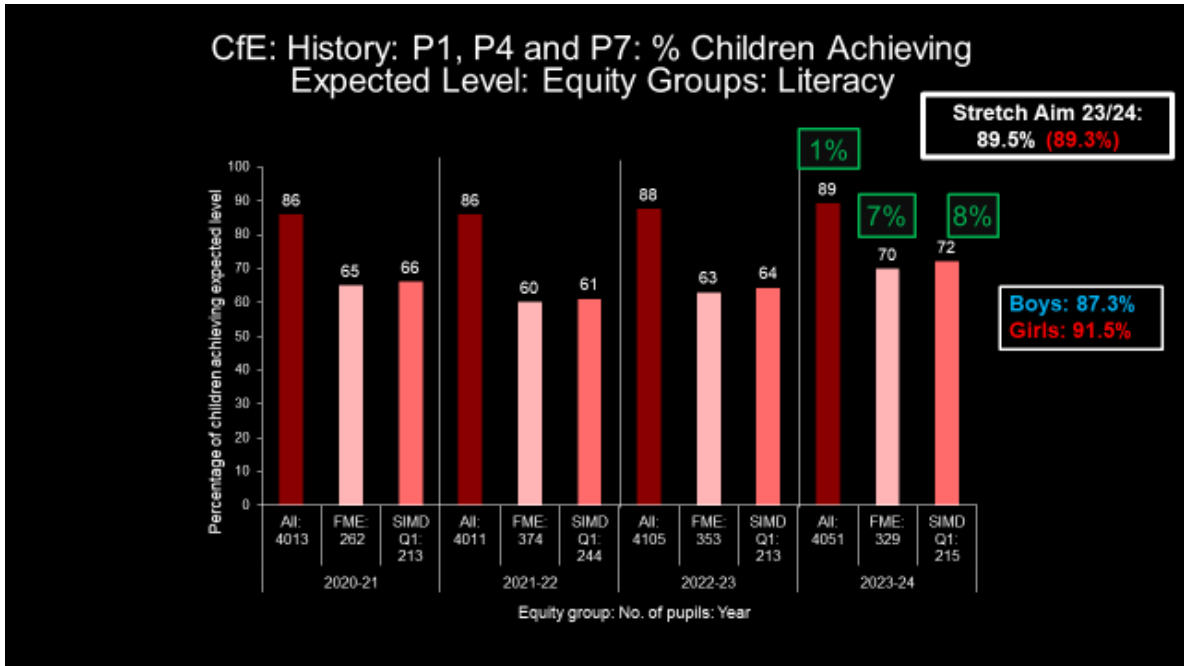
Population Outcome	Intermediate Outcome We will know we are making progress when we	37 Our Contribution So we need to improve....	Critical Activities by 2024 / 2025
The attainment gap between the most and least disadvantaged children and young people in literacy and numeracy is reduced.	Achieve equity by raising the bar for every child.	Leadership of equitable systems and resources to address systemic inequalities and promote inclusivity, fairness and justice.	<ul style="list-style-type: none"> • Develop and introduce a Leadership for Social Justice programme. • Build system capacity to support continuous improvement through robust self-evaluation processes and high quality career long professional learning. • Continue to implement the Social Justice Strategy 2022 - 2026. • Implement the revised ERC Leadership Strategy. • Build capacity in inclusive practice through implementing Circle Approach across settings and schools. • Develop and Implement an East Renfrewshire Improving Attendance Framework and Action Plan.
	Improve outcomes for children and young people impacted by poverty.		The use of data at all levels to drive improvement
			Communication to support effective collaboration and achievement of shared goals.

East Renfrewshire Council Stretch Aims and Progress to Date.

Achievement of Curriculum for Excellence Levels: P1, P4, P7 Combined: Numeracy				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	93.0% (92.1%)	79.6% (81%)	94.5% (95%)	14.9% (14%)
2024/25	93.2%	82.0%	94.7%	12.7%
2025/26 Stretch aim	93.5%	84.8%	95.0%	10.2%



Achievement of Curriculum for Excellence Levels: P1, P4, P7 Combined: Literacy				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	89.5% (89%)	71.6% (72%)	92.0% (93%)	20.4% (21%)
2024/25	89.9%	76.3%	92.2%	15.9%
2025/26 Stretch aim	90.3%	82%	92.5%	10.5%



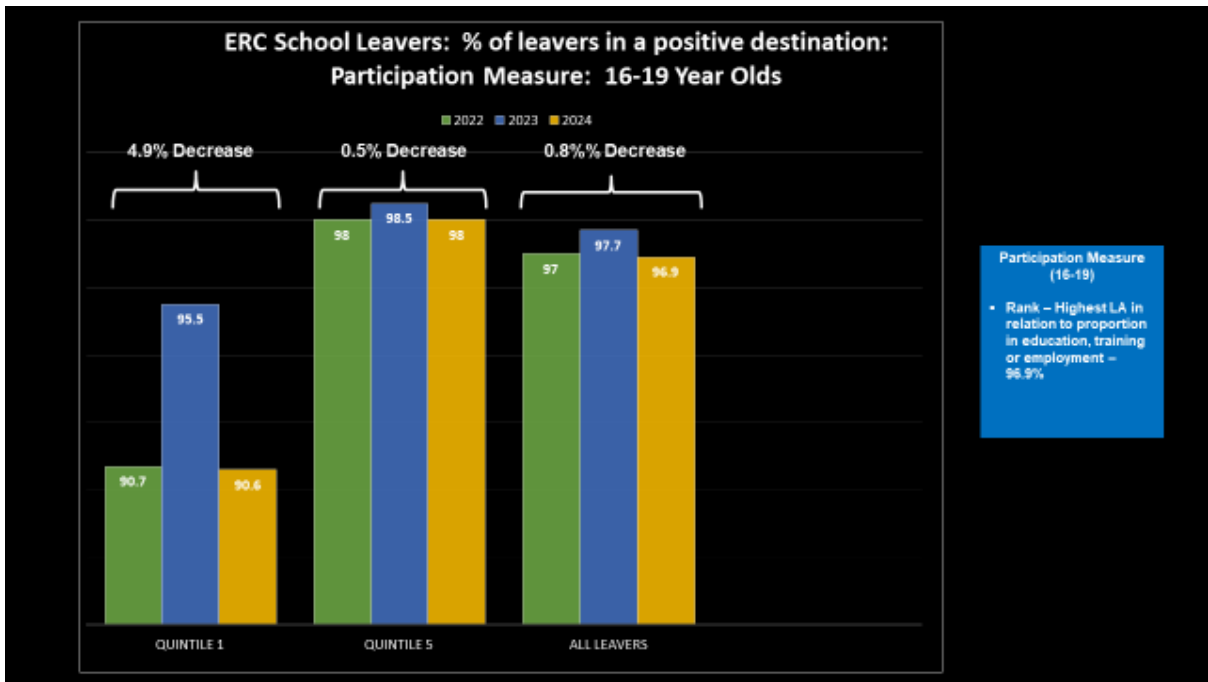
The proportion of school leavers attaining 1 or more awards at SCQF Level 5 based on Insight (All SCQF Awards) information				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	96.4%	90.8%	97.8%	7.0%
2024/25	96.7%	91.8%	98%	6.2%
2025/26 Stretch aim	97%	92.9%	98.3%	5.5%

Information not available at present.

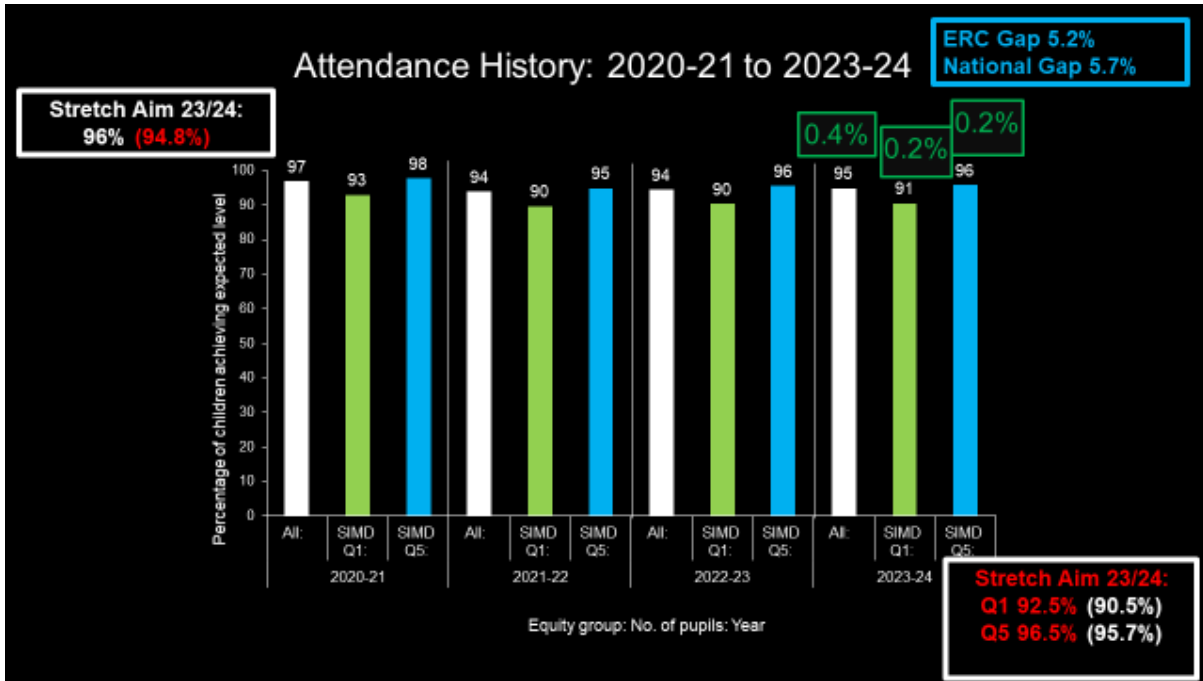
The proportion of school leavers attaining 1 or more awards at SCQF Level 6 based on Insight (All SCQF Awards) information				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	87.9%	71.8%	92%	20.2%
2024/25	88.4%	74.4%	92.6%	18.2%
2025/26 Stretch aim	89%	76.9%	93.3%	16.4%

Information not available at present.

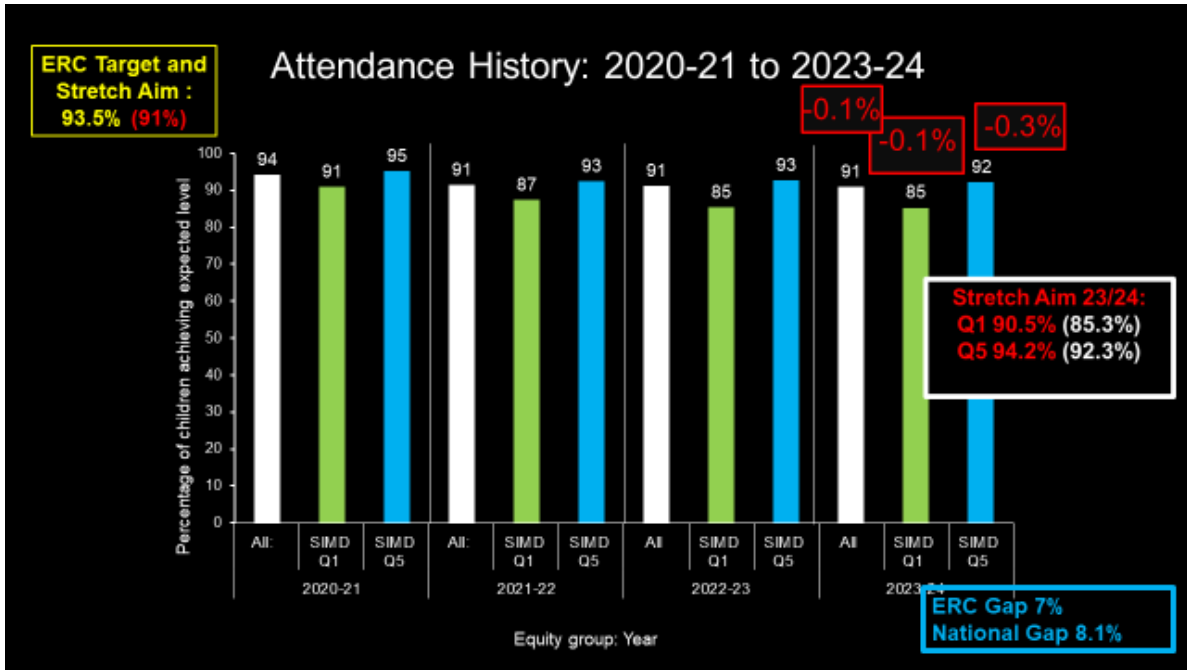
Proportion of 16-19 olds participating in education, employment or training: Annual Participation Measure produced by Skills Development Scotland				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	97.7% (96.9%)	95.5% (91%)	98.5% (98%)	3% (7%)
2024/25	97.8%	95.9%	98.6%	2.7%
2025/26 Stretch aim	97.9%	96.3%	98.7%	2.4%



A locally identified aim for health and wellbeing, to be measured using local datasets: Attendance – Primary				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	96% (94.8%)	92.5% (91%)	96.5% (96%)	4% (5%)
2024/25	96.1%	93%	96.5%	3.5%
2025/26 Stretch aim	96.2%	93.5%	96.5%	3%



A locally identified aim for health and wellbeing, to be measured using local datasets: Attendance – Secondary (S1 – S5)				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	93.5% (91%)	90.5% (85%)	94.2% (92%)	3.7% (7%)
2024/25	93.6%	91%	94.2%	3.2%
2025/26 Stretch aim	93.7%	91.5%	94.2%	2.7%



(*) 2023/2024 Performance

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEETHURSDAY 26 SEPTEMBER 2024Report by Director of EducationEDUCATION SCOTLAND REPORT ON CROSS ARTHURLIE PRIMARY SCHOOL**PURPOSE OF REPORT**

1. To inform Education Committee of the report by Education Scotland on Cross Arthurlie Primary School.

RECOMMENDATIONS

2. Education Committee is asked to:
- a) recognise and comment on the achievements of Cross Arthurlie as outlined in Education Scotland's report; and,
 - b) approve the action plan to address the agreed areas for improvement.

BACKGROUND

3. Cross Arthurlie Primary School was inspected by a team from Education Scotland in June 2024. The inspection covered key aspects of the work of the school and identified particular strengths and areas for improvement using the Education Scotland six-point scale and the self-evaluation framework *How Good is our School?*
4. Cross Arthurlie Primary School nursery class was inspected by the Care Inspectorate within the past 18 months, therefore, following discussion with the headteacher we agreed with Education Scotland that the nursery class would not be part of the inspection.
5. Since August 2016, Education Scotland use 2 models of school inspection. The full and the short model.
6. The full model evaluates 4 quality indicators, with the short model focusing on 2. Both models include an evaluation of Learning, Teaching and Assessment and Raising Attainment and Achievement.
7. Cross Arthurlie Primary School was inspected using the short model, with an evaluation for 2 quality indicators and a short report which details the strengths and areas for improvement. The report was published on 17 September 2024 and is attached as Appendix 1. It has been issued to staff, parents, local elected members, the Convener for Education, Equalities, Culture and Leisure and made available to the local community.

REPORT

8. In assessing the indicators of quality in the school, Education Scotland found both aspects of the work to be very good: learning, teaching and assessment; and raising attainment and achievement.

9. The report highlights 2 areas of best practice, identified as worth sharing more widely nationally:

Professional learning and enquiry

- All teachers have engaged in professional learning through individual and collaborative enquiry projects. Teachers take a reflective approach to consider how their teaching impacts on children's experiences. Teachers identify areas of focus linked to the needs of children in their classes. They conduct small tests of change to share and scale up approaches which are found to be successful. Evaluations of individual projects show the positive impact on the quality and depth of children's learning experiences.

Teaching and learning in French

- There is a strong commitment to children's learning of modern languages, including a progressive programme of learning in French from P1 to P7. Language learning is integrated with other aspects of learning across the curriculum, such as social studies. Teachers regularly work with primary and secondary colleagues across the local authority, including through engaging in moderation activities. This is supporting the development of language learning.

10. The inspection team found the following strengths in the school's work:

- *Polite, confident, articulate children who are proud of their school and demonstrate the school values very well. They are highly motivated to learn and achieve.*
- *The very effective teamwork of senior leaders and teachers. They have worked together very successfully to develop high-quality, creative and engaging approaches to learning and teaching.*
- *The robust approach developed by senior leaders to monitor and track children's progress in literacy and numeracy. This helps staff to maximise children's progress and is helping children to attain very well.*
- *The wide variety of motivating contexts for children to achieve and experience success. This is helping them to develop important skills for learning, life and work.*

11. This is a very good report on an East Renfrewshire establishment.

12. It was particularly pleasing that the inclusive and nurturing ethos was highlighted in the Summarised Inspection Findings:

- *Senior leaders and staff have created a calm and nurturing ethos across the school. Children benefit from a constructive and positive learning environment. Staff are very effective in ensuring that children's experiences are underpinned by the school values*

of kindness, respect and confidence. As a result, relationships between children and staff are very positive and respectful.

- *All staff know children and their individual needs well. Almost all children who require additional support with their learning are supported well to make appropriate progress. Children benefit from a range of supports, such as high-quality direct support. A few children benefit from carefully planned and targeted support in the 'Galaxy' and 'Star' support settings. Teachers and support assistants work effectively together to ensure children benefit from a planned approach to their learning.*

13. The inspection team identified 2 areas for improvement:

- Continue to support children to use feedback to set and evaluate their own targets in learning.
- Continue to develop approaches to monitor the progress of children's learning across all curricular areas.

14. Appendix 2 of this paper includes the action plan to address the agreed areas for improvement. The Quality Improvement Service will work closely with the Cross Arthurlie leadership team to support its implementation.

15. The letter to parents/carers and more detailed summarised inspection findings is available on the [Education Scotland Website](#).

16. Education Scotland will make no further reports in connection with the inspection of Cross Arthurlie Primary School.

17. Within 2 years of the date of publication, the Quality Improvement Service will revisit the school to review the impact of the improvement (action) plan in addressing the agreed areas for improvement and to provide a progress report to parents/carers.

FINANCE AND EFFICIENCY

18. There are no financial or efficiency implications related to this report.

RECOMMENDATIONS

19. Education Committee is asked to:

- a) recognise and comment on the achievements of Cross Arthurlie as outlined in Education Scotland's report; and,
- b) approve the action plan to address the agreed areas for improvement.

Mark Ratter
Director of Education
26 September 2024

Convener Contact Details

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Appendices

1. [Education Scotland report on Cross Arthurlie Primary School](#)
2. Cross Arthurlie Primary School Action Plan

Summarised inspection findings

Cross Arthurlie Primary School

East Renfrewshire Council

17 September 2024

Key contextual information

Cross Arthurlie Primary School is located in Barrhead, East Renfrewshire Council. The current roll is 341 children across 14 classes. The senior leadership team consists of the headteacher, one deputy headteacher and two principal teachers. The headteacher has been in post for seven years. At the time of the inspection approximately half of children live in Scottish Index of Multiple Deprivation (SIMD) data zones 1 to 5.

Cross Arthurlie Primary School nursery class was inspected by the Care Inspectorate within the past 18 months, therefore, the local authority and headteacher had the option to include the nursery class as part of this inspection. We have agreed with the local authority and school that the nursery class is not part of this inspection. The findings set out below are for the primary school stages.

2.3 Learning, teaching and assessment

very good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Senior leaders and staff have created a calm and nurturing ethos across the school. Children benefit from a constructive and positive learning environment. Staff are very effective in ensuring that children's experiences are underpinned by the school values of kindness, respect and confidence. As a result, relationships between children and staff are very positive and respectful.
- Children are confident and articulate. They speak positively about their learning and are proud of their school. Overall, children behave very well. Staff very successfully create bespoke approaches to nurture and support. As a result, almost all children consistently engage very enthusiastically with their learning and interact well with each other during activities. Children understand their rights and those of others very well. They create class charters which are based on children's rights. Teachers link children's experiences across the school explicitly to children's rights.
- In almost all lessons, teachers use a range of approaches to ensure experiences are well-matched to children's needs and interests. Children take opportunities to lead their learning regularly in almost all classes. They are empowered and confident in making suggestions about their learning. This provides children with opportunities for personalisation and choice. For example, children work in teams to research different topics and then select which questions require further investigation and decide how they will do this. This well-embedded practice helps ensure children enjoy highly relevant learning experiences that motivate them well to be independent and confident learners.
- In almost all lessons, teachers share effectively the purpose of learning and link it to prior learning. In a few classes, teachers skilfully ensure that children identify how they can be

successful. This is helping children to better measure and understand their own progress in their learning. This approach should now be extended more widely across the school.

- All staff know children and their individual needs well. Almost all children who require additional support with their learning are supported well to make appropriate progress. Children benefit from a range of supports, such as high-quality direct support. A few children benefit from carefully planned and targeted support in the 'Galaxy' and 'Star' support settings. Teachers and support assistants work effectively together to ensure children benefit from a planned approach to their learning. There is now scope for staff to provide even greater challenge for children who could achieve more.
- Almost all staff use skills developed from their professional learning well to improve children's learning experiences. They regularly share ideas and effective practice to improve the quality of learning and teaching, for example, in relation to formative assessment. Staff consider carefully how their teaching impacts on children's experiences. They tailor their professional learning to meet the specific needs of their classes. This is positively impacting on the quality and depth of children's learning.
- Almost all teachers use questioning effectively to check for understanding and recall from children. A few teachers use questioning highly effectively to promote children's skills in explaining their thinking. Staff are well-placed to identify this practice and spread this more widely to ensure that more children benefit from these opportunities.
- Teachers have embedded the use of digital technology very well to support learning across the school. Almost all teachers use digital technology effectively to enhance the learning experiences of children. A few teachers use digital technology exceptionally skilfully to promote challenge, relevance and stimulate thinking among learners. Children on the digital leaders' committee also support their peers in further developing their skills. These approaches support the development of children's digital skills as well as their skills in communication and personal responsibility.
- Almost all children benefit from opportunities to learn outdoors. For example, they enjoy learning about nature and expressive arts projects outdoors. As planned, staff should continue to develop approaches for children to benefit from high-quality and progressive outdoor learning experiences.
- Across the school, most classes use space effectively to motivate children and to encourage the development of play pedagogy. Teachers have embedded a play-based approach to learning in P1 in line with national guidance. Teachers motivate and encourage children in their play experiences well. Teachers plan play well across the school through open ended activities and focused exploration areas. This provides rich opportunities for children to extend and consolidate their learning, across a range of curricular areas.
- Teachers use a helpful range of high-quality assessments to gather information about children's progress and attainment in literacy and numeracy. They use assessment information and tracking data effectively to identify children's progress in learning and to evaluate the impact of interventions. Teachers use an appropriate balance of formative and summative assessment strategies effectively as part of learning and teaching across the curriculum. This is helping teachers to identify gaps or misconceptions in learning effectively and to build on children's prior learning.

- Teachers use a wide range of information effectively to ensure continuity of learning at points of transition. Children assess their own and others learning routinely and, as a result, almost all children talk confidently about their learning. All children would now benefit from staff being more explicit about their next steps in learning for literacy and numeracy. This will support children to take more ownership of their learning and understand better the progress they are making.
- All staff engage in informal and focused moderation activities at school, cluster and at local authority level. Teachers work regularly with staff from other schools in specialist moderation groups for a variety of areas, such as French and nurture. As a result, there is a greater shared understanding of national standards.
- Senior leaders have developed highly-effective approaches to monitoring and tracking children's progress in literacy and numeracy. Teachers and senior leaders meet regularly to evaluate planning and children's progress through focused discussion. This helps teachers to adapt planning and support as required to maximise children's progress. As planned, senior leaders should continue to build on these approaches to track children's progress across all areas of the curriculum.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority that need to be addressed as a matter of urgency.

3.2 Raising attainment and achievement**very good**

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall attainment in literacy and English and numeracy and mathematics is very good. Almost all children achieve expected Curriculum for Excellence (CfE) levels in reading and listening and talking. Most children achieve expected CfE levels in writing and numeracy. Almost all children who receive additional support for their learning make very good progress against their individual targets for learning.

Attainment in literacy and English

- Overall, children's progress in literacy and English is very good.

Listening and talking

- At early level, almost all children listen well to adults and their peers and follow instructions confidently. They enjoy listening to and discussing stories. At first level, almost all children listen respectfully and contribute their opinions well during group tasks. At second level, most children build on each other's ideas well during discussions. Most children at first level and second level confidently describe the verbal and non-verbal skills needed to present to a group.

Reading

- At early level, almost all children identify accurately the author and illustrator of a book. They use their knowledge of sounds well to decode unknown words. They sequence a story accurately and answer questions about a text. At first level, most children read fluently using punctuation to add expression. They find evidence within a text and confidently make predictions about what might happen next in a story. At second level, most children identify the main themes of a text and answer a range of literal questions. At second level, children would benefit from more experience of answering a range of inferential and evaluative questions.

Writing

- At early level, most children form letters correctly and use capital letters and full stops accurately in sentences. At first level, most children write effectively for a range of purposes including letters, fact files and imaginative stories. At second level, most children write for a variety of purposes and genres. They would benefit from increased use of personal targets and using teacher feedback to improve specific aspects of their writing. This would help to develop a better understanding of their own writing style, strengths and areas for development.

Numeracy and mathematics

- Overall, children's progress in numeracy and mathematics is very good.

Number, money and measure

- At early level, almost all children work confidently with numbers up to 20. They add and subtract within 10 and identify coins to £2. At first level, almost all children read measurements accurately. They are developing a good understanding of the link between multiplication, division and fractions. At second level, most children understand the costs, benefits and the risks of using debit and credit cards. They would benefit from more practice in solving multi-step problems.

Shape, position and movement

- Across all levels, children use mathematical language, appropriate to their age and stage, to describe the properties of two-dimensional shapes and three-dimensional objects. At early level, most children use directional language accurately and understand position and movement by giving simple directions. At first level, most children use coordinates to identify locations and describe positions. They identify symmetry within shapes, pictures and patterns. At second level, most children confidently discuss, describe, and classify angles using appropriate mathematical vocabulary.

Information handling

- At early level, almost all children gather information and display their findings in different ways by using tally marks and pictograms. At first and second level, almost all children are aware of the various ways data can be collected and displayed. They use technology effectively to survey children across their classes and school. At second level, most children are aware that the presentation of data can be misleading and biased.

Attainment over time

- Senior leaders have a very clear overview of children's attainment in literacy and numeracy. Staff use information about children's progress very effectively to support continuity of learning across all levels, including at points of transition. School attainment data shows high standards of attainment in literacy and numeracy for most children over time. Following a slight dip in attainment in 2020/21, attainment has now improved to be in line with, and in some aspects exceed, pre-pandemic levels. Senior leaders should now monitor children's progress across all areas of the curriculum.
- Children's attendance is generally in line with the national average. A few children attend school for less than 90% of the time. Staff track attendance and engage with families to improve attendance. Staff have worked with partners to undertake individualised support to improve attendance, for example through focused approaches to nurture and wellbeing. Senior leaders should continue to take action to improve attendance for identified children, particularly those with lower patterns of attendance over time.

Overall quality of learner's achievements

- Children learn and achieve in and beyond the classroom in a wide range of contexts. Children's achievements are celebrated in a variety of ways such as at assemblies, on 'achievement walls' and through online class blogs.
- Across the school, children develop a range of skills for learning, life and work. For example, children in P5 learn about first aid. Across the school, a majority of children participate in a range of lunchtime and after-school clubs and activities. A few children lead lunchtime clubs enthusiastically, such as the football and comic club. This supports them very well to achieve across the four capacities of the CfE. Senior leaders monitor children's participation in clubs and activities. They identify children who are at risk of missing out and take steps to address barriers to participation, for example by extending the range of clubs available.

- Children have a range of leadership roles, for example, as digital leaders and members of the pupil council. House captains lead events well such as house assemblies. Older children support younger children very well as learning and playground buddies. These roles empower children to make an effective contribution to the life and the work of the school. Children describe effectively how these experiences and achievements are helping them to develop skills such as leadership and teamwork. Senior leaders should now support children to profile and track the many skills they are developing through engaging in wider achievement activities.

Equity for all learners

- Senior leaders and staff have a clear understanding of the social, cultural and economic context of the school community. Senior leaders signpost support for families with the cost of living. Families benefit from a range of approaches to support them, including access for children to a free breakfast 'grab and go' service and pre-loved school uniform.
- Senior leaders use data and information well to identify and target the needs of specific children. Senior leaders use Pupil Equity Funding (PEF) effectively to improve wellbeing, attainment and attendance. Targeted approaches are supporting children who face economic disadvantage to make good progress and are helping to close gaps in attainment. Senior leaders should continue to evaluate the impact of targeted interventions, making adjustments as appropriate to ensure continued accelerated progress in attainment.

Other relevant evidence

- Across the school, children have access to a wide range of fiction and non-fiction texts in the school and class libraries. This is helping to support a strong culture of reading for enjoyment.
- The headteacher consults with the Parent Council about PEF. Children and parents were involved in decisions about spending a proportion of PEF as part of participatory budgeting.
- Children benefit from high-quality physical education (PE). Senior leaders should review timetables to ensure all children receive their entitlement to two hours of quality PE each week.
- All children learn French progressively from P1 to P7. Across the school, children learn Mandarin.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole-school approaches to improving the health and wellbeing of children through food in school. A few areas for improvement have been agreed with the school and the school meals provider. Aspects of good practice were identified in relation to food and health promotion in the school.

Practice worth sharing more widely

Professional learning and enquiry

- All teachers have engaged in professional learning through individual and collaborative enquiry projects. Teachers take a reflective approach to consider how their teaching impacts on children's experiences. Teachers identify areas of focus linked to the needs of children in their classes. They conduct small tests of change to share and scale up approaches which are found to be successful. Evaluations of individual projects show the positive impact on the quality and depth of children's learning experiences.

Teaching and learning in French

- There is a strong commitment to children's learning of modern languages, including a progressive programme of learning in French from P1 to P7. Language learning is integrated with other aspects of learning across the curriculum, such as social studies. Teachers regularly work with primary and secondary colleagues across the local authority, including through engaging in moderation activities. This is supporting the development of language learning.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

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Area for Improvement	Continue to develop approaches to monitor the progress of children's learning across all curricular areas				
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>Children are able to articulate the skills they are developing and next steps in a range of curricular areas</p> <p>Meta skills are recognised, articulated and valued by practitioners and children. All children are able to articulate the value of these on learning, life and work</p> <p>Children's progress beyond literacy and numeracy is tracked to ensure progression.</p>	<p>Look outwards to identify best practice in curriculum design</p> <p>CLPL in approaches to curriculum design</p> <p>Review planning for Interdisciplinary Learning (IDL) cognisant of children's views</p> <p>Using ERC skills framework, identify core competences across all curricular areas (year 1: science, music and French)</p> <p>Look outwards at curricular tracking systems</p> <p>Devise tracking system to capture children's attainment and achievement across all curricular areas</p>	<p>DHT and PT to lead</p> <p>HT</p> <p>Senior Leadership Team; identified members of staff</p> <p>DHT and PT</p> <p>Senior Leadership Team and teacher leaders</p> <p>Members of the Quality Improvement and Strategic Equity Fund Team</p> <p>Senior Leadership Team</p>	<p>Dec 2024</p> <p>June 2025</p> <p>June 2025</p> <p>March 2025</p> <p>March 2026</p>	<p>ERC curriculum reference group documentation and materials</p> <p>West Partnership</p> <p>ERC: Learning, Teaching & Assessment Hub</p> <p>Education Scotland good practice</p>	<p>School Improvement plan and standards and quality report</p> <p>Class visit feedback</p> <p>Professional dialogues</p> <p>Focus groups</p> <p>Learning observations</p> <p>Collegiate/Staff Meetings</p> <p>PRD processes</p> <p>Moderation</p>

Area for Improvement	Continue to support children to use feedback to set and evaluate their own targets in learning				
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>All children receive high quality feedback about their learning, including in-lesson feedback</p> <p>All children know and can articulate what they need to do next to continue to improve</p> <p>Almost all children can lead their own learning, as appropriate to age and stage, leading to a strong sense of ownership of their own learning and progress</p>	<p>Audit staff on their understanding of 'effective feedback' using ERC learning and teaching platform</p> <p>Through professional learning support teaching staff to refine their understanding of the relationship between LI/SC, high quality feedback and differentiated approaches to learning and teaching.</p> <p>Increase and improve the use of teacher feedback, self- and peer-assessment across the curriculum to better support pupils to identify their own progress and next steps in learning including through the use of digital technologies.</p> <p>Continue to improve the consistency of practice in using formative assessment to support learners' progress.</p> <p>Further develop staff skills in using pedagogical approaches to increase learner independence during learning and teaching.</p>	<p>Senior Leadership Team</p> <p>Identified teachers including DHT through sharing Practitioner Enquiry</p> <p>Members of the Quality Improvement and Strategic Equity Fund Team</p> <p>All staff</p>	<p>Sept 24</p> <p>March 25</p> <p>June 25</p> <p>June 25</p>	<p>ERC: Learning, Teaching & Assessment Hub</p> <p>Examples of good practice locally and nationally</p> <p>Education Scotland good practice</p> <p>ERC assessment and moderation hub</p>	<p>Class visits all lessons include SI/LI with clear links to next steps and pupil autonomy in leading their own learning</p> <p>Pupil focus groups</p> <p>Learning walls</p> <p>Professional dialogue</p> <p>Parental feedback</p> <p>Learning visits</p>

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEETHURSDAY 26 SEPTEMBER 2024Report by Director of EducationEDUCATION SCOTLAND REPORT ON CAROLSIDE PRIMARY SCHOOL**PURPOSE OF REPORT**

1. To inform Education Committee of the report by Education Scotland on Carolside Primary School.

RECOMMENDATIONS

2. Education Committee is asked to:
- a) recognise and comment on the exceptional Education Scotland report on Carolside Primary School; and,
 - b) approve the action plan to address the agreed areas for improvement.

BACKGROUND

3. Carolside Primary School was inspected by a team from Education Scotland in May 2024. The inspection covered key aspects of the work of the school and identified particular strengths and areas for improvement using the Education Scotland six-point scale and the self-evaluation framework *How Good is our School?*

4. Carolside Primary School nursery class was inspected by the Care Inspectorate within the past 18 months, therefore, following discussion with the headteacher we agreed with Education Scotland that the nursery class would not be part of the inspection.

5. Since August 2016, Education Scotland use 2 models of school inspection. The full and the short model.

6. The full model evaluates 4 quality indicators, with the short model focusing on 2. Both models include an evaluation of Learning, Teaching and Assessment and Raising Attainment and Achievement.

7. The school was inspected using the full model, with an evaluation for 4 quality indicators and a short report which details the strengths and areas for improvement. The report was published on 10 September 2024 and is attached as Appendix 1. It has been issued to staff, parents, local elected members, the Convener for Education, Equalities, Culture and Leisure and made available to the local community.

REPORT

8. In assessing the indicators of quality in the school, Education Scotland found 1 aspect of the work to be excellent: leadership of change; and 3 areas to be very good: learning, teaching and assessment, ensuring wellbeing, equality and inclusion and raising attainment and achievement.

9. This is an exceptional report on an East Renfrewshire establishment, with the evaluations and report matching the department's evaluations.

10. The report highlights sector leading practice across Scotland and noted the following as an area worth sharing more widely nationally:

- There are exceptionally effective approaches to the leadership of change among school staff. This is supported by a strong learning culture among staff where problems to address, or new approaches to try, are identified by an enthusiastic and ambitious staff. Throughout, they are determined to improve outcomes for children. Staff engage in professional learning or research to support the introduction of changes and also try out small tests of change. The sharing and wider implementation across the school of successful new approaches is supported very effectively by the collegiate attitude of staff. This is encouraged and structured by the very supportive and innovative headteacher and his senior leadership team. This learning culture can also be used very effectively to support whole school priorities such as the expansion of high quality play and enquiry pedagogy.

11. The particular strengths highlighted by the inspection team included:

- *The outstanding and inspirational leadership of the headteacher. Together with highly effective senior leaders, he has created a culture where children, parents, staff and partners are empowered and motivated. They work collaboratively and constructively to lead and improve the school. This is impacting positively on children's experiences and outcomes in a number of important areas.*
- *Creative and responsive approaches to planning children's learning experiences. Teachers design learning experiences which take account of children's motivations and interests and promote active engagement in learning.*
- *The highly effective approaches to ensuring children's wellbeing. Staff have worked well with children to develop a highly inclusive and nurturing environment. As a result, children's wellbeing and learning needs are met very well by highly skilled and caring staff.*
- *The very good progress children make in their learning in literacy and numeracy. High levels of attainment and achievement are sustained across the school.*

12. The achievements and progress of the children across the school were identified by the inspection team:

- *Staff and children are developing links between their learning and identifiable skills. These include growth mindset, creativity, critical thinking and communication skills. Children celebrate their successful use of these skills through receiving skills certificates, presented at assemblies.*
- *School data shows that children maintain their progress well as they move through the school. Data demonstrates consistently high levels of attainment and achievement over time, achieved by confident and responsible children.*

13. Education Committee will recall the opening of a specialist service in Carolside Primary School in August 2023. Carolside Communication Support Service (CCSS) was also inspected as part of this process.

14. It was particularly pleasing that whilst in its infancy, the inspection team highlighted the high quality provision on offer in the CCSS:

- *In a short time, senior leaders have successfully implemented this new and effective service. It is evolving responsively to the needs of children, their families and the learning community.*
- *All staff demonstrate a clear commitment to providing the best possible learning experiences. They understand children's sensory tolerances and provide stimulating yet comfortable activities. Teachers recognise children's individual strengths and special interests.*
- *All staff have children's wellbeing at the heart of their practice. Staff assure children's safety through thorough discussion about children's health with families and relevant partners.*

15. The inspection team identified 2 areas for improvement:

- Continue with improvement priorities to build on highly effective practice in learning and teaching and the support of children's wellbeing.
- As planned, develop approaches to tracking and monitoring of children's wider achievements and progress in all curricular areas.

16. Appendix 2 of this paper includes the action plan to address the agreed areas for improvement. The Quality Improvement Service will work closely with the Carolside leadership team to support its implementation.

17. The letter to parents/carers and more detailed summarised inspection findings is available on the [Education Scotland Website](#).

18. Education Scotland will make no further reports in connection with the inspection of Carolside Primary School.

19. Within 2 years of the date of publication, the Quality Improvement Service will revisit the school to review the impact of the improvement (action) plan in addressing the agreed areas for improvement and to provide a progress report to parents/carers.

FINANCE AND EFFICIENCY

20. There are no financial or efficiency implications related to this report.

RECOMMENDATIONS

21. Education Committee is asked to:

- a) recognise and comment on the exceptional Education Scotland report on Carolside Primary School; and,
- b) approve the action plan to address the agreed areas for improvement.

Mark Ratter
Director of Education
26 September 2024

Convener Contact Details

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Appendices

1. [Education Scotland Report on Carolside Primary School](#)
2. Carolside Primary School Action Plan

Summarised inspection findings

Carolside Primary School

East Renfrewshire Council

10 September 2024

Key contextual information

Carolside Primary School is a non-denominational school serving communities in the Clarkston area of East Renfrewshire. The school is part of the Williamwood High School cluster of schools. At the time of inspection, 601 children attended the school over 22 classes. This year, the Carolside Communication Support Service (CCSS) opened to support children who require intensive additional support. Currently, children in P1 attend the CCSS and this will expand in future.

The headteacher has been in post for over seven years. He is supported by a depute headteacher, an acting depute headteacher and five principal teachers.

Attendance is generally above the national average and there are zero exclusions. Over 90% of children reside in SIMD deciles 9 and 10.

Carolside Primary School Nursery Class was inspected by the Care Inspectorate within the past 18 months, therefore, the local authority and headteacher had the option to include the nursery class as part of this inspection. We have agreed with the local authority and school that the nursery class is not part of this inspection. The findings set out below are for the primary school stages.

1.3 Leadership of change

excellent

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The headteacher has worked very effectively with staff, parents, children and partners to build an ambitious vision for Carolside Primary School. This vision prioritises high quality relationships and effective learning and teaching. It is understood well across the school community. The school's values of respect, friendship and honesty are embedded in relationships within the school and its wider community of families and partners. Children articulate very clearly how these values relate to their school experiences and the values are regularly identified and celebrated by children and staff.
- The headteacher demonstrates outstanding strategic leadership. Supported by a highly effective leadership team, he leads and manages change exceptionally skilfully and successfully. He is highly respected by children, parents, staff and partners. The headteacher's leadership is supportive, considered and authentic. He has been very successful in creating and embedding a culture where all members of the school community are empowered to be active and collaborative leaders of change. There is a strong, shared determination across the staff to ensure that the interests of children are at the heart of all decisions and actions. As a result, almost all staff are initiating change which results in improved outcomes for children.
- The school's shared vision informs improvement planning very effectively. Senior leaders use the vision's twin strands of relationships and learning and teaching to ensure there is a clear and consistent sense of direction for the school community. This allows local and national priorities to be balanced very well along with improvement areas appropriate to the school's unique context and which benefit their learners.
- School leaders' genuine involvement of a wide range of stakeholders in setting and evaluating school priorities exemplifies very best practice. For example, the School Improvement Working Party meets for a number of dedicated days through each school year. Members include the leadership team, members of the Parent Council, members of the Pupil Parliament and a range of other staff, learners, parents and partners. The Group reviews school, local and national data collaboratively. It uses the information gathered to review improvement priorities and sets new priorities. This is a highly effective approach which ensures that improvement planning is carefully focused on the school community's own needs for the coming session. Throughout improvement work, the headteacher ensures that the strategic direction and pace of change are managed highly effectively and systematically.
- Senior leaders have recently reviewed and made changes to the use of Professional Review and Development (PRD) for staff. These changes have enabled a better link to whole school improvements and the improvement calendar but still allow for individual innovation. As a result, the quality and pace of change has further improved, allowing faster and wider implementation of improvements which benefit learners. For example, individual staff's very effective use of personalised targets made with children in every class.

- Staff leadership is very effective, meaningful and embedded in the culture of Carolside Primary School. The headteacher has ensured that a positive, ambitious and supportive learning environment exists not only for children but also for staff. This is a 'safe space' for staff to share different ideas and approaches to professional practice. All teachers take ownership of initiatives and leadership roles. The headteacher models well this distributive approach to leadership. This allows staff to test and develop their own leadership skills. For example, the effectiveness of this culture of staff leadership has been highly effective in the development of new approaches to pedagogy across the school and also the introduction of the new Carolside Communication Support Service (CCSS). A culture of empowered, independent and effective staff leadership has been embedded well. As a result, staff have successfully identified and progressed very significant, new whole-school improvements to benefit children without the headteacher's direct involvement.
- Children play a key role in the leadership of change. Their views and opinions are sought actively, regularly and systematically. A wide range of children from every year group are involved in 13 different committees across the school. A Pupil Council includes elected representatives from every class, to gather children's views. The work of these committees has led directly to developments in the work of the school which reflect children's priorities. For example, peer mediation training and changes to teaching approaches and content. This strong culture of a meaningful pupil voice permeates the daily work of the school. For example, children enjoy making choices in their learning. They also have regular opportunities to lead their own learning and support their peers. The Pupil Parliament meets regularly with senior leaders and is active in the leadership and development of the school. For example, Parliament members regularly use the document, 'How good is OUR school?', to evaluate the work of the school in learning and teaching. This has included learning walks, learning visits and focus groups. It has led to changes in how children's work is celebrated and how different year groups have engaged with enquiry-based learning. Overall, a highly successful, systematic and meaningful approach to children's leadership of change has been established in Carolside Primary School.
- Staff have a clear understanding of the local community and the social, economic and cultural context of their learners. They use this knowledge very successfully to ensure that they are responsive to children's needs. The headteacher uses Pupil Equity Funding (PEF) effectively to allow staff to further support identified children with interventions such as nurture and more regular engagement with families who may benefit from further support.
- Led by the headteacher, staff make very effective use of research and professional learning to support effective and meaningful change. These approaches are exceptionally strong and are embedded in the school's culture. Almost all staff use professional learning highly effectively to improve their practice. Staff proactively work with colleagues to identify areas for development or fresh approaches to professional practice. High quality professional learning is then used to research and consider new approaches. Staff look inward to learn from each other through learning sets and professional reading groups. They also look outwards to learn from other schools, organisations and local authorities. A few staff are supported by the school to engage in learning at university level. Staff are careful to undertake small tests of change based upon the outcomes of their research and learning. Systems are in place to share and implement successfully new approaches. This also allows whole school priorities to be effectively taken forward. For example, all staff have undertaken practitioner enquiries relating to pedagogy or relationships and these approaches have supported the creation of the CCSS. As a result of this collaborative staff learning culture, children have benefited from a wide range of new developments. For example, improvements in enquiry approaches for children, creative learning, trauma-informed practice, and improved outcomes in literacy and numeracy.

- The headteacher is constantly outward-looking and proactive in seeking partnerships that support the school to improve. As a result, school staff actively support system-wide improvement at cluster and local authority level and beyond. For example, staff from other schools from a range of local authorities continue to visit Carolside Primary School regularly to learn more about approaches to enquiry and play pedagogy. Staff work with Education Scotland, the University of Strathclyde and the West Partnership to share their experiences and professional practice to support system improvement. The headteacher supports approaches to school leadership at local authority level. Approaches to pedagogy, tracking and monitoring and transition have been used at local authority level to support other schools. This strong commitment to look outwards further reinforces the strength of the positive and ambitious culture now sustainably embedded in Carolside Primary School.

2.3 Learning, teaching and assessment**very good**

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Staff successfully maintain a nurturing, learning environment that places relationships at the centre of children's experiences. A very welcoming and supportive ethos is evident in all classrooms. Almost all children are polite, confident and keen to learn. They exercise their right to have a say in how they will learn through the process of creating class charters together with teachers and peers.
- In all classes, staff encourage children to lead their own learning through well planned opportunities to learn individually. Children regularly investigate topics to find answers to engaging questions and areas of study. They feel empowered to play an active part in both their learning and decision-making processes. This helps children to take responsibility for their learning. It also helps them to develop problem-solving skills, analyse information and make informed decisions. In all classes children also work together in teams. They communicate positively and share responsibilities. This approach is well-established across the school.
- Learning activities in almost all lessons take very good account of the motivations and interests of children. Children engage with stimulating activities and are encouraged to think independently. As a result, almost all children are actively engaged in their learning. Children who require additional assistance in learning are supported well in planned activities and by direct support from teachers and pupil support assistants. As planned, staff should develop further approaches to ensuring that learners who exceed expectations are fully challenged. Staff are very well placed to build on existing effective practice in the school and further develop these approaches more widely.
- A group of staff are currently piloting a new approach to planning cross-curricular learning. Through this approach, staff involve children meaningfully in planning learning and seek and act on children's views. As a result, children experience learning which is relevant, meaningful and purposeful. Staff are well placed to continue to develop this approach across all classes, as planned.
- In almost all lessons, staff use a wide range of approaches to teaching and support which provide children with positive learning experiences. Almost all teachers make highly effective use of a local authority framework for learning, teaching and assessment. Teachers design learning experiences for children which respond well to their changing needs.
- Almost all teachers use skilled questioning to check for understanding. In the most effective lessons, teachers use questions very constructively to develop children's thinking skills.
- In all lessons, teachers share what is to be learned and how children can be successful. This is linked to the use of personalised targets to ensure children remain on-track. In the majority of lessons, children are involved in the co-creation of effective and meaningful ways in which they

can be successful. They can articulate this well and it helps them to self-evaluate progress. This is supported well in almost all lessons by effective direct feedback from teachers to children on their progress.

- Teachers are providing rich learning opportunities for almost all learners through the creation of play and enquiry-based approaches to learning and teaching. As a result, staff have now developed structured, yet independent, learning environments through the middle and upper stages. This is helping children to develop as confident individuals and successful learners. Most teachers design tasks well to reflect real-life situations where children can contextualise and apply their learning. For example, P1 children are learning about how the human heart operates through creating a working model.
- Teachers are developing approaches to using outdoor learning to enhance further children's learning experiences. For example, children in P1 to P3 use the Secret Garden and Nature Lab to apply, consolidate and extend their learning through meaningful outdoor activities. For these lessons, teachers successfully link outdoor learning activities to children's literacy and numeracy targets. This is supporting children well to learn in creative and practical ways which promote enjoyment and engagement in learning. Senior leaders and staff should further develop more consistent approaches to outdoor learning for older children within the school.
- Children use digital technology very well to support their learning. For example, they are developing their independent skills successfully through regular visits to the digihub. A few children are digital leaders, who develop and support their peers' skills in digital learning.
- Almost all teachers use a broad range of assessment approaches. They do this very effectively to inform planning for learners and report regularly on their progress. All teachers engage regularly in collaborative, high-quality moderation activities with colleagues, local schools and local authority moderation processes. They regularly moderate their approaches to planning and assessment and share standards. Staff also share effective practice in assessment and in the observation of lessons. They plan to increase the number of in-school opportunities for staff to engage in moderation activity. As a next step, senior leaders recognise that they should now provide opportunities for all staff to develop moderation across more areas of the curriculum.
- Teachers use valid assessment data including Scottish National Standardised Assessments (SNSA) alongside moderation and other standardised data to provide a clear and reliable overview of children's progress and attainment. Children receive regular helpful opportunities to self-assess and peer assess their progress.
- All children have frequent opportunities to reflect on their progress through engaging in daily and weekly target-setting. This is helping them to understand better their next steps in learning and what they have to do to be successful. Staff and children are developing links between their learning and identifiable skills. These include growth mindset, creativity, critical thinking and communication skills. Children celebrate their successful use of these skills through receiving skills certificates, presented at assemblies.
- Staff maintain detailed records of children's progress and attainment over time, gathering information from a range of sources. Senior leaders and staff have undertaken a recent review of how teachers' use this data to plan learning. As a result, a few teachers have introduced new approaches to forward planning. These include the use of new planning, assessment and recording tools. These newly developed tools map out and record assessments of experiences and learning outcomes taught in each class across a level. As planned, staff should now ensure that these are used consistently in all classes. This should further help teachers plan a breadth of learning experiences across the curriculum.

- Senior leaders analyse rigorously, the wide range of information about the progress of individual and groups of children. This includes considering information about the attainment and progress of children who experience barriers to learning. This is helping staff to ensure the specific needs of children are met effectively. Senior leaders hold regular attainment meetings with each class teacher. Together, they review the individual progress of each child, identifying whether children are on track with their learning or need extra support. Senior leaders and staff use the wide range of worthwhile data they collect very effectively to pinpoint inequity and any gaps in children's learning. Together, they plan carefully the interventions and targeted support necessary to support all children's learning successfully.

2.2 Curriculum: Learning pathways

- Staff have reviewed the school's curriculum rationale to take more account of play and enquiry approaches to learning, teaching, and assessment. Staff have developed well organised learning environments and plan carefully across all curricular areas using progressive learning pathways. As a result, children are developing as successful and independent learners. They lead their own learning, effectively.
- Staff consistently use a range of learning pathways across all curricular areas. These pathways enable staff to plan learning which offers breadth, depth and relevance for children as they move through the school. As planned, the staff team should embed a learning pathway for outdoor learning across all stages.
- Teachers use progression pathways common to the local authority in curricular areas such as physical education, modern languages, literacy and numeracy. All children receive their entitlement to religious education, physical education and modern languages.
- All children learn music from P1 and children in P3 and P4 receive additional learning experiences from a music specialist. A few children benefit from individual or small group music tutoring. This is encouraging children to have an early interest in music and is developing their creativity skills.
- Staff plan curricular transitions at key points very effectively. Staff work collaboratively to ensure detailed transition information is shared in order that all learners can continue to make progress at an appropriate pace. Children in P7 benefit from a well-planned transition programme to secondary school. This includes various activities led by secondary teachers and visits to the secondary school. As a result, children report feeling confident and very well prepared to make the transition to their next stage of learning.
- Staff are at an early stage of implementing education around skills consistently across the school. There is a focus on growth mindsets, creativity, communication, and critical thinking. A next step for staff would be to include this within forward plans to enhance this approach further. Making explicit reference to skills in planning of learning and teaching will ensure children have opportunities to make better connections between their learning and skills for learning, life, and work.

2.7 Partnerships: Impact on learners – parental engagement

- There are major strengths in approaches to parental engagement. This has been a recent area for development and school staff have worked well with families to build constructive relationships. Parents are enthusiastic supporters of the school and the work of the staff to support their child's learning and wellbeing. They feel that school leaders are visible, approachable and honest. Almost all parents feel that their child is treated fairly and with respect and that staff really know their child as an individual.
- The headteacher consults parents regularly on school improvement, gathering suggestions and feedback across a wide range of areas. Commendably, the Parent Council is involved in setting and evaluating school improvement and development priorities as part of the School Improvement Working Party. This helps to ensure that the ongoing improvement work of the school is informed effectively by parents' views. The Parent Teacher Association also actively supports the school through activity such as fundraising.
- Parents appreciate updates on their children's learning through regular newsletters, online blogs and social media. Parents report that curriculum evenings and other opportunities to meet with staff help to give them a greater understanding of what their child is learning. A few parents report that they would like more information to help them understand how their child is progressing. Children benefit from parental involvement in school activities such as sports clubs and pupil committee work.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Staff use and promote the school's vision of being 'a happy and safe school', where 'everyone is treated with respect and kindness' very effectively. This is at the heart of a highly effective wellbeing strategy that ensures that children's wellbeing has a very high profile across the school. Staff and children maintain a continuous focus on promoting wellbeing through a range of well-considered approaches. This includes informative assemblies, impactful wellbeing committees led by learners, a progressive and responsive health and wellbeing curriculum, successful whole school events, and helpful wall displays. Children use the language of wellbeing regularly and are supported and encouraged by staff to maintain positive wellbeing.
- Children's wellbeing is supported very effectively by staff and peers. Senior leaders and staff have developed strong communications and trusting relationships with families. This is identifying and addressing children's emotional needs timeously and effectively so that children can maintain focus on their learning. Senior leaders support the wellbeing of staff thoughtfully so that they are well-placed to promote children's wellbeing effectively. As a result, most children report that they can seek support from an extensive range of staff and they are confident that they will receive a prompt and effective response. Staff are proactively further developing a wider range of ways for all children to identify wellbeing concerns.
- Almost all children report that they feel safe in school. They believe that staff's high visibility and approachability around the school helps them to be safe. They learn how to keep themselves safe through the well-planned health and wellbeing curriculum as well as through useful initiatives. These help children to make informed decisions on how to remain safe in school, the community and online. A few children use this learning to demonstrate responsibility in helping others increase their understanding of how to be safe.
- There has been a successful focus on ensuring children develop a sound understanding of how to be healthy. Staff ensure that children are active. Children demonstrate a well-developed knowledge of how a balanced diet and regular exercise can benefit their long-term health. Children are developing a thorough knowledge of the importance of managing positive sleep habits, dealing with stress and self-care to improve their mental wellbeing. Children speak openly about emotional wellbeing and continue to reduce the stigma associated with mental health.
- Staff fulfil their statutory duties very well. They involve children and their families thoughtfully to plan meticulously in getting it right for every child. Children's needs and strategies for support are captured through a well-established and robust planning process. Senior leaders maintain a comprehensive overview of children's wellbeing and learning needs and provide quality information that is used consistently by staff to support children effectively. Children who face potential barriers to their learning are monitored closely by staff to ensure they make appropriate progress. Children benefit from a range of well-considered in-house supports from

a highly skilled teaching and support staff. Staff employ well-judged and impactful interventions, using an extensive range of partners to support children with their wellbeing and learning needs. Staff review these approaches thoroughly to ensure that children maintain progress. As a result, children with additional support needs make very good progress in their learning. Senior leaders should continue to build on the success of supporting staff in developing fully inclusive classrooms.

- Almost all children feel included in the life of the school and display positive behaviour. Staff model respectful relationships to children, implementing skills from undertaking local authority professional learning in nurture and trauma-informed practice. Their nurturing approach is reducing anxiety in children. Staff respond swiftly and calmly, in line with the school values, to the few children who display dysregulated behaviours. Staff adopt a rights-based, restorative approach to promoting positive relations and behaviour, captured well in their strategy agreed by stakeholders. Children are clear that restorative approaches mean they feel supported effectively to reflect on and improve their behaviour. Children are helped by staff sensitively to regulate their emotions and remain included in class. As a result, no children have been excluded from school.
- Almost all children maintain very high levels of attendance at school. Attendance has been substantially above national averages for many years. Staff monitor children's attendance carefully and support families sensitively. A few children are supported well to sustain regular attendance to school through approaches by family liaison staff. Most children supported through these initiatives are significantly improving their attendance and engagement in school.
- Senior leaders ensure that bullying is managed, recorded and monitored in line with national guidance. Most children agree that others treat them with respect. Children in the upper stages receive training as peer mediators to help fellow learners deal successfully with relationship issues. Senior leaders are aware that a minority of children feel that the school does not always deal well with bullying. They should continue with plans to help all children understand fully the school's response to bullying.
- Almost all children report that staff help them to understand and respect the differences of others. A group of children lead within a well-established committee to raise awareness of equalities through a range of initiatives centred around children's rights. The rights-based approach is visible and well promoted regularly throughout the school through approaches such as helpful class charters. Children have developed significantly their understanding of rights and those of others. This results in children learning in a respectful and inclusive environment.
- Children celebrate diversity and enhance their awareness of other faiths through the religious education curriculum, assemblies and whole school events. Children are articulate in describing how their learning increases their knowledge about the perspectives of others and how this is helping them to be global citizens. Children who have joined the school from other countries are welcomed by peers and quickly become valued members of the school community. Children in the equalities group have improved the knowledge of peers by leading high-profile campaigns to help refugees, observe Black History month, and by promoting anti-racist initiatives. Staff have undertaken professional learning to build racial literacy and continue to increase children's awareness of cultural diversity through the curriculum.
- Children have developed a strong awareness of groups who face barriers to their rights being respected as a result of poverty or disability. Children use their learning about equalities to show empathy for others who face discrimination. Almost all children are resolute in feeling empowered to challenge discrimination. Senior leaders should continue to develop further

children's understanding of all aspects of equality and diversity, including their plans to help children understand differences in peers who are neurodiverse.

3.2 Raising attainment and achievement**very good**

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Almost all children attain nationally expected CfE levels for reading, writing, listening and talking and numeracy. A majority of children are exceeding expected national levels of attainment in literacy and a minority in numeracy. Overall, children's attainment outcomes are consistently above local authority and national averages.
- Almost all children who receive additional support for their learning make very good progress against their individual targets for learning. A majority are achieving nationally expected CfE levels in literacy and numeracy.

Attainment in literacy and English

- Overall, attainment and children's progress in literacy and English is very good.

Listening and Talking

- Almost all children at early level participate actively in songs, rhymes and stories. They follow simple instructions well and respond to questioning with confidence and enthusiasm. Almost all children at first level, are articulate and have an increasingly extensive vocabulary. They listen attentively to each other and build on the ideas of their peers. They ask relevant questions and can clarify and summarise their thinking. Almost all children at second level, contribute relevant ideas to discussions, can justify their opinions confidently and offer alternative points of view respectfully. They demonstrate a high level of interest and enthusiasm when conversing with known staff, visitors and children. Across all levels, children apply their talking and listening skills very well in a variety of contexts.

Reading

- Almost all children at early level use their knowledge of sounds and letters to read words successfully. They use images in texts well to support their understanding where appropriate. They are developing skills in using their growing knowledge of sight vocabulary to read aloud texts in books with accuracy. Almost all children at first level, read aloud familiar texts with fluency and increasing expression. They know the difference between fiction and non-fiction. They are developing their use of punctuation and grammar. Almost all children at second level, can explain their preferences for particular texts, genres and authors. They talk with increasing detail about characters, setting and plot. They use a range of reading skills such as skimming, scanning and summarising to support successfully their understanding of different texts. Teachers should continue to provide opportunities for children to create different types of questions to show their understanding of different texts.

Writing

- Almost all children at early level write for enjoyment, exploring patterns and sounds, in a range of play, imaginative and real contexts. They are growing in confidence in spelling familiar words

correctly. Almost all children at first level punctuate sentences accurately and create texts using adjectives, adverbs, connectives, and similes. They use paragraphs to structure their writing. Almost all children at second level, write for a variety of purposes and in different contexts across the curriculum. For example, children use Scots language in poetry and create leaflets, discursive essays and personal blogs. Almost all children engage the reader with their use of interesting vocabulary and accurate use of punctuation.

Numeracy and mathematics

- Overall, attainment and children's progress in numeracy and mathematics is very good.

Number, money and measure

- Almost all children at early level successfully share out a group of items equally into smaller groups. They accurately recognise coins to £2. They are building their confidence in mental agility adding and subtracting within 10. Almost all children at first level round whole numbers confidently to the nearest 10 and 100. They accurately tell the time using half past, quarter past and quarter to using analogue and digital clocks. They are developing their understanding of equivalent fractions. Almost all children at second level successfully solve simple algebraic equations with one variable. They recognise the equivalent forms of common fractions, decimal fractions, and percentages. They are developing their skills in problem solving contexts including those that are related to time durations.

Shape, position and movement

- Almost all children at early level recognise three-dimensional objects. They are exploring ways to sort these objects according to various simple criteria including round, flat and curved. Almost all children at first level use the correct mathematical language to describe the properties of a range of common three-dimensional objects including face, edge and vertex. They are developing their understanding of direction using words associated with angles, including turn, clockwise and anti-clockwise. Children at second level use accurately mathematical language to describe and classify a range of angles including acute, obtuse, straight and reflex. They successfully identify and illustrate lines of symmetry on a range of two-dimensional shapes.

Information handling

- Almost all children at early level successfully use pictorial displays to present data. They are developing their skills in interpreting simple graphs and charts. Almost all children at first level successfully sort data from class surveys and display findings on simple bar charts. Children would benefit from further opportunities to develop their information handling skills using digital technology to support their learning. Almost all children at second level collect, organise, and display data accurately in a range of ways including using tables, bar graphs, and line graphs. They will benefit from continuing to analyse, interpret and draw conclusions from a range of increasingly complex data sets, including those presented in pie charts.

Attainment over time

- Overall, children's attainment in recent years has remained very strong. Teachers use national Benchmarks effectively, along with a range of valid assessment data, to make judgements about children's progress and attainment. Staff have engaged in a range of effective moderation activities in school, across the cluster and across the local authority. This has increased the accuracy of teacher professional judgements around achievement of a curriculum for excellence level.
- Senior leaders and teachers use a robust tracking system very effectively to monitor the progress of individuals, groups and cohorts of children in literacy and numeracy. They have a clear focus on raising attainment in literacy and numeracy for all children. Children who may benefit from additional support to remain on track are identified and provided with prompt

additional support if required. Senior leaders monitor these children more regularly to ensure that planned interventions are resulting in progress in children's learning. This is helping all children to make very good progress in their planned learning. School data shows that children maintain their progress well as they move through the school. Data demonstrates consistently high levels of attainment and achievement over time, achieved by confident and responsible children. Teachers and support staff provide a range of very effective targeted interventions which have helped to raise children's attainment. Senior leaders should now explore and develop approaches to tracking and monitoring children's progress across all curricular areas. This should help identify trends and gaps in children's learning across the curriculum and further enhance current approaches to teachers' planning for children's learning.

Overall quality of learners' achievements

- Almost all children talk positively about the wide range of activities and clubs available across the school, including sports, choir, scripture union and coding. Almost all children in the school participate in physical activity within or outwith school and talk confidently about how this keeps them healthy and active. Senior leaders track the participation of children's involvement in sporting activities in and out of school. This allows senior leaders to identify and support and encourage children who do not participate. A next step for senior leaders would be to track the involvement of children in other activities outwith sport.
- Children appreciate the recognition and celebration of their out-of-school achievement in classes, assemblies, online and on the achievement wall. Senior leaders track these achievements. For example, a minority of children represent or compete in sports activities at a local or national level outwith school.
- A few children are developing their confidence and leadership skills through starting and leading clubs in the school, such as sports leaders, emotional wellbeing leaders and the newly formed friendship club. These roles could be expanded further to include more children.
- Children in P4-P7 use personal profiles effectively to record and reflect on their own successes and achievements. A next step for senior leaders would be to systematically track the skills that children are developing through their wider achievement opportunities. This would further support teachers to plan opportunities for children to apply their skills in different contexts.

Equity for all learners

- All staff know their children very well and have a good awareness of equity for families. As a result, all children are supported very well to achieve their best outcomes.
- Senior leaders use PEF (Pupil Equity Funding) to support attendance and wellbeing of a few children. A Family Learning Teacher is employed to work with small groups and individuals. Interventions around social skills, emotional wellbeing, and nurture are improving the attendance, engagement, and wellbeing of these children. Senior leaders should continue to monitor the impact of all interventions, with a particular focus on the school community's unique attainment gap.
- Senior leaders track the attainment and progress of different cohorts of children and discuss this at termly tracking meetings. This allows senior leaders to put appropriate interventions in place where required. Overall, almost all children who may be impacted by socio-economic disadvantage are on track in their learning.
- Children for whom English is an additional language are supported well by staff. Teachers use translation tools and software to support their learning in class. As a result, all children for whom English is an additional language are meeting or exceeding expectations.

Other relevant evidence

- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole-school approaches to improving the health and wellbeing of children through food in school. At the time of the inspection, there were minor areas for improvement identified. Aspects of good practice were identified in relation to food in school.
- Senior leaders and staff are committed to ensuring there is no cost to families for curricular activities. Where costs occur for extra-curricular activities, children and their families can apply discreetly for funding to support access to these opportunities. Senior leaders have consulted with parents on the main costs of the school day. In response to the cost of uniform, parents and staff have worked together to provide a very well used sustainable uniform tree. This has been expanded to include other equipment and clothing for the P7 residential trip. Staff also supply digital devices to those who require them to make sure they can access home learning on online platforms. This is supporting children to achieve at home. In addition, the removal of costs to school shows and events has resulted in an increase of attendance at these events by the school community.

Quality of provision of Special Unit

Context

Carolside Communication Support Service (CCSS) was established in August 2023 in response to the 2022 East Renfrewshire Additional Support for Learning Review. Nine P1 children attend the service. All children are registered with their catchment school and are granted a place through the Education Resource Group (ERG). All children require significant additional support and almost all have autism. There are plans to increase the roll of the CCSS next session. Around half of the children also attend their mainstream catchment school for a portion of the week. A deputy headteacher and principal teacher lead the growing staff team, which includes class teachers, pupils support assistants and child development officers.

Leadership of change

- The experienced and supportive staff team work well together to help children learn and develop in a nurturing, caring environment. All staff uphold the school vision, which emphasises effective learning and teaching through caring and respectful relationships. In a short time, senior leaders have successfully implemented this new and effective service. It is evolving responsively to the needs of children, their families and the learning community. Senior leaders should now begin to review with stakeholders the vision, values and aims to ensure that they remain relevant for the CCSS.
- Senior leaders work collaboratively with the local authority to devise well-judged plans for the development of the CCSS. Prior to its establishment, the school and local authority consulted widely and effectively to gain the views of parents and members of the local community. As a result, senior leaders have the support of the school community to strive for continuous improvement.
- Parents value the clear communication from staff. The regular exchange of information gives parents confidence about their child's wellbeing and helps them support their child's learning.
- Staff undertake important leadership roles which have a positive impact across the whole school. For example, child development officers recently used their specialist training to make signage consistent and visible across the school. This is helping children make more sense of their environment and reduces stress for children with additional support needs.

Learning, teaching and assessment

- All staff demonstrate a clear commitment to providing the best possible learning experiences. They understand children's sensory tolerances and provide stimulating yet comfortable activities. Teachers recognise children's individual strengths and special interests. They set appropriately challenging, individualised activities.
- All staff make effective use of a variety of school-based spaces. The well equipped 'blue room' has a sensory carpet, climbing and tumbling area. Children play, exercise and use sensory activities to self-regulate. Teachers use resources creatively to arrange calm spaces, exploratory play areas and zones for focusing on writing or mark-making. This allows teachers to work one-to-one with children who have significant sensory requirements.
- Teachers set up stimulating areas for children to explore their environment and learn through play as outlined in national guidance. Children develop their physical and social skills very well during free play and their fine motor skills through purposeful loose parts play.
- Children have access to a small but safe, purpose-built outdoor area. Senior leaders and staff should consider ways to expand children's access to green spaces and increase the range of

contexts children experience. For example, when appropriate, children should attend school trips, assemblies or shows.

- Teachers meet regularly with senior leaders to discuss progress and decide on suitable supports for children. Teachers make detailed plans and use the Foundation Milestones or national Benchmarks to help assess children's progress. Where children attend a mainstream provision alongside the CCSS, their targets should reflect the aims of their home school. This will ensure that establishments understand, outline and work towards the unique aspects of their provision.

Ensuring wellbeing, equality and inclusion

- All staff have children's wellbeing at the heart of their practice. Staff assure children's safety through thorough discussion about children's health with families and relevant partners. All children have comprehensive wellbeing plans, which are reviewed twice per year, or more frequently as necessary. This helps staff respond to children's needs and plan appropriate support.
- Children are energetic and lively. They enjoy being included in activities with their peers and are learning to play in groups. Children are developing secure friendships at school. They have trusting relationships with all staff. They communicate their feelings and make choices through gesture, speech or by using symbols.
- Children experience a smooth transition from Early Learning and Childcare (ELC) into P1. Teachers work in close partnership with ELC colleagues and Educational Psychologists. They plan carefully to ensure that staff meet children's needs effectively.
- Senior leaders understand well their statutory duties. Children have access to physical education twice per week. Attendance is high and senior leaders monitor this effectively.
- Around half of children attend lessons with mainstream peers. Children enjoy being included in their catchment schools. Senior leaders consistently review plans, aiming to increase children's time in mainstream.

Raising attainment and achievement

- All children make appropriate progress against their individual targets. Almost all children are working on elements of the Foundation Milestones. A few children are working on elements of early level literacy and numeracy.
- All children improve their communication skills. They are increasing their ability to give shared attention to a range of objects, people or activities. All children indicate preferences to objects or activities through non-verbal, verbal or physical responses. All children are developing their awareness of themselves and their emotions.
- Children working at the early level undertake short, focused tasks in literacy and numeracy. Most children work independently on tasks set by teachers which capitalise on their interests. For example, a few children require less support in ordering and sorting tasks and are maintaining focus for increased amounts of time.
- Children achieve success in a variety of meaningful ways. They build trust and confidence in school staff and attend school on a full-time basis. They are increasingly expressing their feelings and choices and cope well with new experiences. They are developing tolerance to new sensory stimuli and shape their own routines and preferences in learning. Children make friends, take turns and spend time in groups. They are learning when to ask for help. All these experiences are leading to improved interactions in school, at home and in the community.

- Senior leaders understand well the economic and social circumstances of children in their care. They work well with families to direct them to valuable sources of social and financial support from school partners.

Practice worth sharing more widely

There are exceptionally effective approaches to the leadership of change among school staff. This is supported by a strong learning culture among staff where problems to address, or new approaches to try, are identified by an enthusiastic and ambitious staff. Throughout, they are determined to improve outcomes for children. Staff engage in professional learning or research to support the introduction of changes and also try out small tests of change. The sharing and wider implementation across the school of successful new approaches is supported very effectively by the collegiate attitude of staff. This is encouraged and structured by the very supportive and innovative headteacher and his senior leadership team. This learning culture can also be used very effectively to support whole school priorities such as the expansion of high quality play and enquiry pedagogy.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

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Education Scotland Inspection Action Plan



Carolside Campus
Carolside ELC, Primary School
and Communication Services

Improvement Area 1	Continue with improvement priorities to build on highly effective practice in learning and teaching and the support of children's wellbeing.			
Rationale for Change (Why?)	Action (How?) (Including Responsible Person)	Outcome and Impact (What?)	Resources and Timescale	Monitoring and Evaluation
<p>Our development of progressive, play and enquiry-based approaches to learning and teaching have been highly impactful on pupil experiences, wellbeing and attainment. Our desire is to ensure consistency of approach across all stages of the school.</p>	<ul style="list-style-type: none"> - Continue to place approaches to learning and teaching at the heart of the ongoing school improvement agenda, involving all stakeholders in the planning process. (Leadership Team, Teaching Staff, Pupil Parliament) - Increase opportunities for teaching staff to plan collegiately and moderate approaches to learning and teaching. (Teaching Staff) - Re-establish 'Learning Sets' that involve all teaching staff, using these as a forum for developing, discussing and sharing practice. (Leadership Team, Teaching Staff) - Continue to develop the in-house CLPL calendar with a focus on progressive pedagogy and professional reading that supports approaches to learning and teaching. (Leadership Team, Teaching Staff) - Involve pupils, through Young Leaders and Learning and Pupil Parliament, in the evaluation of learning and teaching and school improvement planning. (Pupil Parliament, YLL) - Continue to share our best practice with colleagues beyond Carolside. (Leadership Team, Teaching Staff) - Continue to 'look outwards' to learn about approaches to progressive pedagogy in the upper stages across the country and beyond. (Leadership Team) - Partner with other ERC schools who are developing a similar focus on progressive pedagogy. (Leadership Team) - Introduce the language of 'Meta-Skills', as opposed to '21st Century Skills' (in line with Education Scotland and SDS). (Leadership Team, Teaching Staff, Support Staff, Pupils) 	<p>There is greater consistency of approach to learning and teaching across all stages of the school.</p> <p>Pupils' learning experiences are rooted in consistent pedagogical approaches across the school.</p> <p>All stakeholders have a voice in continuous improvement.</p> <p>Outcomes for pupils are improved over time.</p> <p>Pupils enjoy greater ownership and leadership of their learning and possess the meta-skills that are central to our SIP.</p>	<p>Oct - April</p> <p>School Improvement Plan</p> <p>ERC Learning and Teaching Digital Platform</p> <p>Summary of Inspection Findings</p> <p>How Good is OUR School</p> <p>ERC schools planning overview</p> <p>YLL Training</p> <p>Professional Reading</p>	<p>Attainment</p> <p>Quality Assurance measures: focus groups, lesson observations, planning.</p> <p>Learning Sets Agendas</p> <p>School Improvement Plan Evaluations</p> <p>'Planning for Assessment'</p>
<p>There are a high percentage of pupils who</p>	<ul style="list-style-type: none"> - Establish an overview of the pupils exceeding expectation across all stages of the school. (Leadership Team) 	<p>Pupils exceeding expectation experience</p>	<p>Tracking database</p>	<p>Tracking and monitoring</p>

<p>exceed national expectations in CfE. Our desire is to further challenge these learners to achieve better outcomes.</p>	<ul style="list-style-type: none"> - Triangulate CfE data with other sources of attainment data in order to identify learners exceeding expectation across data measures. (Leadership Team) - Develop specific focus on pupils exceeding expectation throughout the tracking and monitoring processes of the school. (Teaching Staff) - Use the well-established 'Planning for Assessment' process, which focussed on collegiate planning and moderation, to identify and target' the more able learner. (Teaching Staff) - Develop approaches to learning and teaching that focus on challenging the more able through open-ended and child-led tasks. (Teaching Staff) - Develop the use of continuous provision and provocations, as part of an enquiry-based approach, to foster greater opportunities for pupils to lead their own learning and be further challenged. (Teaching Staff) - Consider the able pupil as we develop approaches to meeting learners' needs through the CIRCLE training intervention. (Teaching Staff) 	<p>more opportunities to lead their own learning and challenge themselves to develop their skills more broadly across the curriculum.</p> <p>The attainment of pupils exceeding expectation further rises across key curricular areas.</p>	<p>Feb '25</p> <p>May '25</p>	<p>notes</p> <p>Pupil dialogues</p> <p>Work monitoring</p> <p>Learning visits</p> <p>Attainment data</p> <p>'Planning for Assessment'</p>
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Improvement Area 2				
As planned, develop approaches to tracking and monitoring of children's wider achievements and progress in all curricular areas.				
Rationale for Change (Why?)	Action (How?) (Including Responsible Person)	Outcome and Impact (What?)	Resources and Timescale	Monitoring and Evaluation
To increase pupil attainment across all areas of the curriculum. In addition, to be able to target specific pupils for wider engagement in extra-curricular activities.	<ul style="list-style-type: none"> - Extend tracking and moderation approaches to capture attainment across the curriculum. (Leadership Team, Teaching Staff) - Develop our current mechanism of recording pupil involvement in sporting activities to capture pupil involvement in non-sporting activities within and beyond the extra-curricular programme. (Leadership team) - Analyse pupil engagement in all wider activities and 'target' pupils not involved, increasing participation in wider activities. (Leadership Team) 	<p>Pupil attainment is captured beyond the area of literacy and mathematics.</p> <p>Pupils who are not involved in the extra-curricular programme, and who are not engaged in wider achievements, are targeted and participation increases.</p>	<p>Aug '25</p> <p>Jan '25</p>	<p>Tracking notes</p> <p>Pupil engagement spreadsheet</p>

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE26 September 2024Report by Director of EducationWEST PARTNERSHIP 1140 HOURS OF EARLY LEARNING AND CHILDCARE
RESEARCH**PURPOSE**

1. The purpose of this report is to provide Education Committee with an update of the progress made with the West Partnership 1140 Research and to share the approved recommendations.

RECOMMENDATIONS

2. Education Committee is asked to note and comment on the research undertaken by the West Partnership on 1140 hours of Early Learning and Childcare (ELC).

BACKGROUND

3. Since August 2021, all 3-4 year olds and some eligible 2 year olds in Scotland have been entitled to 1140 hours of funded Early Learning and Childcare (ELC) per year. The Scottish Government highlighted the primary objectives of this policy were to improve children's outcomes and reduce the attainment gap; increase parents' opportunities to return to work, training, or further study; and support and promote family wellbeing.

4. The West Partnership Evaluating and Reporting Team have completed an evaluation of the expansion to 1140 hours across the region. Two research questions were developed to investigate this:

- What impact has the implementation of 1140 hours had on the development and attainment of children in the West Partnership?
- What are the experiences and views of stakeholders in relation to the extension of ELC entitlement and the impact this has had on the development and attainment of children in the West Partnership?

REPORT**Methodology**

5. A sample of nurseries across the West Partnership was recruited to participate in this evaluation. Overall, 97 settings contributed to this evaluation following two rounds of recruitment. This includes local authority settings, as well as settings within the private and voluntary (PVI) sector.

6. The Ages and Stages Questionnaire (ASQ) was adopted to investigate the impact of the entitlement on children's outcomes. This is a developmental screening questionnaire that

identifies children's progress across five domains. As such, it allows for an analysis of the trends and patterns of those currently accessing the extended entitlement. Early years settings participating in the evaluation were provided with a copy of the 48 month ASQ, and completed this with children as they turned 4 years of age. This enabled the researcher to analyse the impact of the entitlement for children who had accessed this for varying lengths of time.

7. A range of methods have also been applied to gather parents', practitioners', and children's experiences of the entitlement. Two surveys were distributed to parents and practitioners to explore their perceptions of its impact on children's outcomes. Interviews and focus groups also took place to gather rich qualitative data on their views. To ensure children's views were captured, child-led tours took place with children aged 4-5 years to better understand their experiences, and what this increased time has meant for them.

8. In addition to gathering their own data, the West Partnership obtained data from the Scottish Government's national evaluation of the expansion to 1140 hours. This included data from their parent survey, as well as ASQ data capturing children's outcomes prior to the expansion to 1140 hours.

Sample characteristics

9. A total of 507 ASQ forms (244 = male, 263 = female) were returned from settings across the region. All children were four years of age at the time of taking part, and the length of time they had accessed 1140 hours ranged from 2 to 27 months.

10. In addition, 492 parents and 348 practitioners completed the surveys distributed by early years' settings. A further 61 practitioners and 21 parents participated in an interview or focus group, and 21 children participated in a child-led tour.

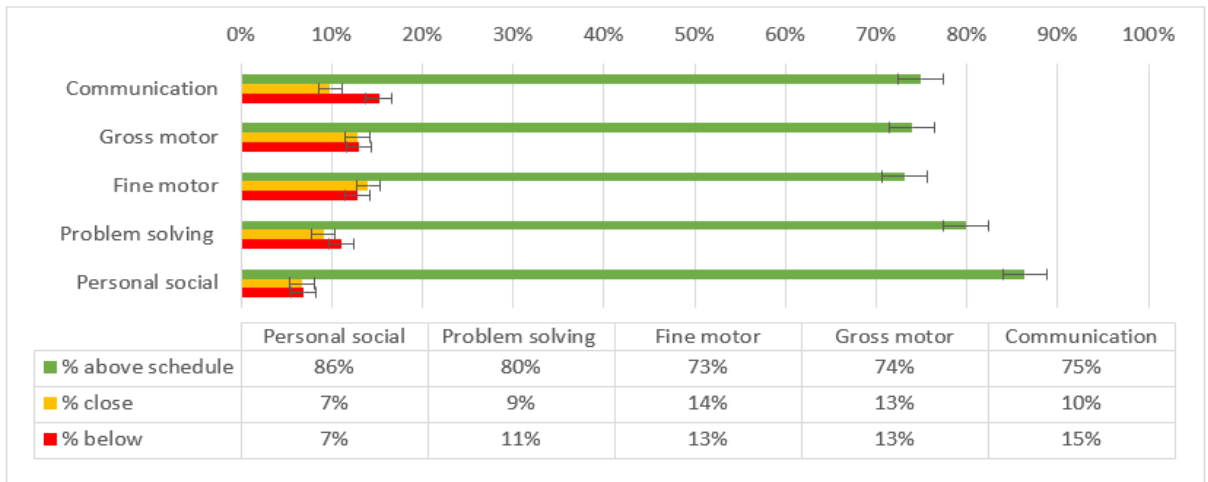
Key Findings

11. Ages and Stages Questionnaire (ASQ):

- The ASQ produces an overall score as well as a score for each domain, which can be used to identify if children are 'on schedule' based on the normed scores for their age group. Overall, 73-86% of all children in the sample were on schedule across each domain. These findings can be viewed in the figure below:

Figure.

Percentage of children on schedule across ASQ domains



- Statistical analyses were also conducted to explore the relationship between the number of months children have been accessing the entitlement, and their scores on the ASQ. Time accessing 1140 could not significantly predict children’s scores on the ASQ, which may indicate high levels of unexplained variance within the full sample.
- Differences in ASQ scores were also examined across different groups. For example, while most children were on schedule for each domain, this varied depending on the SIMD quintile in which they lived. Statistical analysis revealed SIMD contributed to children’s scores across all five domains, and this was most significant for scores in problem-solving and fine motor. This aligns with findings reported in the Scottish Government’s national evaluation of 1140 hours.
- Data from the Scottish Study of Early Learning and Childcare (SSELC) was received from the Scottish Government. This captured ASQ scores from children aged 3-3.5 years accessing funded ELC in the West Partnership in 2019 – prior to the expansion to 1140 hours. When comparing the proportion of children on schedule across each domain, there appears to be a higher proportion of children on schedule in the West Partnership’s sample than those in the SSELC sample. Although direct comparisons could not be made, it suggests children are continuing to progress while accessing the 1140 hours entitlement.

12. Parent and Practitioner Surveys:

- Responses from the parent survey were very positive, with most agreeing or strongly agreeing that since accessing the entitlement, their child is more independent (82%), and enthusiastic and engaged with their learning (87%). Parents also discussed the impact of the entitlement on themselves and their family. Since accessing the entitlement, 37% had increased their hours of work, and 36% reported their mental wellbeing had improved.
- Responses to the practitioner survey varied. Only 27% agreed or strongly agreed that the expansion to 1140 hours has had an overall positive impact on their setting. Clear differences were found between practitioners in term time and mixed model settings – while 52% of term time settings agreed or strongly agreed that the impact on their

setting had been positive, 66% of practitioners in mixed model settings disagreed or strongly disagreed. Only a minority of practitioners perceived that the expansion has positively affected children's outcomes. Qualitative data revealed this was due to a number of reasons, including the impact of the Covid-19 pandemic, and the short period of time the entitlement has been in place.

13. Qualitative Data:

Six themes were drawn from the qualitative data collected. These are:

I. Nurturing Environments

Data from stakeholders revealed the importance of consistent ELC for children's wellbeing. Parents perceived the restrictions related to the Covid-19 pandemic had a significant impact on their children and highlighted their initial concerns about the transition to full-time ELC. Both parents and practitioners discussed how children have since adapted to the entitlement however, and the positive relationships and sense of belonging they have developed within their early years setting.

II. Experiences and Outcomes

Data suggests that by attending ELC more frequently, children have increased access to a wide variety of high quality experiences. Parents discussed the impact of these experiences on their children's development, including their independence, confidence, and enthusiasm for learning. Views from practitioners however varied. While a minority of practitioners discussed how the entitlement enables them to record and track children's progress more flexibly, others perceived that these pressures restricted the free flow approach within their setting.

III. Ensuring Quality for All

Practitioners across the region discussed challenges they have experienced with delivering the 1140 hours entitlement. Those working in term time settings experienced difficulties with space and managing alongside the school's timetable, which could disrupt children's routines. Practitioners in mixed model settings however experienced challenges with ensuring all children receive the same quality sessions throughout the day, regardless of the attendance patterns they attend. They also faced additional challenges with organising meetings and completing paperwork and planning with fewer non-contact hours.

IV. Wider Outcomes for Families

Data from parents and practitioners suggests the 1140 hours entitlement has had a positive impact not only for children, but also for their families. Parents discussed how the entitlement has enabled them to return to work, training, or study, and their hopes that this would support their children long-term. Data from practitioners also suggests that through the expansion, there have been more opportunities to meet with families and signpost them to relevant agencies for support.

V. Preparing for Transitions

Parents and practitioners discussed the impact of accessing the 1140 hours entitlement on children's transition to primary education. Most parents perceived that the entitlement has enabled their children to build a sense of routine, which should support their transition. Some practitioners however believed this varied depending on

the model children access. Both parents and practitioners discussed the benefits of an additional year of ELC for those deferring their start to school, and how this has supported families to make the best decision for their child.

VI. Staff Recognition and Wellbeing

Data suggests the expansion to 1140 hours has placed significant pressures on staff, who have continually adapted their practice to ensure the ELC they deliver suits the needs of each child. With greater expectations, the majority of practitioners perceived that this has affected staff morale and wellbeing. Practitioners discussed the need to raise awareness of their role, and its educational benefits. It was believed this would not only prevent staff absences and staff leaving the sector entirely, but also encourage more people into the profession.

Report Recommendations

14. This led to the development of several recommendations, which have been summarised in Appendix 1.

FINANCIAL AND EFFICIENCY IMPLICATIONS

15. There are no financial or efficiency implications associated with this paper.

RECOMMENDATIONS

16. Education Committee is asked to note and comment on the research undertaken by the West Partnership on 1140 hours of Early Learning and Childcare (ELC).

Mark Ratter
Director of Education
26 September 2024

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Appendix

1. West Partnership Update on 1140 Hours Research and Publication Appendix One: Draft Recommendations

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West Partnership Update on 1140 Hours Research and Publication

Appendix One: Draft Recommendations

1. The importance of learning as part of childcare

Qualitative data from parents, practitioners, and children revealed the importance of ELC for children’s learning, wellbeing, and development. Further promotion of the high quality experiences, interactions, and spaces in ELC across education could highlight the role of early years within the curriculum for excellence. Additionally, as ELC continues to evolve, practitioners should consider how their practice could be adjusted to meet the needs of the children they support and ensure their practice continues to adopt a child-led approach.

Recommendation	Setting	Local Authority	Regionally	Nationally
1.1 Reconsider the language used to communicate and promote the funded entitlement. A greater focus on ‘funded early learning and childcare’ as opposed to ‘free childcare’ would emphasise that learning and care are inseparable.	✓	✓		✓
1.2 Promote this research and the national standard across the early years’ sector, local authority staff and schools. This would highlight the important role of ELC in supporting children’s development, and the strict criteria settings must follow.	✓	✓	✓	✓
1.3 Adopt a slow pedagogy approach (Clark, 2013). This is likely to support children to adjust to attending ELC for longer periods, and help maximise the opportunities available through the funded entitlement.	✓	✓		

2. Early Learning Curriculum

As early years' settings and primary schools form the early level curriculum together, there must be strong connections between both sectors to ensure there is continuity in children's learning. Settings, schools, and local authorities could support the building of stronger sectoral relationships in a number of ways.

Recommendation	Setting	Local Authority	Regionally	Nationally
2.1 Develop the strong work of local authority and the WP Assessment and Moderation networks to include early years' settings.	✓	✓	✓	✓
2.2 Promote early years' trackers and moderation activity conducted between early years' settings and primary schools. This will further improve communication and handovers between settings and help build stronger sectoral relationships.	✓	✓	✓	

3. Quality and Consistency of ELC

Qualitative and Quantitative data highlighted clear differences in the perceptions of practitioners working in term time and mixed model settings. In particular, those in mixed model settings experienced challenges with completing paperwork, planning, and organising meetings. In addition, it was identified that some models offer more continuity than others. There were concerns that this may impact the quality of ELC children receive long-term.

Recommendation	Setting	Local Authority	Regionally	Nationally
<p>3.1 Undertake an evaluation of the models available in each local authority, considering the impact of each model on the availability of experiences, interactions, and spaces in early years' settings. They might also consider the impact for staff, and the non-contact time they have available.</p>		✓	✓	
<p>3.2 Increase awareness of the models available in each local authority among parents and families. This may involve providing additional information on the benefits and possible drawbacks of each model, to ensure they can access one that suits the needs of their child and family.</p>		✓		
<p>3.3 Consult with parents/carers of children with ASN regarding the models available for funded ELC. This will help to ensure a pattern of hours that best suits each child is offered.</p>		✓		

4. Development of the ELC Workforce

Practitioners discussed the benefits of the professional learning opportunities they accessed, and how these supported the delivery of learner entitlement. Qualitative data also highlighted possible gaps in staff development that settings and local authorities may wish to consider further. Practitioners perceived that raising the profile and professionalism of early years would help encourage more people enter and/or remain in the sector.

Recommendation	Setting	Local Authority	Regionally	Nationally
4.1 Increase professional learning opportunities which respond to practitioner need and availability, with a particular focus on flexibly tracking and monitoring outcomes.	✓	✓	✓	✓
4.2 Increase the focus on modelling, coaching, and strategies which support staff when working with children with ASN. This should ensure all practitioners are skilled to deliver inclusive ELC to all children.	✓	✓	✓	✓
4.3 Senior officers promote consideration of a national job title and pay scale for all early years staff, to avoid practitioners moving unnecessarily between local authorities, resulting in greater consistency and coherence.				✓

5. Supporting Staff Wellbeing

Data from practitioners suggests the expansion to 1140 hours has had a significant impact on staff morale and wellbeing. It was perceived that this has led to an increase in staff absences, thus affecting the quality of ELC deliverable.

Recommendation	Setting	Local Authority	Regionally	Nationally
5.1 Offer increased support for students completing the Bachelor's in Childhood Practice (BACP), with a focus on resilience and strategies for coping when under pressure in ELC settings.	✓	✓	✓	

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE26 September 2024Report by Director of EducationWEST PARTNERSHIP IMPROVEMENT COLLABORATIVE:
EVALUATION REPORT 2023-24**PURPOSE OF REPORT**

1. To inform East Renfrewshire's Education Committee of the evaluation of work undertaken by the West Partnership (Glasgow Region Education Improvement Collaborative) in 2023 - 2024.

RECOMMENDATION

2. Education Committee is asked to note and comment on the report.

BACKGROUND

3. Regional Improvement Collaboratives (RICs) were established in 2017 as a national initiative to bring about improvement for all schools in Scotland. They are intended to bring together local authorities and Education Scotland, facilitate collaborative working and provide educational support to practitioners.
4. The Glasgow City Region Education Improvement Collaboration, known as the West Partnership brings together authorities from across the Glasgow City Region; East Renfrewshire is a member of the West Partnership.
5. Education Committee noted the progress of the West Partnership and the contents of its Improvement Plan in September 2023 and a further update was provided in April 2024.

REPORT

6. The attached report (Appendix 1) details progress over the academic year 2023-2024 towards achieving each of the associated target outcomes and expected impacts as detailed in the West Partnership Improvement Plan for 2023-2024.
7. Each year, we see the growing benefit of working collaboratively and systematically across the West Partnership area, and the difference this is making to staff, children and young people. The report captures the very good progress made within the West Partnership across our three main workstreams. This is testament to the dedication and commitment of all staff who have worked to support our children and young people.
8. The report notes that significant growth in engagement with practitioners from across the West Partnership was experienced in the 2023-2024 session. The activities received over 10,000 sign ups in the 2023-2024 session, up considerably from approximately 4,500 in 2022-2023. Data suggests the West Partnership engaged with at least 24% of

all practitioners in our region. Overall, 92% of the region's schools across primary, secondary, and special sectors engaged with the activities

9. Throughout the report, there are strong examples of how the Partnership is supporting authorities to improve attainment and achievement for all, while closing the poverty related attainment gap. This focus on excellence and equity is underpinned by an approach which enables staff to take collective action and deliver improvement.
10. Included in this report is an overview of the strengthened evaluation model including the three drivers of improvement. The report showcases progress in enhancing collaboration, improving knowledge and confidence and changing practice. Three main illustrations which demonstrate impact in these three improvement areas have been included along with an overview of the work that has been completed in each workstream.
11. Work was carried out in 2022-23 to make a stronger link between the critical indicators and the values of excellence, equity and empowerment. Furthermore, some critical indicators were added in recognition of our commitment to closing the poverty related attainment gap as well as the Promise. The critical indicators have been updated demonstrating progress across the region. The West Partnership continues to compare favourably against national figures across most measures.
12. The report was considered at the Glasgow City Region Education Committee on 17 September 2024.
13. The latest version of the West Partnership's Improvement Plan 2024 – 2025 is the subject of a separate paper to this committee.

FINANCE AND EFFICIENCY

14. There are no financial or efficiency implications arising from this report.

PARTNERSHIP WORKING

15. The progress of the West Partnership and the other Regional Improvement Collaboratives in supporting effective partnership working has been recognised externally through research carried out by the Scottish Government. The [Scottish Government review](#) was published in January 2024 noted that across Scotland RICs:
 - were engaging with approximately 30% of schools whilst accounting for 0.1% of education spending in Scotland; and,
 - have continued to strengthen collaboration across and between local authorities, between RICs and with other partners.

RECOMMENDATION

16. Education Committee is asked to note and comment on the report.

Mark Ratter
Director of Education
26 September 2024

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Appendix 1

The West Partnership Evaluation Report 2023-24

Background Papers

West Partnership Improvement Collaborative: Improvement Plan 2023-24
https://www.eastrenfrewshire.gov.uk/media/9587/Education-Committee-Item-9-28-September-2023/pdf/Education_Committee_Item_9_-_28_September_2023.pdf?m=1695300753237

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The West Partnership Evaluation Report 2023-2024

Equity, Excellence & Empowerment

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Foreword

I am delighted to present the West Partnership Regional Improvement Collaborative Evaluation Report for 2023-24. This report outlines the progress made over the academic year toward achieving the outcomes and expected impacts detailed in the West Partnership Improvement Plan. The West Partnership has a clear vision: to embed the values of equity, excellence, and empowerment in everything we do. By fostering a culture of collaboration across our eight local authority areas, we aim to build a Networked Learning System that continuously enhances learning experiences and outcomes for every learner in the Glasgow City Region.

This year, we have broadened our reach to include a wider range of staff teams within the partnership: senior and middle leaders, teachers, practitioners, support staff, central teams, CLD colleagues, and more. We are increasingly recognising the added value that the West Partnership Regional Improvement Collaborative brings and the positive impact our activities are having in classrooms and playrooms.

The report highlights significant and sustained improvements in learning and teaching through the Improving Our programmes, the benefits experienced by participants of the Pedagogy Partnerships programme, and the progress of responses to decreases in attendance via our attendance collaborative action research work. Our research into the impact of 1140 hours in early years education and artificial intelligence shows that the partnership has matured into knowledge generators as well as a vehicle for sharing expertise around the system. Our work continues to be recognised by external evaluations conducted by the Robert Owen Centre for Educational Change at Glasgow University, and we use this feedback as part of our self-evaluation and planning process.

Our work is organised across three workstreams: Wellbeing for Learning; Leadership, Empowerment, and Improvement; and Curriculum, Learning, Teaching and Assessment. We develop programs to add value to local and national initiatives and avoid unnecessary duplication. Designing offerings that meet the needs of colleagues, and consequently children and young people, is paramount. This report demonstrates significant progress across all three workstreams this year - especially in substantially growing the reach of our work. This session we engaged with 92% of all West Partnership establishments and around a quarter of all practitioners across our region. Whilst the 23-24 session saw more than double the sign ups of 22-23, the work of the partnership has not been diluted. Practitioners' evaluations continue to suggest that almost 9 in 10 participants feel they have benefitted from engaging with the West Partnership.

Long term signs of improvement are beginning to rise to the surface. BGE attainment across our region is the highest it has been in the last 5 years, whilst attainment gaps between the 20% most deprived and 20% least deprived have fallen for two years in a row. At senior phase level, attainment is in line with pre-pandemic levels whilst attainment gaps are below 18/19 figures in all measures. This improvement at senior phase has fed through to positive destinations, where the West Partnership continues to improve whilst at the same time reducing the gap between most and least deprived.

Mark Ratter, Regional Lead Officer

West Partnership

Introduction

Our evaluation report provides an overview of the collective impact and added value of the West Partnership annual activity which is delivered through three core workstreams. These are:

- Curriculum, Learning, Teaching and Assessment;
- Wellbeing for Learning; and
- Leadership, Empowerment, and Improvement.

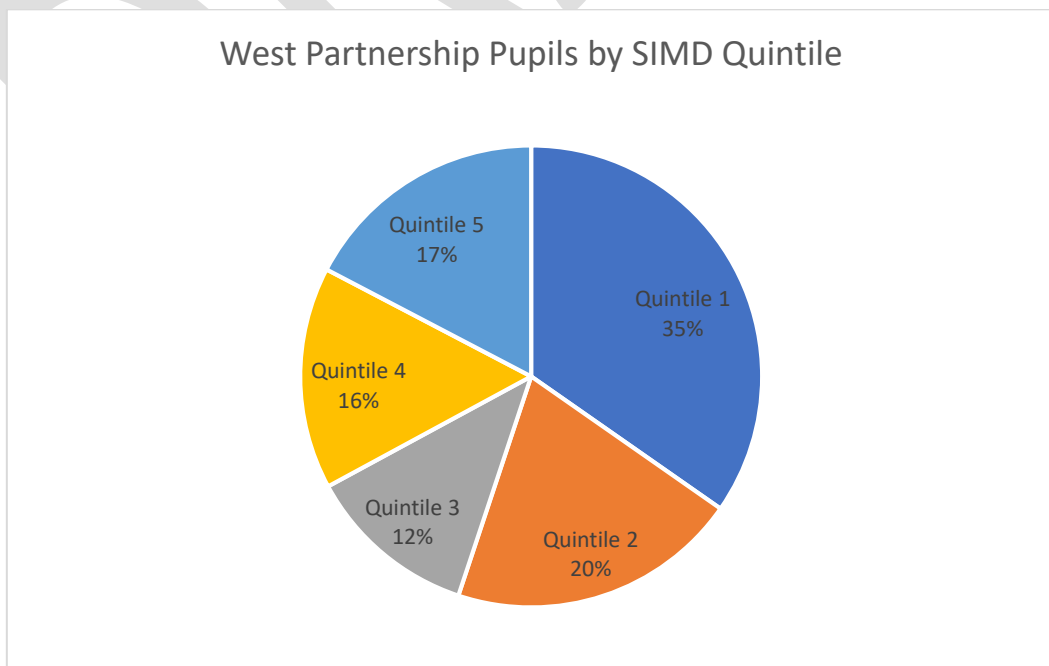
The report first details the reach of regional activity using sign up data before detailing specific activities from each workstream. Later in the report we explore areas of research/knowledge generated by the partnership before looking at how the West Partnership compares across several outcome measures. The full suite of comparative measures are provided in our critical indicators at the end of this report.

Vision

The West Partnership has a clear vision: to embed the values of equity, excellence, and empowerment in everything we do, building a collaborative, networked learning system to improve learning experiences and increase attainment for every learner across the region.

Context

- 8 local authorities across the West of Scotland; East Dunbartonshire, East Renfrewshire, Glasgow City, Inverclyde, North Lanarkshire, Renfrewshire, South Lanarkshire, and West Dunbartonshire.
- 35% of Scotland's school population attend a West Partnership school.
- Over 1000 nurseries, primary, secondary, and special schools.
- More than 246,000 children and young people.
- Over 50% of all West Partnership pupils reside in SIMD quintiles 1 and 2.
- Data from the Children In Low Income Families (CILIF) dataset suggests that 40% of Scotland's children living in low income families reside in West Partnership local authorities



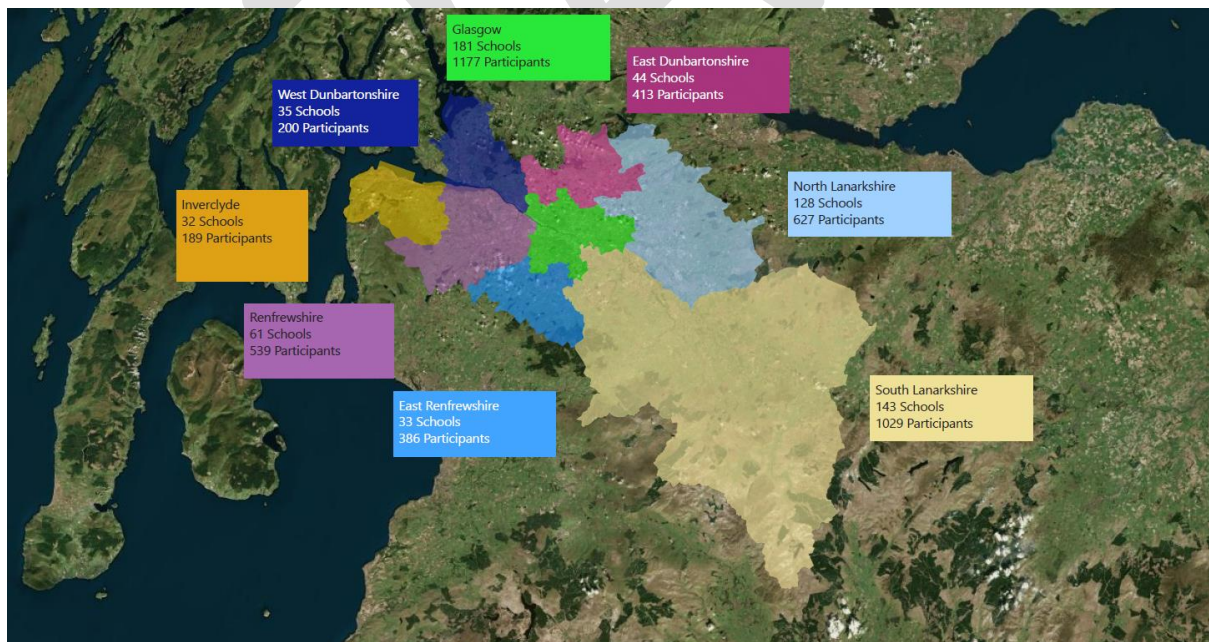
West Partnership Reach – Who did we engage with?

To explore engagement patterns across our activities, we have analysed all sign-up data received from activities within the 23/24 academic session. Our sign-up process captures routine information on those who register for most of our professional learning events. However, there are instances where standard sign-up information is unavailable. For example, several of our more hands-on, in-person sessions are organised via a school leader or local authority central team member but delivered to a larger number of practitioners. In these cases, it is not always practical to collect exact names and establishments. Consequently, overall numbers are included here but excluded from the data where information is missing. Key highlights and insights are detailed below:

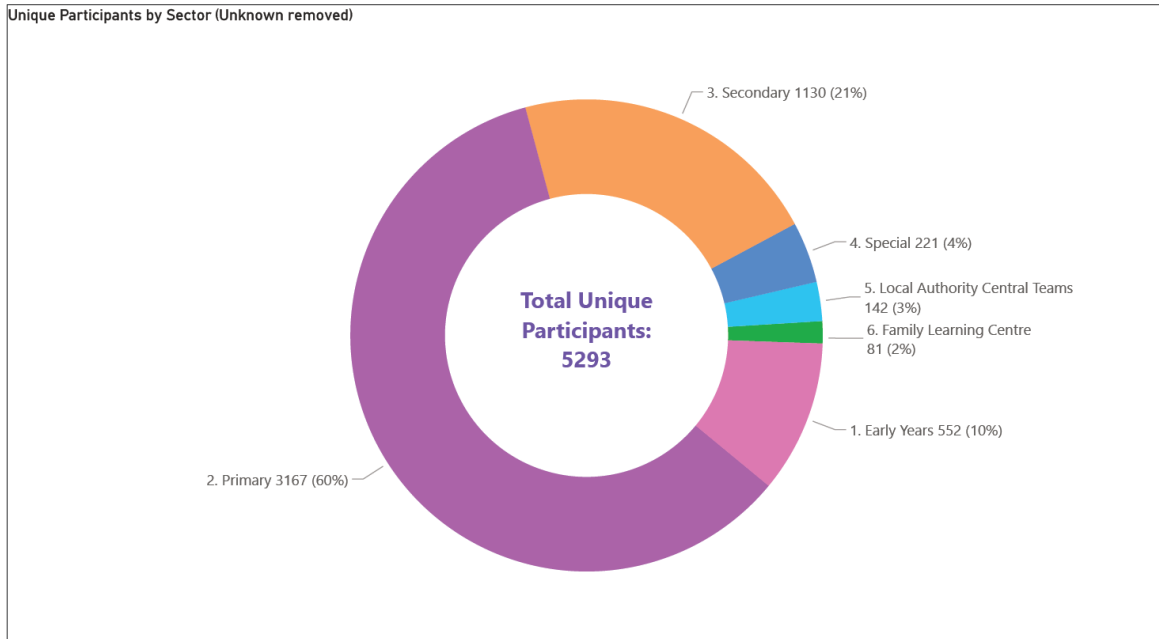
In the 23/24 academic session, our sign-up data was the following:

- Our offering has generated 10,443 sign-ups/engagements.
- Where name information is available, we have engaged with 5,536 practitioners.
- Just over 1600 practitioners (1619) have signed up for more than one of our events.
- We have engaged with practitioners from 954 different organisations. This includes:
 - 266 early years establishments
 - 497 primary schools (91% of all West Partnership Primary Schools).
 - 108 secondary schools (100% of all West Partnership Secondary Schools), and
 - 38 special schools (78% of all West Partnership Special Schools)
 - In total, we have had engagement with 92% of all West Partnership schools.

Below is a geographical representation of our current outreach, covering primary, secondary, and special schools along with their practitioners. This visualisation does not include the early years, central teams, and family learning centres that have also participated in our programmes during the 2023-24 period:



The visual below provides an overview of the number of known participants by sector. The numbers here are smaller than the true figure due to the issues around data collection detailed at the start of this section.

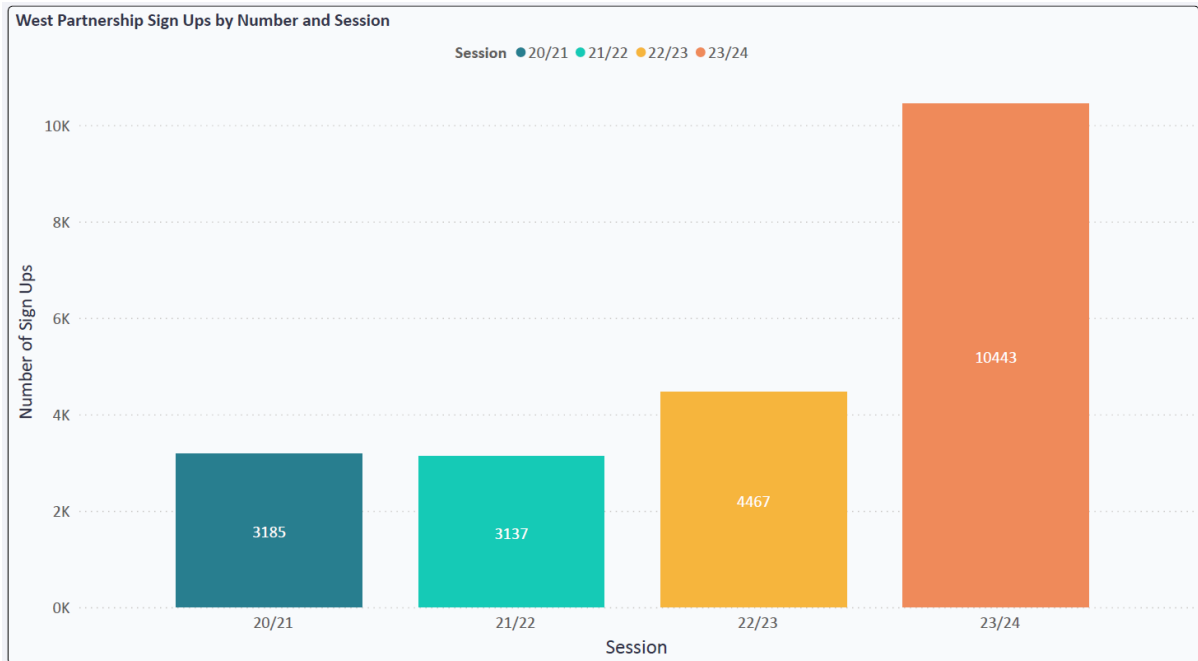


Primary practitioners make up most of our participants (60%). A quarter of participants come from the Secondary (21%) and Special (4%) sectors. We also had over 600 practitioners from early years and family learning centre settings. Just under 150 local authority central team staff engaged with the West Partnership this session. The table below provides an approximate calculation of what proportion of all staff in each sector engaged with the West Partnership this session.

Sector	Number of West Partnership Practitioners	Number of Unique Sign Ups	Known Percentage Engagement
Primary	8896	3167	36%
Secondary	8717	1130	13%
Special	1060	221	21%
All exc ELC	18673	4518	24%

The figures presented in the table are minimum figures. In addition to these figures, we also have 140 named individuals with no establishment, and therefore no sector, as well as approximately 2000 unnamed engagements. These figures also count whole school programmes such as Improving Our School as a single count of the person who signed up. West Partnership primary and secondary schools have, on average, 16 and 80 members of staff respectively.

The limitations and nuances of sign-up data means that the measure with the least caveats remains total number of sign-ups. The visual below shows the progress in sign up numbers over the last four sessions:



The 23/24 figure of 10443 marks an increase of 134% on the previous session and 227% on the figure achieved in 20/21.

Evaluation Framework – Three Drivers of Improvement

In previous sessions, the evaluation framework was enhanced to better showcase the added value and collective impact of the partnership activities. By establishing clear outcomes and measures for various workstreams, three common themes emerged from the evidence. These themes led to the creation of the three drivers of the improvement evaluation framework. These drivers are defined below and summarised in diagram 1.

Driver 1: Facilitating various forms of collaboration.

We acknowledge that while collaboration is essential in our system, its forms must necessarily vary. Some collaborations may involve brief interactions, while others require ongoing collaborative efforts in specific areas of interest. This variation is crucial to meet the diverse needs of practitioners. Some prefer relatively light-touch associations and networking opportunities, while others need more intensive, sustained co-production activities on important shared topics.

Driver 2: Enhancing practitioner knowledge, understanding and confidence.

Our region includes over 19,000 practitioners, accounting for about 36% of all practitioners in Scotland. We aim to enhance the knowledge, understanding, and confidence of practitioners at all levels, from newly qualified teachers to those in senior positions. This enhancement is inherently tied to our collaborative efforts. With a wealth of expertise and experience across our eight authorities, the partnership plays a crucial role in facilitating the exchange of knowledge and sharing of best practices.

Driver 3: Supporting practice change at various levels.

Our collaborative efforts and goal to drive practice change are supported through partnership activities. Influencing practice change at all levels of the system is a key aspiration for the West Partnership. This includes how teachers deliver in the classroom and how local authority central teams interact across our region. Consequently, we view partnership activities as enabling practice change through a dynamic approach that targets all practitioners, regardless of their role.

[insert drivers model that was used in the 22/23 report]

DRAFT

Practitioner Enhancement – Evaluation Evidence

As detailed above, enhancing practitioner knowledge, understanding and confidence is a key process in our approach to improvement. Each of our programmes has clearly outlined outcomes which set out the purpose of the work and, where appropriate, the measures used to understand if the purpose of the work has been achieved. At times this is about improving practitioner knowledge in an area of emerging interest. At other times it is about enhancing confidence in a particular area. The table below highlights the evaluative evidence gathered this year and the numbers of practitioners noting an improvement in one or more of the areas (knowledge, understanding or confidence):

Workstream	Session Name	Number of evaluations	No Improvement	Improvement	Percentage Improved
Curriculum, Learning, Teaching and Assessment	Assessment and Moderation (Various)	304	151	153	50.3%
	Higher Applications of Maths CLPL	50	1	49	98.0%
	Pedagogy Partnerships	68	5	63	92.6%
	Primary Curriculum	36	9	27	75.0%
	Principles of Effective Practice (4 Sessions)	318	65	253	79.6%
	Secondary BGE	15	6	9	60.0%
	Spotlight on Effective Practice (4 Sessions)	159	39	120	75.5%
	West Partnership Maths Conference	119	2	117	98.3%
Leadership, Empowerment and Improvement	CSI Essay Submission	80	0	80	100.0%
	CSI Presentation Submission	16	0	16	100.0%
	Differentiation	71	12	59	83.1%
	Effective Feedback	71	8	63	88.7%
	Effective Questioning	89	2	87	97.8%
	IOC Assessment	81	18	63	77.8%
	IOC Day 1	118	4	114	96.6%
	Learning Intentions and Success Criteria	70	10	60	85.7%
	Metacognition and Creative Classrooms	54	2	52	96.3%
	Thinking About Headship Final	25	0	25	100.0%
Towards CSI	76	1	75	98.7%	
Wellbeing for Learning	ADHD Strategies	189	32	157	83.1%
	ASN BGE	16	3	13	81.3%
	ASN HT	13	5	9	69.2%
	ASN Senior Phase	21	1	20	95.2%
	Assessment ASN	32	4	28	87.5%
	Attendance CAR (3 sessions)	129	12	117	90.7%
	Children's Rights - What, Why, How	53	8	45	84.9%
	Co-Reg and De-esc	125	14	111	88.8%
	Digital Strategies	68	4	64	94.1%
	Developmental Language Disorder	145	5	140	96.6%
	Family Learning ASN	35	9	26	74.3%
	Family Learning Enquiry	53	6	47	88.7%
	Family Learning ESOL	16	0	16	100.0%
	Foundations of Family Learning	30	9	21	70.0%
	IMP LP	44	3	41	93.2%
	Inclusion in EY Settings	27	3	24	88.9%
	Keeping Trauma in Mind CAR	9	1	8	88.9%
	KTPA	46	2	44	95.7%
	Play in Response to Trauma	159	10	149	93.7%
	Primary Circle (3 sessions)	86	4	82	95.3%
	Rights and Resources	39	3	36	92.3%
	Secondary Circle (3 sessions)	35	1	34	97.1%
	YA Leaders Training	28	0	28	100.0%
YBM	38	0	38	100.0%	
Young Leaders of Learning	104	3	101	97.1%	
West Partnership Totals		3360	477	2884	85.8%

In total we received just under 3400 evaluations where pre-post style questions were asked on the impact of the session on knowledge, understanding or confidence. Just under 2900 evaluation respondents said they had experienced an impact – meaning that 86% of all respondents said the session had had an impact. Of the 46 programmes in the table, many of which had more than one associated session or activity, 24 had over 90% of their respondent’s claiming improvement.

Workstream Illustrations

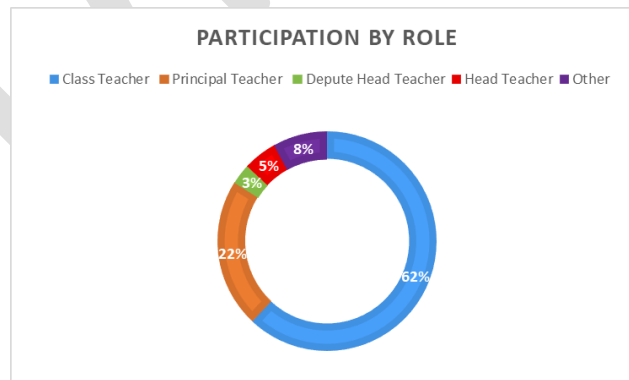
In the sections below, we present an illustration of work undertaken in each workstream. These illustrations demonstrate elements of the three drivers through projects delivered by the workstreams. Both quantitative and qualitative data is presented as well as suggested next steps.

Curriculum, Learning, Teaching & Assessment Illustration – Pedagogy Partnerships

This session, the CLTA Workstream facilitated the delivery of a professional learning activity dedicated to enhancing pedagogical approaches across our eight Local Authorities. Pedagogy Partnerships was developed in response to a request from Workstream colleagues. Underpinning this ask was a focus on features of highly effective practice as outlined in the ‘*Spotlight on Effective Practice*’ series and examined more deeply in ‘*Improving our Classrooms*’.

The programme was written and developed by the Workstream Lead Officer and an Education Scotland colleague. The activity leans on the work of Simon Breakspear and Bronwyn Ryrie-Jones’ ‘*Teaching Sprints*’ framework. Essentially, the activity is a mentored approach to developing highly effective learning and teaching practices in a particular area using a model of practitioner enquiry.

In terms of reach, 122 practitioners from across the West Partnership signed up across 3 Cohorts of Pedagogy Partnerships. Participants were evenly spread across both Primary (45%) and Secondary sectors (48%), with the remaining 11% of participants coming from other sectors. Participation by role shows that the programme was of interest to mainly classroom teachers. However, participation of Principal Teachers and Senior Leaders shows the flexibility of the programme in promoting, not only pedagogical approaches in individuals but at departmental/faculty level and across the whole school.



Evaluation Data

Evaluation data indicates that practitioners have significantly improved their understanding of the framework and pedagogical strategies for high-quality learning and teaching as a result of

participating in the programme. Practitioners also reported increased confidence in the process and the features of highly effective practice.

An impressive 100% of respondents across the three cohorts stated that the knowledge gained from the sessions would lead to changes in their practice. Additionally, 100% of respondents expressed that they would recommend West Partnership professional learning events after participating in the programme.

Participants also provided qualitative feedback. Consistent with the quantitative data, many practitioners noted how the sessions had positively impacted their knowledge and confidence. Practitioners were asked how the learning from this event would allow you to alter your practice. Below is a selection of feedback from a range of practitioner types:

'The useful and informative information learned on this training has allowed me to make small changes to my practice, with great results and positive impact. The learning has motivated me to carry out teaching sprints beyond the training and hopefully carry out CLPL sessions with staff members within my establishment.'

'It has given me the confidence to try new things. Hearing from colleagues about what works gives me the confidence and willingness to try it. I feel that knowing what works makes me more likely to try it.'

'It has been incredibly useful to work collegiately with practitioners in other subjects and from the primary sector, to learn about different approaches. Although I focused on questioning in my sprint, I have taken note of activities to adapt and use in relation to retrieval and differentiation.'

'Pedagogy Partnerships has reignited my love for teaching. Allow me to re-focus on most important aspect of job, pupils, L&T and have confidence to make changes'

Case Studies

Two of our participants have offered testimonials of how their engagement in the programme led to impact on their practice.

Deborah Robertson – Principal Teacher from Glasgow City Council

I attended the Sprints West Partnership training in November 2023 and started my first Sprint with a focus on Learning Intentions and Success Criteria. The process seemed so achievable and the idea that you focus on the tiny shifts made for success in the middle of the busy and chaotic school calendar. My personal sprint process went well I could see those tiny shifts but the biggest learning experience was the engagement in professional dialogue, learning from other colleagues' honest experiences is true professional learning.

I, with my other colleagues involved went on to lead the Sprints process across the school, training 12 teachers who then went on their own 'sprint' again the evaluations demonstrated that staff felt empowered by the process and almost everyone agreed that it was achievable alongside the busy work day. The impact on our young people was evident in our school classroom observations, learner conversations and SIP monitoring paperwork, but also in what staff in the school said about the sprints process.

We have now trained over 100 members of staff in the Sprints process and all have completed their first 'Sprint'. Moving forward we have started preparing for our next

sprinting session in the new term, where staff can choose their focus from Glasgow Pedagogy. Through my experience leading sprints across the school, it was evident it allows staff to work collaboratively and engage in professional discussions and observations that get us talking about and improving learning and teaching.

Lauren Baillie – Secondary Practitioner from East Renfrewshire Council

As a practitioner involved in the first cohort of the West Partnership’s Pedagogy Partnerships programme, I selected retrieval practice as my area of focus for a ‘Teaching Sprint’. As retrieval practice is largely based on improving knowledge, I discussed with colleagues about what ‘knowledge’ we consider to be important for success in Higher English. We concluded that improving their knowledge of language techniques would be most beneficial and I subsequently created a list of thirty techniques that I wanted them to learn. I started off with the creation of a knowledge organiser which outlined all the key information they needed – this was the knowledge I wanted them to learn and then retrieve. Over the course of the next six weeks, I then incorporated retrieval practice tasks regularly into my lessons, including challenge grids, retrieval pyramids, cloze passages, retrieval relays, and brain dumps.

Before I started the ‘Sprint’ I quizzed the pupils in the class on the thirty language techniques. The class average was 41%. I then asked them to complete the same quiz at the end of the six weeks (having completed a wide variety of retrieval practice activities) and the class average had increased to 81%. Pupils demonstrated more confidence and a greater ability to identify and analyse these language techniques. With such astounding results, my department have now created knowledge organisers for all year groups and have incorporated regular retrieval practice tasks into our curriculum.

I am grateful for the opportunity the Pedagogy Partnership has afforded me as it encouraged me to focus on an aspect of my teaching practice that might have otherwise been neglected in the busy school year. Although it was a small change I made in terms of my day-to-day teaching, it had a massive impact on the confidence and attainment of the young people in my class.

Next Steps

In Session 24/25, we are facilitating two cohorts of Pedagogy Partnerships, prioritising the sustainability of the activity. We invite past participants to deliver sessions to new cohorts, a highlight that is always welcomed. The willingness of participants to return, coupled with the positive quantitative and qualitative data, underscores the high regard for the programme. As evidenced in the case studies above, schools are adopting this framework as a sustainable approach to enhancing pedagogy and promoting short-term, manageable practitioner enquiry, which has been met with enthusiasm by practitioners across the West.

Leadership, Empowerment & Improvement Illustration – *Improving Our Programmes and Change to Practice*

The West Partnership’s *Improving Our...* set of programmes and activity is developed by and for teachers and leaders across the eight local authorities (LAs). All the programmes and groups that drive them have the same focus on improvement through:

- the effective use of **evidence** and **enquiry** to drive change;
- high quality **self-evaluation** undertaken collectively and individually;
- improving **learning and teaching**;

- a relentless focus on **equity and excellence** for all children and young people; and
- developing **networks** and working **collaboratively across boundaries**.

The programmes and groups that are included in the *Improving Our...* improvement activity are:

1. Improving Our Classrooms (IOC)

IOC is for teachers in the primary, secondary and ASN sectors. It is the only remaining free Masters' Level provision for teachers in Scotland. Those who successfully complete the year-long programme are awarded 30 Masters' Credits and/or General Teaching Council Scotland (GTCS) Professional Recognition. IOC is driven and delivered by a group of experienced headteachers and local authority officers. Over 100 teachers participated in IOC in 2024-25.

2. Delivering Mentorship (DM)

This programme is a year-long Masters accredited module (15 Credits). Participants who have successfully completed IOC can become mentors for the programme and undertake this professional learning module focused on group mentoring theory and practice. DM is supported and driven by a cross-authority group of experienced IOC mentors. IOC participants had over 40 mentors work alongside them in trios in 2024-25. IOC participants had over 40 mentors work alongside them in trios in 2024-25.

3. Improving Our Schools (IOS)

IOS is an establishment level programme for primary schools. This 15 month programme works across the whole school and has a much greater degree of flexibility than IOC. The focus is driven by each school's self-evaluation and data. The programme then becomes a priority in the school improvement plan for the coming session. There are inter-authority networking and sharing opportunities throughout. IOS is currently lead by two experienced primary headteachers. A reference group of headteachers is being set-up to drive and shape the programme. A total of 19 schools, with just under 300 teachers, participated in IOS in 2023-24.

4. Improving Our Departments and Faculties (IODF)

IOD/F is a 15 month programme for any department or faculty in the secondary sector. Department / faculty teams use self-evaluation and data to identify an aspect of learning and teaching and a course/level/ skill component from the BGE or Senior Phase to focus on. This is built into the improvement plan. There are inter-authority networking and sharing opportunities throughout. IODF is developed and driven by a cross-authority, multi-subject group of depute heads, principal teachers, and faculty heads. A total of 22 Principal Teachers and Faculty Heads took part in the pilot. Collectively they lead around 175 teachers.

5. Leadership of Learning Groups (LOLG)

These teacher led groups are cross-sector and cross-authority. Group members share relevant and recent expertise and experience in high-quality learning and teaching. This includes taking a critical eye to relevant policy, practice and research in specific areas of learning and teaching and ensuring the high quality of materials that support the suite of *Improving Our...* professional learning activities.

There are three main themes that emerge across the 2023-24 *Improving Our...* evaluation evidence. This would suggest that the work impacts in consistent ways for individual teachers, across whole departments and faculties and schools.

1. Networking

Developing networks and working across boundaries is one of the central tenets of this work. This is a consistent theme in the evaluations. Participants highly value the opportunities to work with others, share experiences and practice, and find solutions to common challenges. This may be beyond their classroom, school, sector and/or local authority. For example, it is common for IOC trios to still be in touch three or more years after completing the programme. There is scope to develop a stronger approach to networking across this work. It is a key factor in maintaining the relevance, quality and consistency of all the *Improving Our...* work.

“Delivering Mentorship gave me opportunities to work across LAs which was invaluable. I got so much out of those opportunities. Mentoring is difficult, it’s a trial run for leadership. It lets you find out if that’s the kind of thing you want to do with a wide network of support.”

Delivering
Mentorship participant

2. Improved use of data

This is both a consistent and very strong theme in the evaluation evidence across IOC, IOS and IOD/F. This year 93% of the teachers in IOC reported both increased confidence and use of data, last session this number was 94%. Headteachers who have had multiple teachers go through the programme over a number of years described this as an empowering experience for teachers who were much more able to actively ask and answer ‘so what?’ and bring the solutions. The Fact, Story, Action approach to tracking is included in all the programmes. Almost all participants stated they intended to keep using it. This applies to individual teachers, whole departments/faculties, and schools. This will continue to be a focus. It would now be beneficial to expand the examples of this framework in use.

‘Teachers’ participation in the IOS professional learning initiative enables them to carefully analyse their class data and plan children’s next steps in learning well. Teachers are growing in confidence using the effective ‘fact, story, action’ approach to identifying the learning needs of individual children.’

St John the Baptist Primary School inspection report, IOS participant

3. Focus on improvement in the classroom

Participants in IOC, IOS and IOD/F very frequently described the programmes as being built around a strong focus on direct impact in the classroom that is based on local self-evaluation evidence and data. They stated that this gave a very high level of relevance, practicality and impact to what they did as a result of taking part. The self-reported IOC evaluation data from the last two years (see tables below) demonstrates participants’ perspectives on the impact on their practice and the learners they work with. This correlates with the case studies and presentations they submit.

Impact on students	2022-23	2023-24
Attainment	95% increased	94% increased
Student attitude to learning	94% stated improved	96% stated improved
Student engagement	95% stated improved	95% stated improved
Student confidence	100% stated improved	99% stated improved

Impact on teachers	2022-23	2023-24
Use of data	94% stated increased	93% stated increased
Understanding of focus area	94% stated improved	100% stated improved
Confidence to change practice	96% stated improved	98% stated improved
Skills as a teacher	96% stated improved	99% stated improved

“The ownership for improvement now goes back to the department so it's more real. We're still trying to make it more relevant. We have a bit to go with this. There is a clear link between our self-evaluation, learning teaching assessment and professional learning.”

Principal teacher, IOD/F

IOC has been developed over a period of more than ten years and delivered exclusively across the West Partnership for the last five years. Focus groups with past participants, including headteachers, mentors and teachers suggest that the impact in the classroom can also be seen over the longer term.

“The skills from IOC are not optional, it was needed in my school, teachers felt empowered in their own classrooms as a result. They were able to talk robustly about what they had planned and trialled. This has given me a school of leaders. Staff have blossomed in terms of their pedagogy and their leadership.”

Headteacher of a school where all staff have done IOC over the last 5 years

The data suggests that the balance between programme structure and local flexibility is working well. The further development of the groups to develop and drive the programmes should be a priority over the coming months to maintain this when the funding comes to an end in March 2025. There is also scope to further develop explicit connections with both the *Spotlight Sessions* and *Pedagogy Partnerships*. This has the potential to build a strong, coherent professional learning offer for pedagogy that can:

- meet a range of different requirements over the short and longer term;
- work flexibly for the range of contexts across the eight West Partnership local authorities; and
- provide networked learning opportunities for teachers, middle and senior leaders.

In summary, the *Improving Our* programmes are supporting practitioners to make changes to practice at classroom, department, and school level. Evaluative data continues to suggest that almost all participants benefit from engaging with the programmes. Qualitative data suggests that these benefits are stimulated through programme facilitated networking, improvements in the use of data and ultimately in improvements within the classroom.

Wellbeing for Learning Illustration – Improving Attendance via Collaborative Action Research (CAR)

According to the Scottish Government (2022), regular attendance is strongly correlated with higher attainment levels, an ongoing focus for all local authorities and their establishments across the West Partnership. Regular school attendance helps pupils build critical social skills and relationships, fostering a sense of community and belonging (Reid, 2017). Absenteeism can lead to social isolation, making it harder for students to reintegrate and engage with their peers. We know that schools provide a structured environment where children can access mental health resources and support systems. Regular attendance ensures that pupils benefit from these services, helping them to manage stress and emotional challenges (Kearney & Graczyk, 2020).

Efforts to improve attendance rates should be multifaceted, reflecting the wide range of contributory factors experienced by our learners and their families. The challenge for resource limited establishments is to select the most appropriate intervention/strategy to have the desired impact. Kearney et al (2019) states that full attendance through to school refusal can be considered as a spectrum that can be used as an early warning system to initiate support. This means that establishments must be responsive to the evolving nature of pupil presentation, with robust processes in place to target and support families.

The Wellbeing for Learning workstream created a collaborative action research project focused upon bringing together research, data, and evaluation expertise to inform and support establishments in making such an informed decision. Collaborative action research was selected as the most appropriate vehicle for this professional learning activity because it enabled establishment leads to work together to identify, implement, and evaluate strategies that would refine their processes, procedures and practices, tailored to their context and community.

In terms of reach, 64 participants who signed up represented 7 out of the 8 local authorities within the West Partnership. For 21 of these participants, this was the first West Partnership event they had attended. Primary and Secondary sectors were evenly represented, with 52% of participants from Primary and 44% from Secondary. Local Authority leads made up the remaining 5% of participants. The programme was aimed at practitioners who had a responsibility for attendance and/or pastoral care, many of whom also held remits which focused upon family engagement or learning.

The format of the programme included in-person and online sessions and ran from the end of November 2023 until May 2024. The in-person sessions took place over 1 full day and 2 morning sessions. Day 1 introduced the national picture, data analysis, self-evaluation and the process of collaborative action research. Morning 2 developed this professional learning by providing targeted support in each of these areas to establishments as required to further their research. Morning 3 provided those in attendance with a chance to share their learning and the impact upon learners and their families. Optional online check-in sessions were available throughout the programme, providing participants the opportunity to sense check their research, to review interventions and to share good practice with others.

Evaluation Data

Of those attending the in-person sessions:

- 100% found them to be useful;
- 100% stated they were well organised;
- 98% found the duration to be sufficient. Those who found it insufficient, wished for it to be longer, with more time to discuss with colleagues; and
- 100% stated they supported them to change their practice.

How did the professional learning support alterations to practice?

To have a more robust attendance policy - filter this throughout the school so all staff are following the same procedures. Pupils and families will be aware of policy and procedures.

I will now be able to analyse data more thoroughly to find trends and to target interventions more accurately to make best use of limited resources.

Reflecting with colleagues in other local authorities has helped highlight some gaps in the attendance procedures/policies in my own local authority.

A focussed idea to address target group attendance. It's been great to get that focus for such a potentially overwhelming issue.

What was most beneficial?

The data spreadsheet was fantastic, with all the slicers. A great piece of work which will be such a great help moving forward. Good to talk to colleagues in other schools and local authorities.

Networking with teaches from different and authorities and the information presented by the different speakers.

The speakers and sharing the resources available - interactive attendance guide, self-evaluation and all the links within this. Time to discuss and share with colleagues.

Being able to clarify my thinking around my project and identify a target group. Professional dialogue with colleagues across the West Partnership and sharing good practice.

Case Study – St Brides Primary School, Glasgow

The school community of St Bride's Primary School in Glasgow experiences high levels of poverty, with 54% of learners living in SIMD deciles 1 and 2. Most pupils have English as an additional language, with 16 different languages spoken, and 46% are from the Gypsy/Traveller Community.

Depute Head Teacher, Fiona Buchanan, attended the CAR programme and worked through the Assess, Plan, Do, Review process.

1. **The Assessment phase** began by analysing a whole school attendance report, where overall attendance was 84.24%. From this they:
 - Identified pupil groups with attendance below 90%;
 - Identified pupils with attendance between 60% - 80%; and
 - Identified classes with highest % of pupils with attendance between 80% - 90%.

2. **The Planning phase** triangulated data from the wider school community, including:
 - Attendance Cards – shared with teaching staff, clerical staff and parents/carers;
 - Creation of pro forma to gather and monitor data;
 - Use of knowledge and insight of families working with Family Support Worker;
 - Phone calls/meetings with parents and carers;
 - Using Forth Valley West Lothian RIC Toolkit for School Evaluation;
 - Data analysis from SEEMiS – Codes;
 - Pupil conversations supported by use of the Glasgow Motivation and Wellbeing Profile; and
 - Weekly 100% Attendance recognition.

Fiona and her school team noted lowest and highest attendance months, looking for trends in relation to cultural or home circumstances. Unauthorised absences were significantly higher than those that had been authorised and these were further analysed.

3. **Within the Doing phase**, pupil attendance was labelled Red, Amber and Green by attendance percentage, and a range of actions were used to support pupils in these groups. These included: parental meetings, pupil meetings, bespoke interventions, telephone calls, home visits, and regular communication with parents.

As recommended by the CAR programme, Fiona selected the 'amber' cohort, those with 80% - 90%, for the Targeted Intervention Group (TIG). Through their interventions, such as music lessons during school day, after school clubs and improved parental understanding of procedures for daytime appointments, they have seen:

- 50% of TIG pupils have increased attendance;
 - 1 pupil has achieved over 90%;
 - Increased understanding of reasons for absences; and
 - Increase in parents informing school of absences.
4. Moving into the **Review phase**, the team are going to focus upon:
 - Identifying the 'pull factors'
 - Pupils
 - Staff
 - School age childcare project - Pilot
 - Parental Communication
 - Focus on August attendance
 - Expectations for 24/25 session
 - Xpressions App
 - Class Timetables
 - Reasonable adjustments to motivate and encourage attendance
 - Nov/Dec and March dips and what can be done to avoid these

End of Programme Evaluation

Nineteen participants attended the final sharing learning session and 100% strongly agreed that they had learned from speaking with colleagues that day. When considering their attendance target group pupils, quantitative data found that:

- 100% had experienced improvements in wellbeing outcomes;
- 95% had improved relationships with families;
- 95% had improvements in learning experiences.;
- 95% perceived increases in attainment and/or achievement;
- 100% had improved attendance rates; and
- 100% stated that the Attendance CAR project supported them to create a robust, intelligence-driven plan to tackle attendance concerns.

Concluding qualitative statements highlighted what made the programme so effective:

The ideas and resources generated by the West Partnership CAR project have been really useful in our focus on improving attendance.

A really worthwhile opportunity to access high quality CLPL and link with colleagues from other authorities.

The collaboration and the pace was very helpful. The support given helped with the success.

Participating in the CAR project has been so beneficial in providing time to plan and organise interventions.

West Partnership Research and Knowledge Exchange

In addition to supporting the dissemination of knowledge and expertise around our system, the West Partnership has also played a key role in knowledge creation itself. In 2023/24 we completed two pieces of work which address emerging issues in our system. Firstly, we completed our two-year project in evaluating the impact of the 1140 hours policy on children, young people, families and practitioners in our region. Secondly, we completed an overview of Artificial Intelligence and its potential impacts on education.

Evaluating the impact of 1140 Hours

In the 2022/23 session we also saw the commencement of research into the impact of the 1140 hours early years policy at a West Partnership level. The project aimed to understand what impact the policy has had within our region. Aside from understanding the impact on children and their families, the research also aimed to gather insight into the experience of practitioners in the area and central authority teams who are involved in the delivery of early learning at a local authority level. The research is now complete and will be launched in August 2024. The infographic below provides an overview of the key qualitative findings from the research.

[INSERT Appendix 1 here]

Artificial Intelligence – Implications for our system

Artificial Intelligence (AI) and its application in education has become a growing concern and source of interest for schools worldwide. Research and feedback from teachers indicated a need for support in understanding how AI works, its potential uses, and the issues that both teachers and pupils must consider. During the 2023/24 academic session, the West Partnership conducted a pilot programme with teachers across the region to demonstrate how this technology can enhance learner experiences, manage teacher workload, and highlight key issues such as bias, accuracy, and data protection.

Before this academic session, a review of the literature on AI in education, specifically aimed at teachers, was produced. The findings from this review emphasised the importance of both educators and pupils developing AI literacy to ensure this technology can be used safely and effectively. This led to the creation of an AI toolkit, structured similarly to the review, which would enable practitioners to identify their strengths and areas needing further development as a department or school.

Between November 2023 and February 2024, a total of 27 schools participated in this pilot programme. Each local authority within the West Partnership was represented, as well as the primary, secondary, and ASN sectors. After delivering sessions 1 and 2 in November and December, all participating teachers were given access to the AI review and toolkit. The West Partnership sought feedback after each session and conducted a follow-up survey in February to measure the overall impact of each resource.

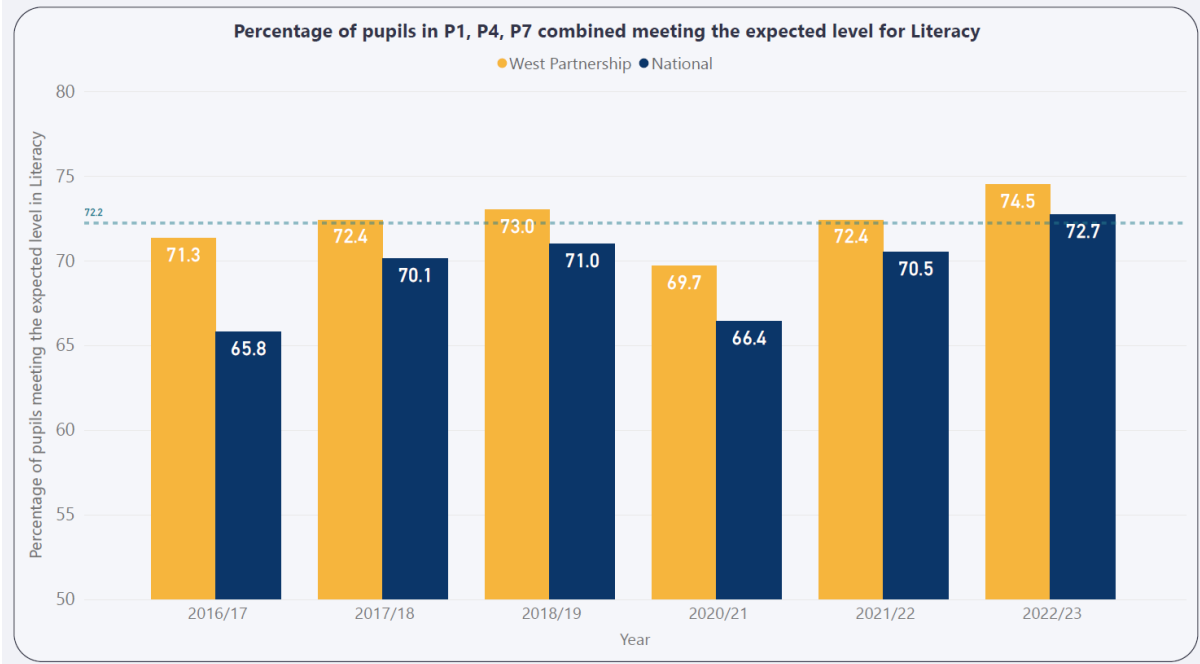
Key findings from the feedback gathered from practitioners are as follows:

- Prior to attending the first AI session, practitioners rated their understanding of AI at 4.3 on average (1 being poor, 10 being excellent). After attending the second session, this increased to an average of 7.7.
- When asked to rate how beneficial each session was on a scale of 1-10 (1 being not beneficial, and 10 being very beneficial), practitioners rated session 1 at 8.9 and session 2 at 8.7 on average.
- After attending session 2, 100% of practitioners either agreed or strongly agreed that they can better define what AI is, they have improved their knowledge of how they can use AI in the classroom to support learning experiences, and that they hope to explore this technology further both individually, and with their colleagues.
- By the end of session 2, 81% of practitioners had explored or researched AI and its use in education further. This included testing resources cited during the sessions such as Quizalize and ChatGPT, to see how these would fit in their class, and using pupil voice to evaluate how these resources could enhance learning experiences.
- Qualitative feedback from these surveys indicated that practitioners felt more prepared to implement and discuss AI with their class, and that the review and toolkit would be useful to support them with exploring this technology further as a school/department. Some examples of feedback from teachers can be seen below:
 - *Brilliant session. New ideas. Walking away with things to try/share. Always a positive.*
 - *Great introductory session and the emphasis on AI literacy at the start is so important to drive home the importance of seeking to develop in this area further.*
 - *Very insightful- I came in a sceptic and now going to look at ways I can use it!*
- Several schools have experienced difficulties with accessing AI resources due to restrictions within their local authority. Discussions with one school also highlighted differences across subjects, with some AI tools being more effective in certain subjects than others.

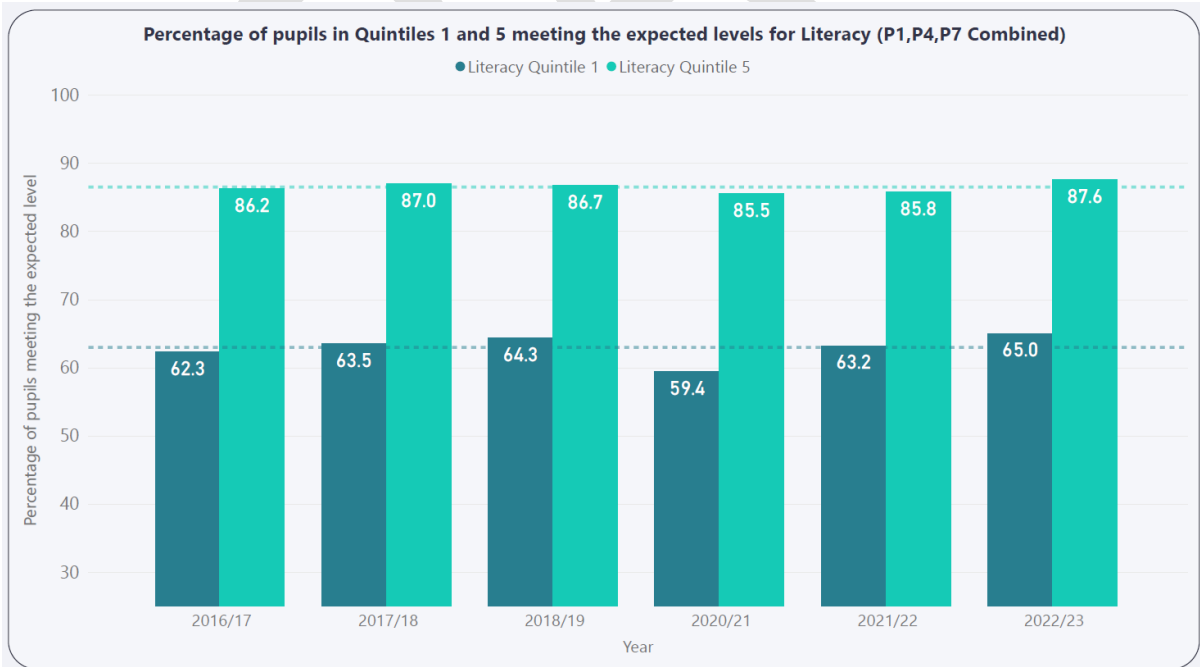
How did the West Partnership compare?

The sections below draw on several of our critical indicators to evaluate progress in key outcome measures. These indicators are broken into three sections: 1) Broad General Education (BGE), 2) Senior Phase and 3) Leavers Destinations.

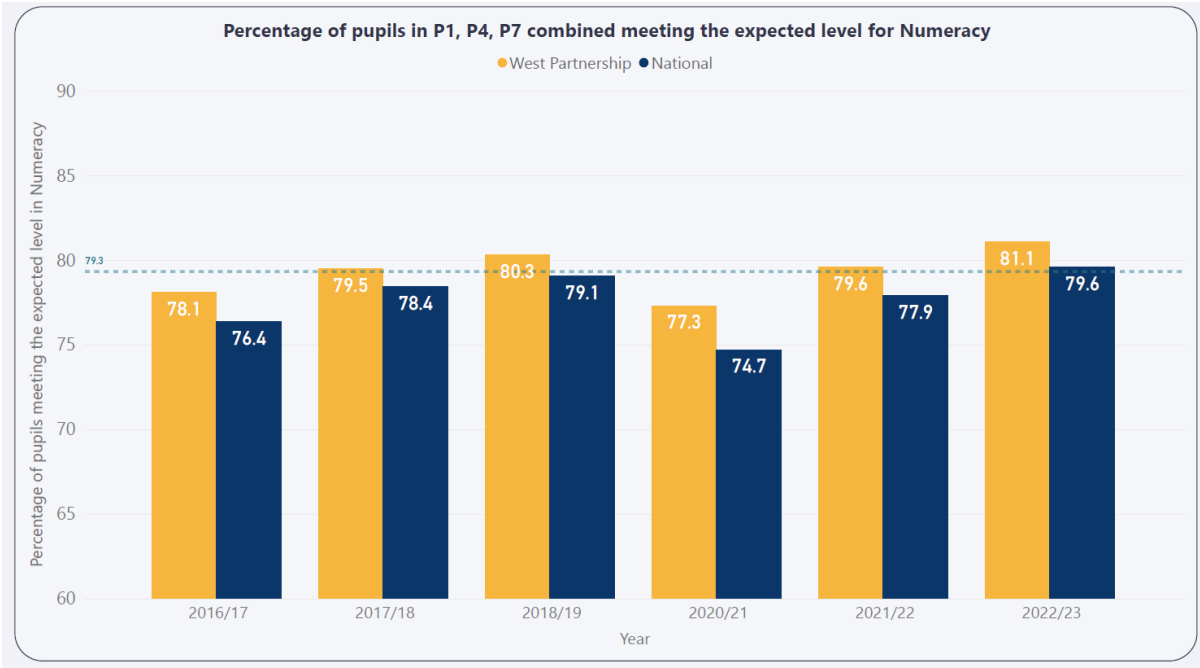
Broad General Education (BGE)



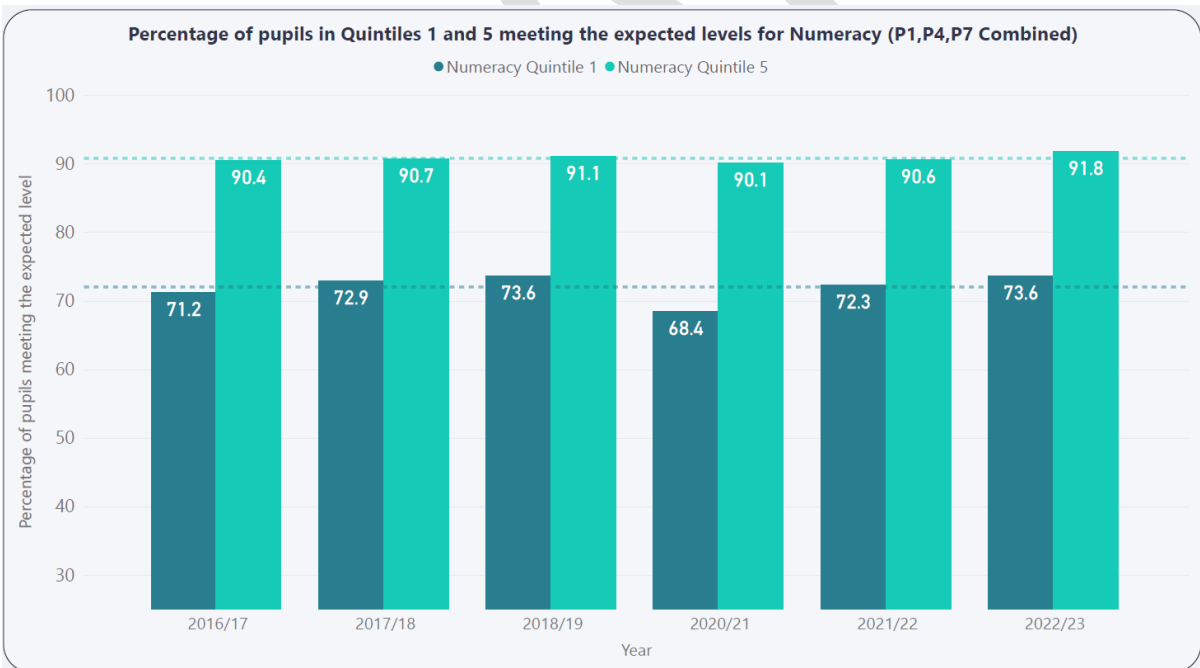
Data from 22/23 shows an increase in the number of primary pupils meeting their expected literacy levels at P1, P4 and P7. The percentage of West Partnership pupils meeting the expected level increased from a low of 69.7% in 20/21 to 74.5% in 22/23. This figure is now above the last pre-pandemic session (18/19) the highest it has been in the last 6 sessions. West Partnership BGE literacy rates continue to be higher than national figures – an outcome replicated in each of the last 6 sessions.



Whilst both groups improved on 21/22 figures, the attainment gap between Quintile 1 and Quintile 5 primary pupils in literacy remains at 22.6% points. This is down from an attainment gap high of 26.1% points experienced in 20/21 but remains higher than the pre-pandemic low of 22.4% points in 18/19. Both Quintile 1 and Quintile 5 learners achieved their highest level of performance over the last 6 sessions in 22/23.



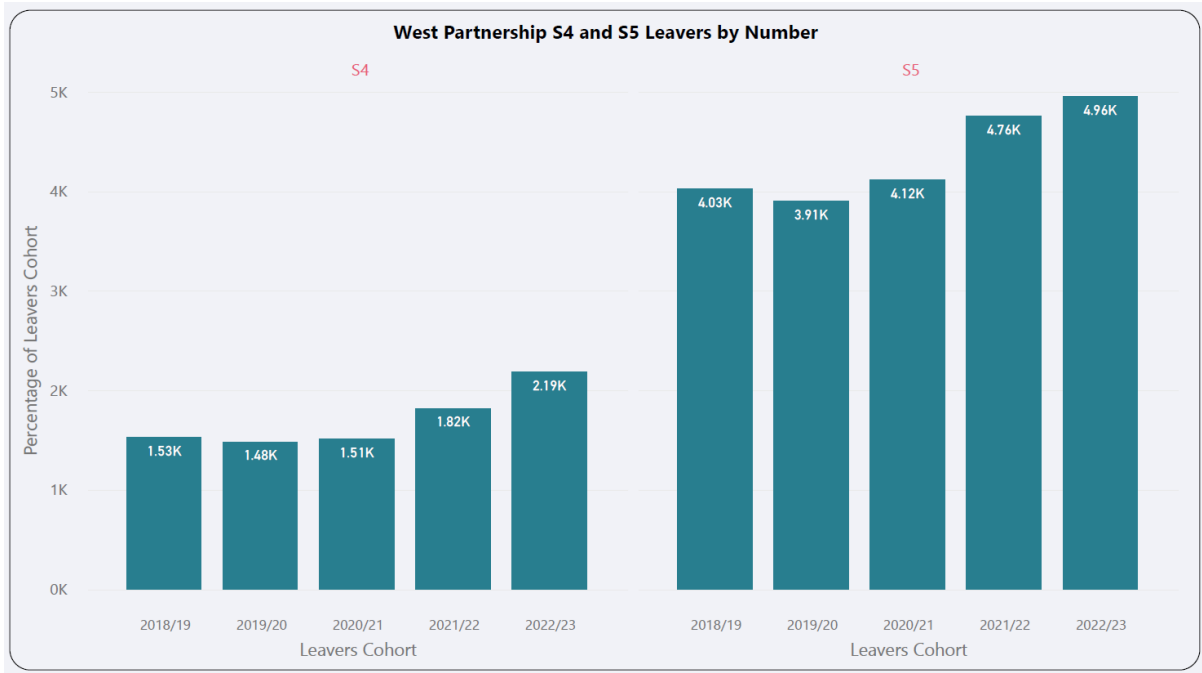
Data from 22/23 shows an increase in the number of primary pupils meeting their expected numeracy levels at P1, P4 and P7. The percentage of West Partnership pupils meeting the expected level increased from lows of 77.3% in 20/21 to 81.1% in 22/23. This figure is above the last pre-pandemic session (18/19) and the highest it has been since 16/17. West Partnership primary pupils continue to be more likely than all Scottish pupils in meeting the expected level for Numeracy.



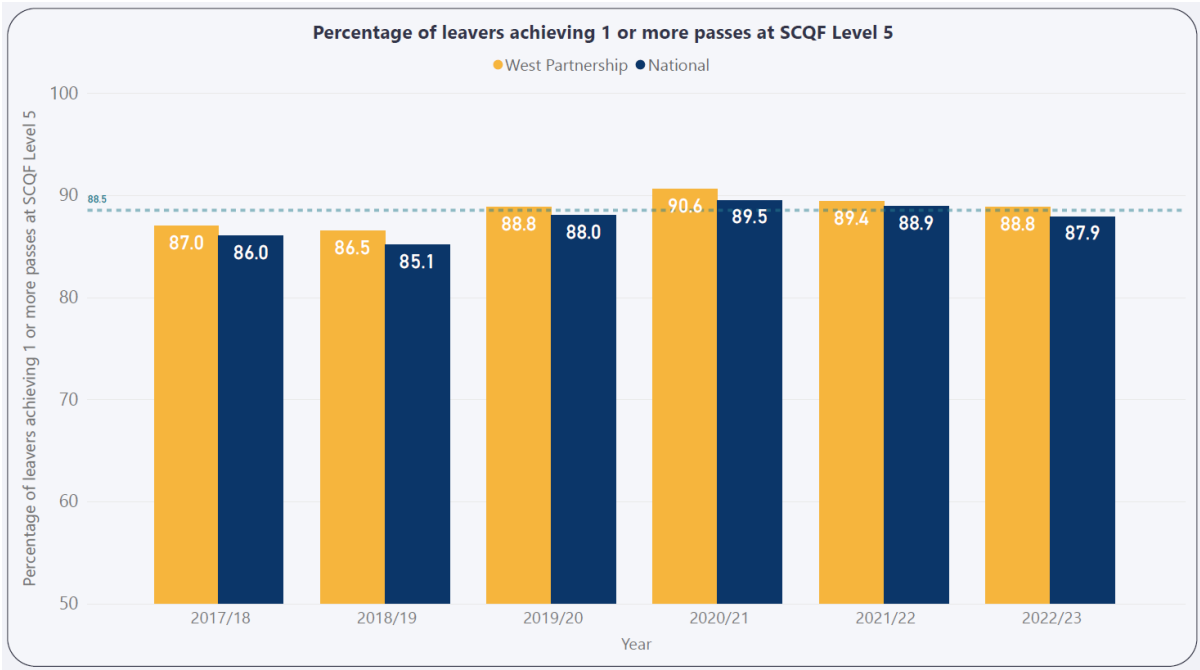
The attainment gap between Quintile 1 and Quintile 5 primary pupils in numeracy has fallen 0.1% points to 18.2% points. This is down from an attainment gap high of 21.7% points experienced in 20/21 but remains higher than the pre-pandemic low of 17.5% points in 18/19. Quintile 5 learners achieved their highest level of performance over the last 6 sessions in 22/23 whilst Quintile 1 learners matched their best performance (18/19).

Senior Phase

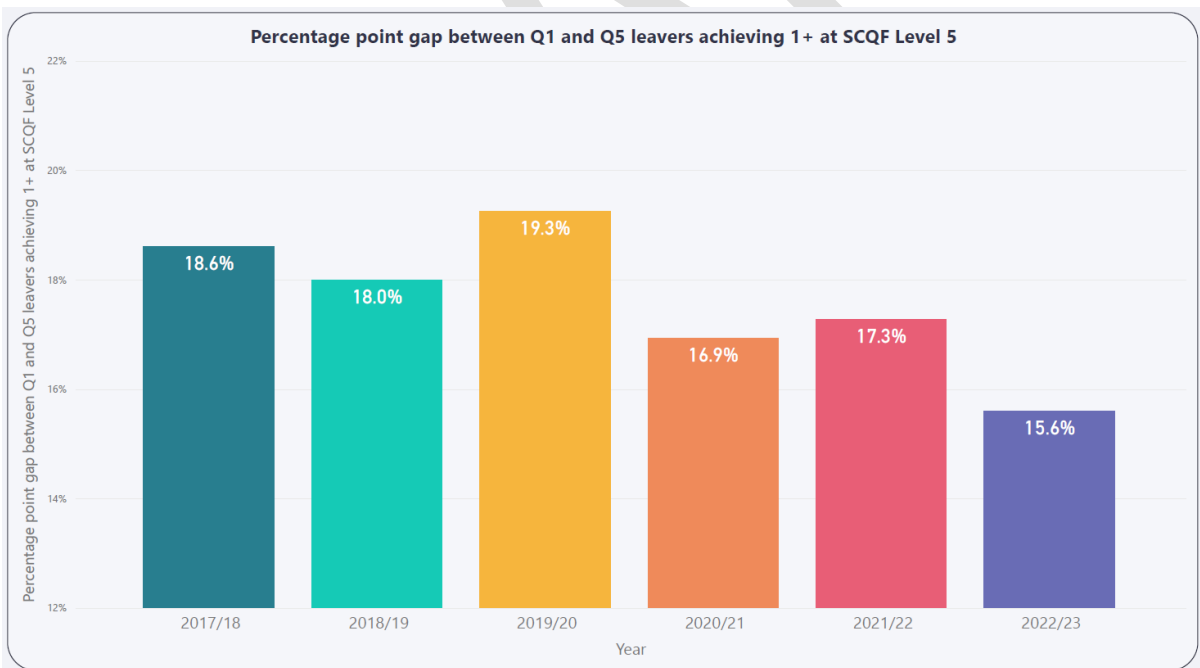
Performance at senior phase has been impacted by a number of factors in the last few sessions. For example, a variety of assessment models have been used over the previous four academic sessions. As such, caution should be noted in making year on year comparisons. Furthermore, indicators which use leavers cohorts have also been impacted by the changing nature of when our young people have left school. The visual below shows how the number of S4 and S5 leavers has changed considerably over the last 5 sessions:



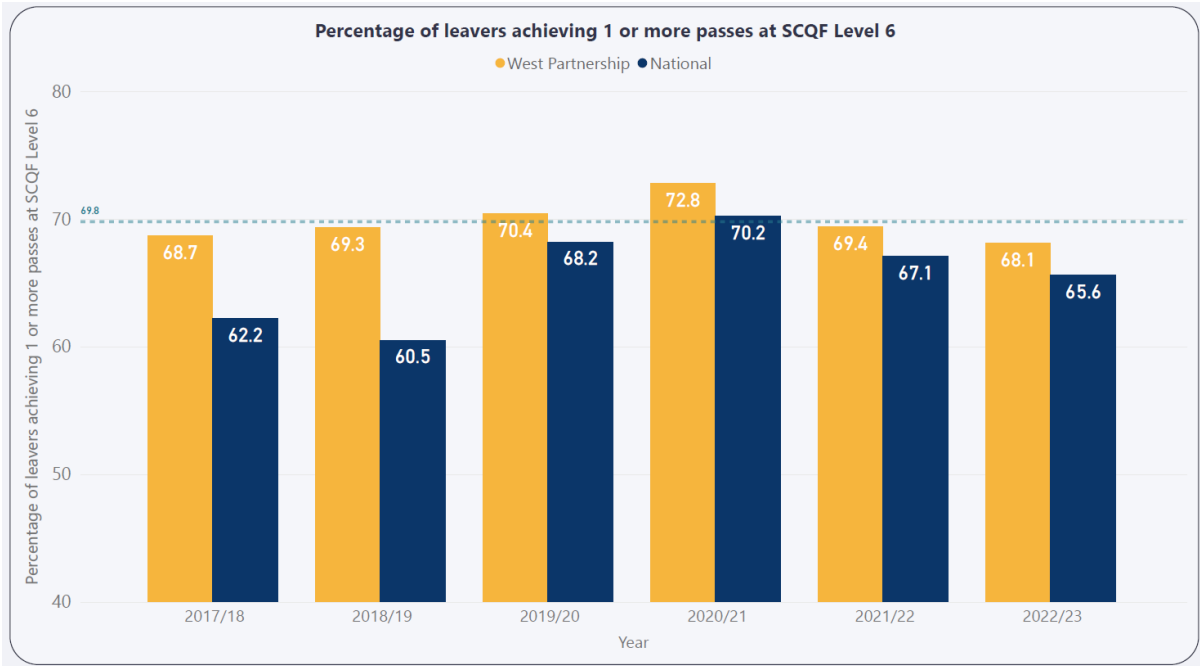
Between 18/19 and 20/21, approximately 1.5k S4 leavers and 4.0k S5 leavers left school each year. This has increased considerably over the last 2 sessions, with 2.2k S4 leavers and 5.0k S5 leavers in 22/23. This marks an increase of 46% for S4 leavers and 25% for S5 leavers. The effect of the increase in S4 and S5 leavers has meant that the proportion of all leavers who left after S6 has fallen to 62% in 22/23 from 68% in 20/21. The increase in the proportion of leavers from S4 and S5 means that our Level 6 measures in particular are impacted as these learners have had less time to accumulate Level 6 awards.



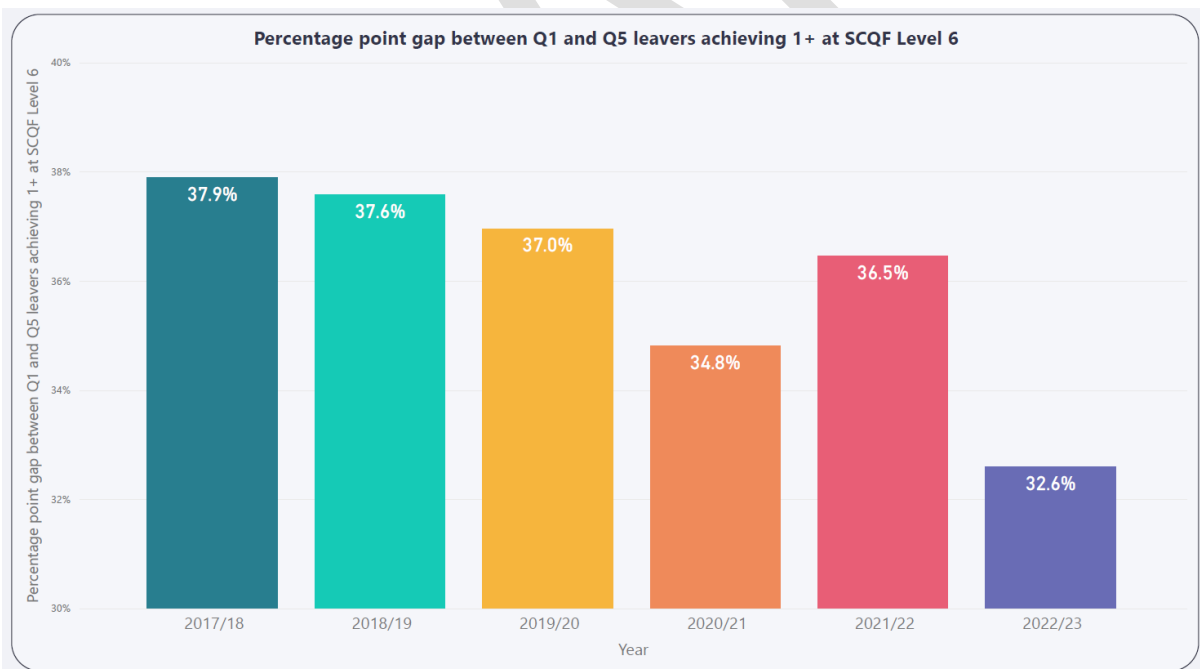
The percentage of leavers achieving 1 or more passes at SCQF Level 5 decreased by 0.6 percentage points to 88.8% from 89.4% in 20/21. The 22/23 figure continues to be higher than the average of 88.5% over the last 6 sessions. The West Partnership continues to have a higher percentage of leavers achieving 1 or more awards at this level compared to Scotland as a whole. This outcome has occurred in each of the last 6 sessions.



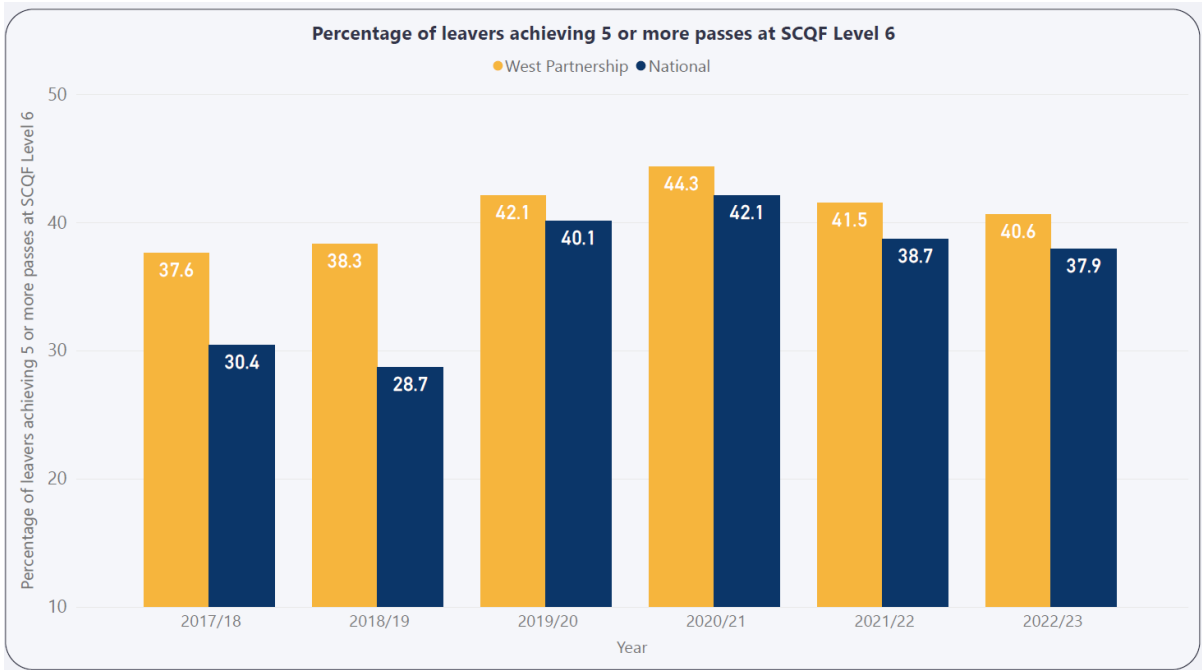
Progress is being made in closing the gap between SIMD quintiles 1 and 5 leavers achieving 1 or more passes at SCQF level 5. The attainment gap of 15.6% points is the lowest it has been across the last 6 sessions and marks a fall of 3.7% points on the highest gap recorded in 19/20. The West Partnership has a smaller attainment gap than the national figure (16.6% points) in this measure.



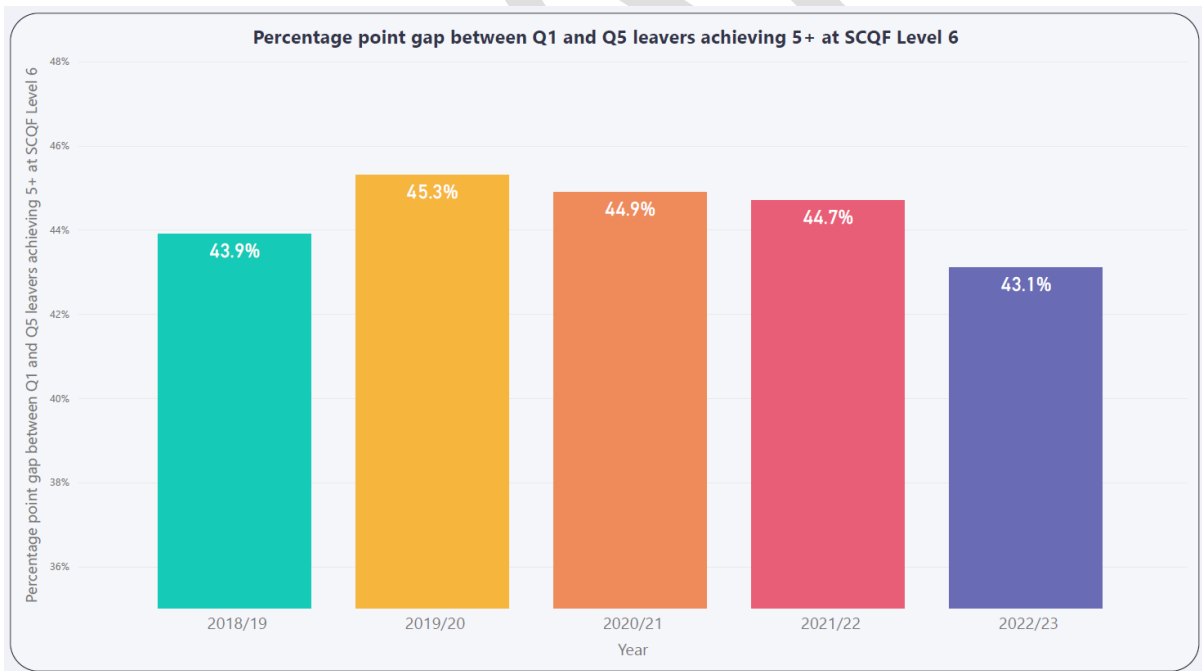
The percentage of leavers achieving 1 or more passes at SCQF Level 6 has fallen by 1.3% points. The figure of 68.1% is now below with the last session which had a traditional model of assessment (18/19). It should be noted that the leavers cohort of 18/19 had a higher proportion of its leavers finishing school after S6 than the 22/23 leavers cohort. West Partnership school leavers continue to outperform the national figure on this measure.



Progress is being made in closing the gap between SIMD quintiles 1 and 5 leavers achieving 1 or more passes at SCQF level 6. The attainment gap of 32.6% points is the lowest it has been across the last 6 sessions and marks a fall of 5.3% points on the highest gap recorded in 17/18. The West Partnership has the same attainment gap than the national figure in this measure. Nevertheless, both Quintile 1 and Quintile 5 groups outperform the national figures (Q1 = 55.0% West Partnership and 51.5% Scotland – Q5 = 87.6% West Partnership and 83.1% Scotland)

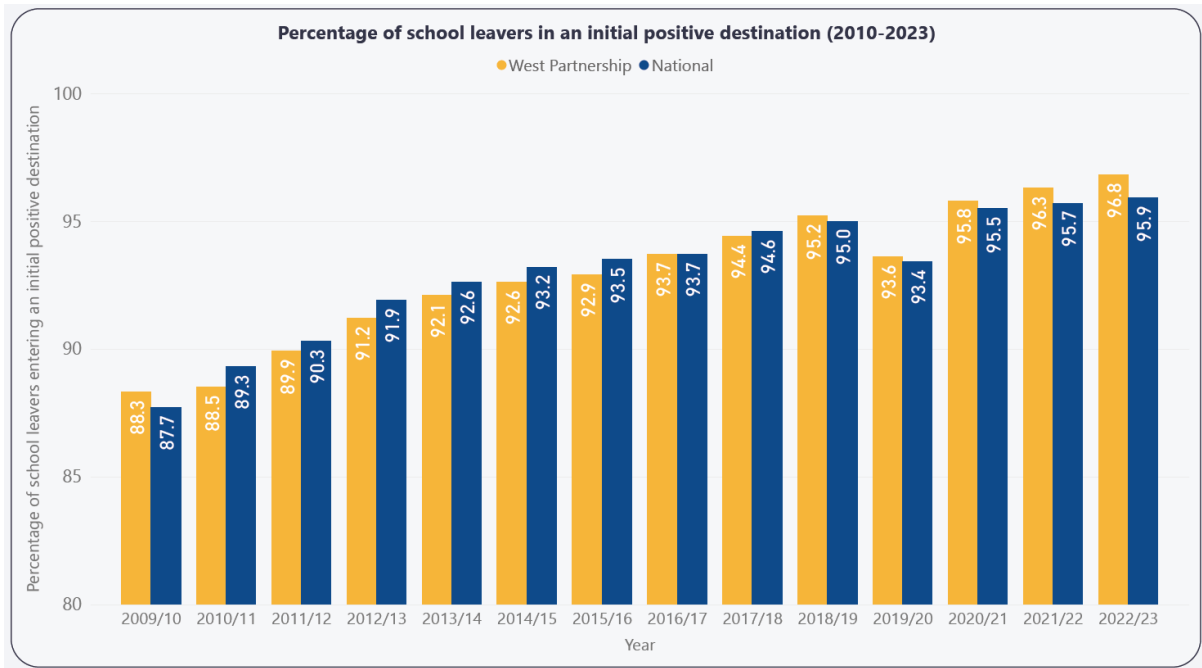


As in other measures at Level 6, the percentage of leavers achieving 5 or more passes has decreased against 21/22 figures. The figure of 40.6% for 22/23 is a 3.7%-point decrease from the high of 44.3% in 20/21. The 22/23 figure remains higher than the last pre-pandemic session of 18/19. As in other senior phase attainment measures, a higher percentage of West Partnership leavers achieving this standard than their national peers.

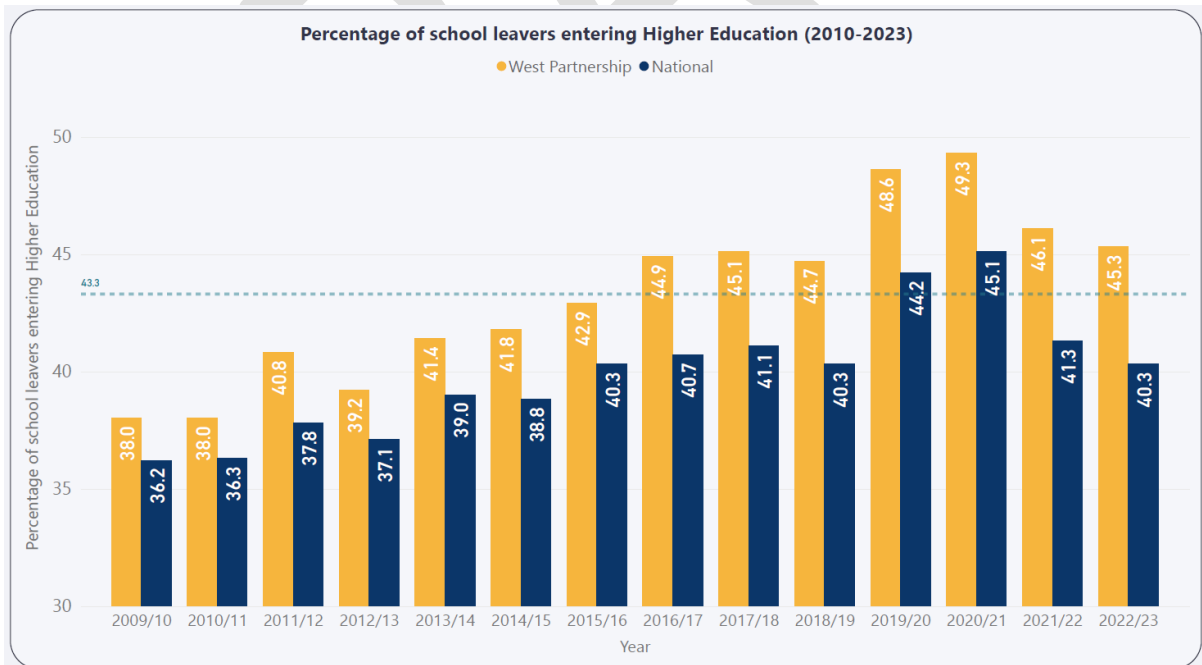


Progress is being made in closing the gap between SIMD quintiles 1 and 5 leavers achieving 5 or more passes at SCQF level 6. The attainment gap of 43.1% points is the lowest it has been across the last 5 sessions and marks a fall of 2.2% points on the highest gap recorded in 19/20. The West Partnership has a smaller attainment gap than the national figure (47.9% points) in this measure. Both Quintile 1 and Quintile 5 groups outperform the national figures (Q1 = 24.9% West Partnership and 22.0% Scotland – Q5 = 68.0% West Partnership and 59.9% Scotland)

Leavers Destinations

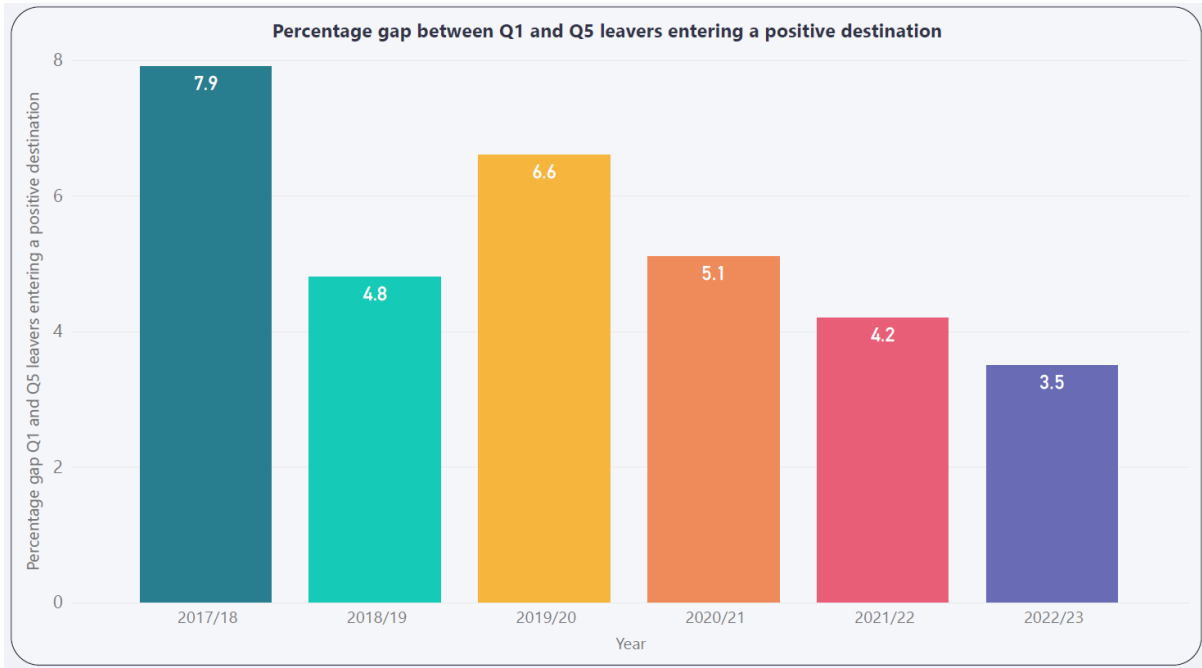


The percentage of West Partnership leavers entering initial positive destinations is at the highest it has been since records began. This continues a trend of year-on-year increases that was only interrupted in 19/20, when pandemic related disruption significantly reduced the percentage of leavers entering employment. The figure of 96.8% continues the progression from 88.3% in 2010. For the fifth year in a row, West Partnership leavers were more likely than their national peers to be in an initial positive destination.



The percentage of West Partnership leavers entering Higher Education has fallen to 45.3% in 22/23, down from historic highs of 49.3 in 20/21. This is likely to be a result of a higher proportion of leavers coming from S4 and S5. Furthermore, when looking at S6 leavers only, the percentage entering HE increased from 65.2% in 21/22 to 66.2% in 2023. Nevertheless, the overall figure of 45.2% is higher than all pre-pandemic leavers cohorts and remains above the average figure of 43.3%.

43.3%. West Partnership leavers have consistently been more likely to enter Higher Education when compared to their national peers.



The percentage gap between SIMD Q1 and Q5 leavers entering a positive destination has decreased in comparison to 21/22 and is the lowest it has been in the last 6 years. The West Partnership destinations gap of 3.5% points is very slightly below the national figure of 3.6% points.

Critical Indicators

Our critical indicators below serve as benchmarks to evaluate the collective impact of the West Partnership. They should be considered as measures that, if our efforts are successful, will improve due to our interventions. Our drivers of improvement describe the mechanisms through which we aim to influence our system, while our critical indicators reveal if we are making an impact.

Last session, we made several small changes to better align our critical indicators with our values as a Regional Improvement Collaborative. First, in this evaluation report, we have themed our critical indicators around our values of *excellence, equity, and empowerment*. Although many of our measures could fit more than one of these values, we have labelled each by what we believe is their primary value. Second, we reinforced our commitment to equity by adding a few key measures. Critical indicators related to the poverty-related attainment gap and the educational outcomes of looked after young people were added last year. Updates to all these indicators can be found below:

Indicators	Excellence, Equity or Empowerment	2018-19 Value	2019-20 Value	2020-21 Value	2021-22 Value	2022-23 Value
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)		73.0	**	69.7	72.4	74.5
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy		80.3	**	77.3	79.6	81.1

% of leavers achieving 1 or more awards at SCQF Level 6 or better	Excellence	69.3	70.4	72.8	69.4	68.1	
% of leavers achieving 5 or more awards at SCQF Level 6 or better		38.3	42.1	44.3	41.5	40.6	
% of leavers achieving SCQF Level 5 or better in literacy		82.6	83.1	84.6	82.7	82.3	
% of leavers achieving SCQF Level 5 or better in numeracy		69.2	70.8	72.8	71.3	71.5	
Primary Attendance Rates		94.2	N/A	93.4	N/A	91.7	
Secondary Attendance Rates		90.3	N/A	88.4	N/A	87.4	
Initial School Leaver Destinations (Positive)		95.2	93.6	95.8	96.3	96.8	
% point gap between Quintile 1 and Quintile 5 primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy	Equity	22.4	**	26.1	22.6	22.5	
% point gap between Quintile 1 and Quintile 5 primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy		17.5	**	21.7	18.3	18.2	
% point gap between Quintile 1 and Quintile 5 leavers achieving 1 or more awards at SCQF Level 6 or better		39.6	36.9	34.8	33.4	32.6	
% point gap between Quintile 1 and Quintile 5 leavers achieving 5 or more awards at SCQF Level 6 or better		48.1	42.5	44.0	44.7	43.1	
% point gap between Quintile 1 and Quintile 5 leavers achieving SCQF Level 5 or better in literacy and numeracy		34.7	35.7	34.4	34.0	33.5	
% point gap between Quintile 1 and Quintile 5 leavers entering initial positive destinations		4.8	6.6	5.1	4.2	3.5	
% of looked after school leavers achieving 1 or more awards at SCQF Level 6 or better		N/A	N/A	29.8% ¹		N/A	
% of looked after school leavers achieving 5 or more awards at SCQF Level 6 or better		N/A	N/A	8.9%		N/A	
Number of Practitioners accessing professional learning opportunities provided by the West Partnership ²		Empowerment	TBC	3185	3137	4467	10443
Percentage of practitioners reporting an increase in their knowledge following participation in West Partnership activities			NA	NA	85.1	85.3	85.8
% of establishments evaluated as good or better for leadership of change	73		*	*	91	81 ³	
% of establishments evaluated as good or better for learning, teaching, and assessment	71		*	*	88	85 ⁴	

¹ In 2023, the West Partnership board agreed to include two measures which look specifically at the outcomes of looked after children. These values will only be updated biannually, with 2 years of data combining to form a more reliable sample.

² Whilst attainment figures are always a session behind, figures for accessing professional learning are presented for current sessions. For example, the 22/23 figure of 10443 above is for those who attended in 23/24 – the reporting period of this annual report.

³ Based on 31 inspections taking place between June-23 to July-24

⁴ Based on 65 inspections taking place between June-23 and July 24

Conclusion

This year, the Partnership has made significant progress in promoting equity, excellence, and empowerment across the West, as demonstrated throughout this report. We observed a notable increase in sign-ups for our activities, indicating a strong demand for professional learning opportunities and suggesting that West Partnership activities continues to meet these needs.

Our comparison visuals and critical indicators show progress in most areas across our system. Positive destination figures have reached their highest levels, and attainment across all measures is as good as or better than pre-pandemic levels. However, further work is needed to address the decline in attendance across all sectors, an issue being tackled through our CAR projects on attendance. School inspection data also continues to outperform pre-pandemic results.

Our progress has also been recognised externally by research from the Robert Owen Centre (ROC) for Educational Change. In their Phase III Reflections on the Partnership Recovery to Renewal: Reimagining the Future (2022) report, ROC findings complement our internal evaluation, providing a robust, triangulated approach to assessment. Key findings included:

- A strong culture and ethos of collaboration;
- Demonstrable transformative system change;
- Networks building collective agency and capacity at all levels; and
- Added value to local authorities, resulting in significant leadership and learning and teaching developments.

Collectively, we continue working towards ensuring the best outcomes for every child and young person in the West. Equity, Excellence, and Empowerment encapsulate the culture we aim to embed, enhancing the efforts of each local authority to continuously improve our schools and outcomes for our learners.

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE26 September 2024Report by Director of EducationWEST PARTNERSHIP IMPROVEMENT COLLABORATIVE:
IMPROVEMENT PLAN 2024 - 2025**PURPOSE OF REPORT**

1. To inform East Renfrewshire's Education Committee of the contents of the West Partnership's Improvement Plan 2024 - 2025

RECOMMENDATION

2. Education Committee is asked to approve the report.

BACKGROUND

3. Regional Improvement Collaboratives (RICs) were established in 2017 as a national initiative to bring about improvement for all schools in Scotland. They are intended to bring together local authorities and Education Scotland, facilitating collaborative working and providing educational support to practitioners.
4. The Glasgow City Region Education Improvement Collaboration, known as the West Partnership brings together authorities from across the Glasgow City Region; East Renfrewshire is a member of the West Partnership.
5. Education Committee noted the progress of the West Partnership and the contents of its Improvement Plan in September 2023 and a further update was provided in April 2024.
6. An evaluative report on the progress with the implementation of that plan is the subject of another paper to this Education Committee.

REPORT

7. The Partnership is required to produce an annual improvement plan which outlines the vision, purpose and key activities of the collaborative for the year ahead. The West Partnership Improvement Plan 2024 - 2025 (Appendix 1) sets out the key areas for collaborative action to bring about improvement across the Glasgow City Region.
8. Education Committee should note that the plan captures those areas where collaboration between the partners will be beneficial. Not all schools or local authorities will participate in all activities, but the plan sets out the partnership's offer to schools, based on what stakeholders have indicated they would benefit from.

9. As such the plan does not replicate or duplicate the individual local improvement plans of each partner authority, but enhances our own efforts to support and challenge schools to improve.
10. Over the past session, a comprehensive range of engagements with key stakeholders took place, complementing the ongoing evaluation activity; giving a clear set of qualitative and quantitative data to ensure the 2024-25 Improvement Plan meets the needs of practitioners and officers across the West Partnership.
11. Taking account of all consultation to date, there is clear consensus that existing programmes and activity are broadly meeting the needs of officers and practitioners across the West Partnership. It is suggested most programmes continue, following review and in some cases, augmentation.
12. The three main workstreams will continue to be: Wellbeing for Learning; Leadership, Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment. The Partnership will work closely with local authorities, as well as with colleagues from Education Scotland, to achieve key objectives set out for each workstream.
13. The approach towards Specialist Networks that was introduced in 2022-23 will continue. These Specialist Networks meet with a common purpose to enhance the work of the local authorities in themed areas such as curriculum, additional support needs and digital learning. East Renfrewshire is benefitting from the collaboration and support from the networks.
14. A revised Plan on a Page has been included which attempts to more clearly articulate: vision, values, purpose and priorities of The West Partnership.
15. Following the Cabinet Secretary announcement to cease funding for regional improvement collaboratives in March 2025, a new collaborative framework has been agreed across the West Partnership. Transition activities will take place to ready the system to support ongoing collaboration by this point.
16. The 2024-25 Improvement Plan was considered at the last Glasgow City Region Education Committee on 17 September 2024 with the recommendation that each Council area approves the report through its own local governance arrangements.

FINANCE AND EFFICIENCY IMPLICATIONS

17. The Scottish Government made £6 million of funding available nationally to support the work of RICs for financial year 2023/24. In 2024-25 only 50% of this funding has been made available; in 2025-26 no funding will be made available by the Scottish Government for RICs.
18. The West Partnership has been provided with the same funding in 2023-24 as 2022-23, a total of £1,515,500. In 2024-25 the West Partnership's funding is £757,750.

PARTNERSHIP WORKING

19. In recent years, Education Scotland has facilitated a peer review process, leading to a report on progress which is presented to the Cabinet Secretary. This has not taken place this session.

20. The six Senior Partnership Officers (SPO), of the RICs, or their equivalent, met for a day in June 2024 to undergo a peer review discussion. Challenge and feedback was offered to all SPOs. The West Partnership collaborative framework for 2025 was noted as the most complex and extensive across the RICs.

RECOMMENDATION

21. Education Committee is asked to approve the report.

Mark Ratter
Director of Education
26 September 2024

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Appendix
1. West Partnership Improvement Plan 2024-25

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The West Partnership

Improvement Plan 2024-25

**Equity, Excellence
& Empowerment**



GLASGOW
CITY REGION
Education

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INTRODUCTION

As the Regional Lead Officer, I am pleased to introduce the West Partnership Improvement Plan which sets out our priorities and key activities in 2024-25 and how we will continue to support a networked learning system going forward.



In our plan last year we set out to strengthen our collaborative working and increase the number of staff and learners benefitting from our shared endeavours – our focus was on ensuring impact in all of our playrooms and classrooms. Our Evaluation Report 2023-24 highlights the very good progress we have made as a partnership in improving learners' experiences, attainment and achievement across the 8 Local Authorities. For example, over the last 12 months, over 10,000 practitioners accessed professional learning opportunities provided by the West Partnership, an increase from around 4,500 the previous year. As a result, we reached at least 24% of all practitioners with 643 schools and 266 ELC centres benefiting from our professional learning. Of the staff engaging with our offer, 86% reported that an increase in their knowledge or confidence.

The impact of these leadership and curricula achievements permeates into our pupil-focused indicators, with a record 96.8% of school leavers entering a positive destination. The percentage gap between our 20% most deprived and 20% least deprived school leavers who enter a positive destination is also at a record low of 4.2%. In addition, we have continued to see an increase in the percentage of primary pupils (based on P1, P4 and P7 combined) achieving the expected levels in literacy and numeracy to 74.5% and 81.1% respectively, in both cases above the latest national values. At the same time, there has also been a small decrease in the primary attainment gap between our Quintile 1 and Quintile 5 learners in both literacy and numeracy. The evidence is clear, by working in partnership, collaborating across our authorities we are able to add value, enhance our own individual efforts and achieve outstanding results.

As we look forward, challenges do exist as we seek to continue to collaborate, learn from one another and provide support for practitioners across the partnership. Our challenge, is to ensure that we focus on the priorities and programmes that will add the most value and that we prepare the networks well to support collaborative activity in 2025-26 once the Scottish Government funding has ceased.

To support this transition the Improvement Plan is structured around our three main workstreams - Wellbeing for Learning; Leadership Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment. It continues to be underpinned by our values of equity, excellence and empowerment and reflects three strategic drivers of improvement ensuring we:

1. Foster collaboration on a variety of levels;
2. Provide professional learning and specialist network opportunities for practitioner which increase knowledge, understanding, confidence and deliver improvement; and,
3. Stimulate change to practice, impacting positively on children, young people and their families.

The West Partnership Improvement Plan enables each of us to look beyond our own establishment and local authority to foster a culture of collaboration, learning and innovation that empowers and enables our children and young people to achieve and flourish. In doing so, we will continue to work in partnership with colleagues from Education Scotland and other Regional Improvement Collaboratives to achieve our key objectives and continue to improve outcomes for all our staff and learners.

Mark Ratter, Regional Lead Officer, West Partnership

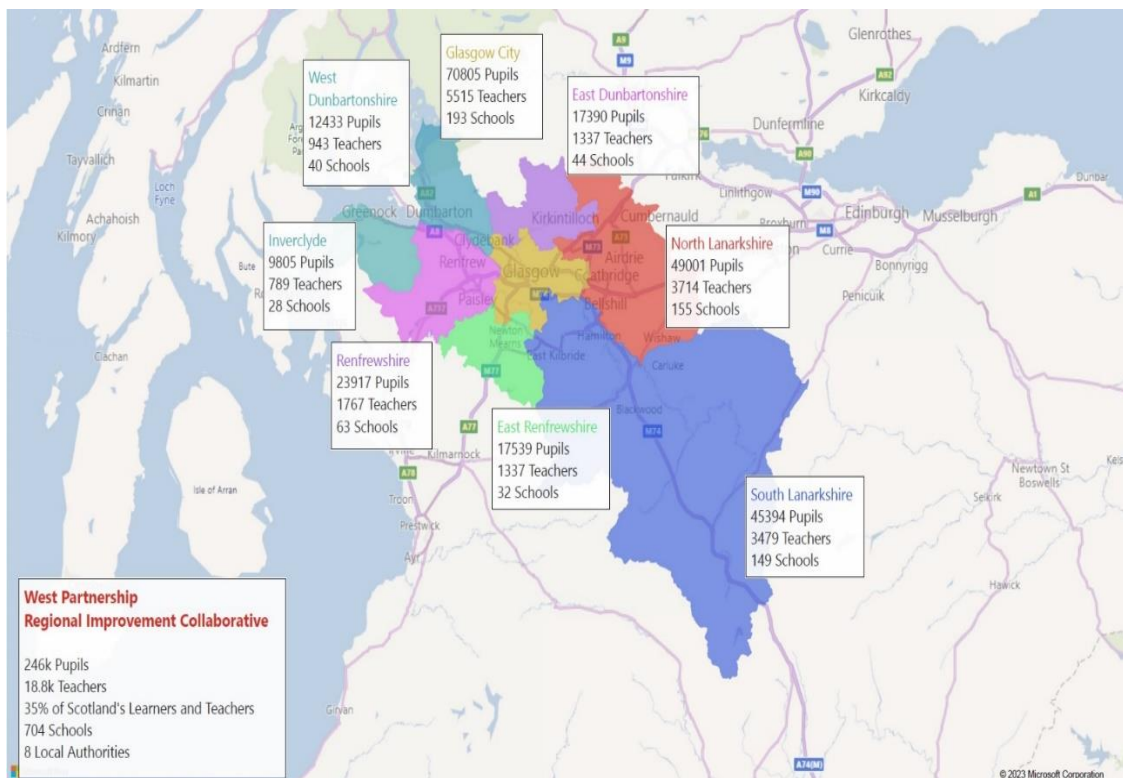
WEST PARTNERSHIP VISION AND CONTEXT

The West Partnership has a clear vision: to embed the values of equity, excellence and empowerment in everything we do, building a collaborative, networked learning system to improve learning experiences and increase attainment for every learner across the region.

The West Partnership sets an ambitious and aspirational agenda to close the poverty-related attainment gap (equity) and improve attainment and achievement for all (excellence). By creating the conditions for authentic empowerment, the ownership of change can be shifted and enable all staff to take collective action to deliver this ambitious vision.

As the largest of Scotland’s Regional Improvement Collaboratives, with approximately one third of Scotland’s school population, to truly deliver sustainable improvement, change needs to be driven collectively. This means ensuring that every stakeholder is empowered to address the needs of each individual learner, design experiences which will enthuse and engage them and support them to lead their own learning. This will in turn, lead to improvements in learners’ achievements and attainment.

In the West Partnership, building collective agency to improve results and supporting individuals to work together to secure what they cannot accomplish on their own is a key focus. Our purpose, therefore, is to establish and facilitate networks of professionals to work collaboratively to achieve our vision of equity, excellence and empowerment.



GOVERNANCE AND OPERATIONAL STRUCTURES

CONTEXT

The West Partnership (WP) Regional Improvement Collaborative (RIC) has been established since 2018 and received Scottish Government funding to support the staffing and resourcing of a core team who plan, facilitate and evaluate the work of the RIC. In November 2023, the Cabinet Secretary for Education and Skills announced the intention to taper funding for the six RICs during the 2024-25 financial year. Thereafter, funding from Scottish Government will cease. This has prompted an early and thorough evaluation and review of programmes, networks and structures, to identify what can add the most value during the 2024-25 year of tapered funding. We have also considered how the remaining core team support local authority colleagues and collaborative activity beyond Scottish Government funding.

REVIEW OF GOVERNANCE AND OPERATIONAL STRUCTURES

The West Partnership core team and directors have taken time to review and reflect on the effectiveness of the existing governance and operational structures, to ensure the Partnership continues to operate efficiently, while adding value to the provision of the eight partner local authorities. Changes to the structures were identified as necessary due to several key factors:

- The reduction of Scottish Government funding to 50% of the previous year’s grant;
- The reduction of the personnel in the WP Core Team, from 15 full and part time officers to 7;
- The demanding financial context in local authorities and implications for staffing; and
- The changing role of Education Scotland and its relationships with regional activity.

For the year 2024-25, it has been agreed that the following structure will support ongoing regional collaborative activity:

West Partnership Board

- 8 Directors / Chief Education Officers
- Senior Partnership Officer
- Professors Chapman and Donaldson, Glasgow University

Wellbeing for Learning Workstream	Leadership, Empowerment & Improvement Workstream	Curriculum, Learning Teaching & Assessment Workstream
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Planning, Evaluation and Reporting Support and Challenge	Finance Group
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Central Officer / Practitioner Reference Groups*

*A range of practitioner reference groups have been established in the last year. These will be strengthened and augmented to allow the continued activity of the partnership and to ensure the work stays as close to the learner as is possible.

WEST PARTNERSHIP BOARD

The West Partnership Board (the Board), has responsibility for the strategic overview of the work of the West Partnership, with overall responsibility for the development and delivery of the West Partnership Improvement Plan, including overall responsibility for the finance and resources for the Partnership.

The Board is made up of the Director of Education/Chief Education Officer of each of the eight partner authorities which make up the West Partnership. In addition, the Board is advised by the West Partnership’s Senior Partnership Officer and has professorial representation from the University of Glasgow. Staff supporting the work of the West Partnership also attend by invitation.

Specific, identified Board members link with each workstream as sponsors, and have responsibility for the strategic direction of that workstream and for reporting to the Board on its progress. Workstream Lead Officers support Board members with this work and provide leadership for all aspects of the operational activity of the workstream including: planning, implementation, evaluation and reporting.

FINANCE GROUP

The West Partnership Board continues to be supported very well by the Finance Sub-Group. The Finance Group meets quarterly and includes senior representatives from all eight local authorities, providing additional rigour and accountability, as well as streamlining financial procedures across the partnership. They also provide advice on staffing and other resource issues, as required. The partnership is supported further by a local authority finance officer who advises and assists with the operational management of the grant award from the Scottish Government.

THE WEST PARTNERSHIP DELIVERY MODEL

THE WEST PARTNERSHIP APPROACH

Our approach within the West Partnership is underpinned by the development of a Networked Learning System; a system that enables collaboration, encourages 'connectedness' and supports practitioners at all levels. Our work is built around collaborative learning and practitioners are supported to develop ways of working together that are effective and build upon well-established research based models of delivery.

The work of the West Partnership is predominantly delivered through the structure of three key workstreams, each led by a Workstream Lead Officer (WLO), seconded to work with The West Partnership core team.

For 2024-25, the three workstreams continue to be:

- Wellbeing for Learning;
- Leadership, Empowerment and Improvement; and
- Curriculum and Learning, Teaching & Assessment.

These workstreams provide 'umbrella themes' for the programmes and activity of the West Partnership. Regular opportunities are provided to link the work of the workstreams and ensure connectivity and cohesion.

THE ROLE OF THE WEST PARTNERSHIP CORE TEAM

A small core team, led by the Senior Partnership Officer, has been appointed to lead and facilitate the West Partnership Improvement Plan. This team has reduced in size by more than half for the coming year, to reflect the tapered Scottish Government funding. They work collaboratively to ensure that the Improvement Plan is based on strong self-evaluation, implemented timeously, rigorously evaluated and reported upon to the Board. Impact on leaders, practitioners and, most importantly, on learners is paramount and rigorously measured. They ensure that all activities and opportunities for colleagues across the collaborative, provide added value to what is on offer both locally and nationally.

THE ROLE OF CENTRAL OFFICERS, TEACHERS AND PRACTITIONERS

There is clarity that all colleagues who support learning across the eight connected local authorities are defined as The West Partnership, and not simply the core team. As such, all central officers, teachers and practitioners networking & sharing, collaborating and changing practice together are working towards the values and purpose of The West Partnership. A primary function of the core team is to provide systematic and supported opportunities to work collaboratively with colleagues. The West Partnership Improvement Plan provides opportunities for colleagues to co-create programmes and activities, as well as participate in those planned and delivered by the core team. This provides a unique setting for collaboration, builds capacity and grows connection, all leading to our vision of a networked learning system. In the coming year, the role of central officers and practitioners will also strengthen and grow further as we plan for 2025-26, when the collaborative work of the partnership no longer receives Scottish Government funding.

SPECIALIST NETWORKS

Specialist Networks, comprise of representatives from across the eight local authorities, and meet with a common purpose and remit.

Each Specialist Network creates its own short action plan containing 2-3 priorities which have been self-generated from existing local authority focus areas. This allows the work of the West Partnership to support ongoing local authority priorities, avoiding additional workload for central officers. The West Partnership core team support this collaborative approach to overtaking the action plan. The WLOs are responsible for supporting evaluation and reporting on progress and impact as part of governance procedures. This work is also supported by the partnership's data officer.

Specialist Networks have been reviewed and again been planned across all three workstreams. Some additional networks have been requested from central officers which are already producing fruitful discussion and change.

The groups planned for 2024-25 include networks for:

Gaelic Officers and HTs	ASN HTs	Senior Inclusion Officers
Community Learning & Development Officers	Home Education Officers	English as an Additional Language Co-ordinators
Literacy Officers	Assessment Co-ordinators	Maths Officers

Over the course of 2024-25 session, changes to the strategic and operational model used to support the work of the partnership will take place. The role and purpose of Specialist Networks, may also change and grow. These changes will be made collegiately with those involved and the Board.

DEVELOPING THROUGH CONSULTATION

The West Partnership remains committed to ensuring that it reflects the views and ambitions of the workforce, parents and learners across the eight partner authorities to achieve our vision of equity, excellence and empowerment.

The West Partnership is home to over one third of Scotland's school population, with more than 25,000 headteachers, teachers and support staff working in around 1000 schools and early learning centres, in some of Scotland's most diverse and challenged communities.

Taking account of the on-going pressures on stakeholders, the West Partnership has had to be flexible and agile in its approach to stakeholder engagement as part of the improvement planning process. While regular evaluations are undertaken at the end of professional learning sessions or programmes, a programme of forensic self-evaluation was undertaken during 2023-24 following the announcement of tapered funding. It has been even more important than ever to identify what is working well and adding value, to allow us to effectively streamline the WP offer.

The Senior Partnership Officer and three Workstream Lead Officers spoke with a wide range of stakeholders and undertook a series of self-evaluation activities to allow a set of scenario planning documents to be created. These were explored in depth by the Directors of Education / Chief Education Officers during a development day, at a number of Board meetings, and for the basis of the Improvement plan for 2024-25 and beyond.

Feedback has been synthesised, analysed and shared with the Board and the Glasgow Regional Education Committee. It informs the plan for session 2024-25.

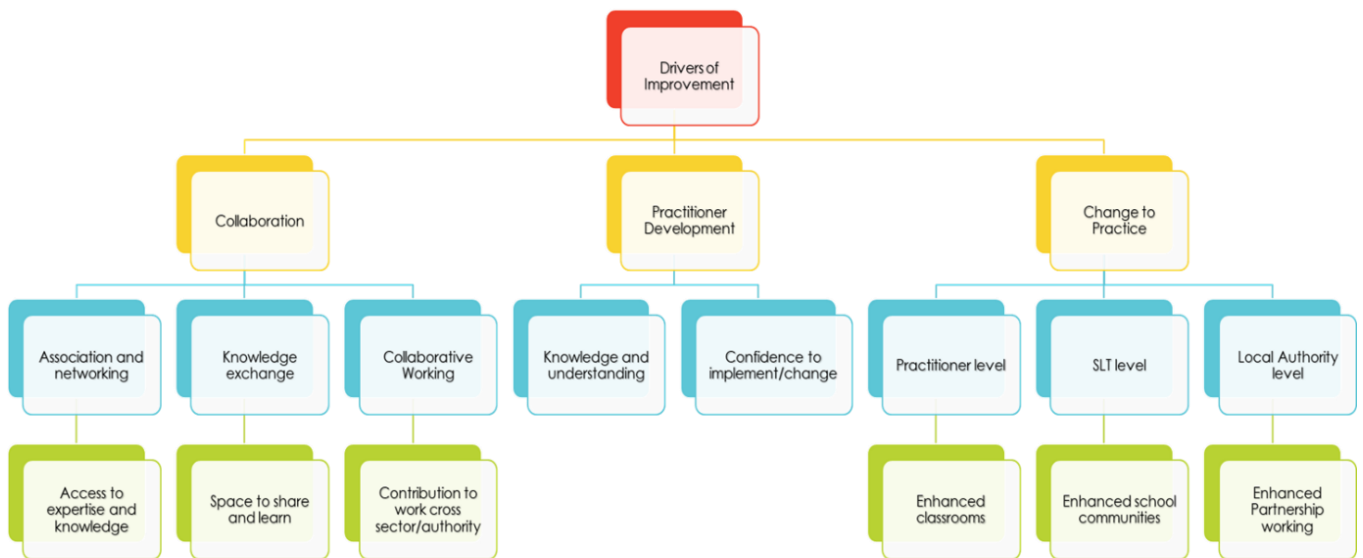
EVALUATING THE IMPACT OF THE IMPROVEMENT PLAN

The Evaluating and Reporting Lead Officer retained overall responsibility for evaluating and reporting on the progress and impact of the West Partnership’s Improvement Plan during 2023-24.

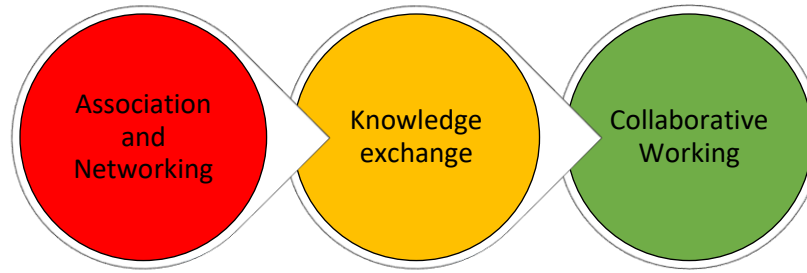
This work, supported by the data officer, is crucial in supporting the West Partnership to evaluate its activities and programmes, as well as using the quantitative and qualitative evidence to identify future priorities. Regular highlight and evaluation reports include updates on the progress and impact of each workstream, as well as more holistic evaluations. Tools to systematically evaluate the quality of West Partnership professional learning events / programmes, and the important longer term impact on participants and learners allow us to gather evidence to demonstrate the added value of collaboration.

To assist in this process, workstream planning processes focus more acutely on outcome-based planning and reporting, not only on progress, but specifically on impact in the classroom or playroom. Evaluation strategies and approaches planned by the Workstream Lead Officers at the start of each professional learning session/ programme, ensure appropriate and robust evidence is gathered systematically and evaluated.

From exploring qualitative feedback data from our professional learning, collaborative enquiry, and specialist networks this session, the Partnership’s work is now conceptualised as being driven by three holistic drivers:



The first driver, collaboration, is at the heart of the partnership’s work. As such, collaborative working and the exchange of expertise and practice around our system is a key mechanism for improvement and also a broad term which captures interactions that differ in depth. From exploring our qualitative feedback data from our professional learning, collaborative enquiry, and specialist networks, the partnership’s collaboration is conceptualised as occurring on a three-point continuum. The continuum is based on the available data and is presented below:



The continuum, with three overlapping concepts, is designed to describe the different ways in which collaborators interact. The partnership provides a range of opportunities which differ in terms of how 'deep' collaboration is. As such, this continuum is not intended to be a scale from 'ineffective' to 'most effective', but instead one that recognises different levels of collaboration as a positive.

The development of these drivers allow the partnership to report more effectively, more holistically and to crystallise the key purposes of the West Partnership's work.

The West Partnership continued to engage the services of the Robert Owen Centre for Educational Change, University of Glasgow (ROC), as external evaluators during 2023-24 and external research was carried out by ROC. It offered insight into the progression of the West Partnership Regional Improvement Collaborative. The extremely positive, evidence-based findings and recommendations in the report, have been discussed fully by the West Partnership core team and the Board and have influenced the Improvement Plan for session 2024-25.

CRITICAL INDICATORS

Critical indicators tell us if we are having an impact on the system. Last session we made a number of small changes to better link our critical indicators to our values as a Regional Improvement Collaborative. We strengthened our commitment to equity through the addition of a few key measures. These related primarily to the poverty-related attainment gap, which we had included in previous evaluation reports but not formally through our critical indicators. To demonstrate our commitment to The Promise, we also included new measures on looked after young people.

West Partnership Critical Indicators 2018-2023

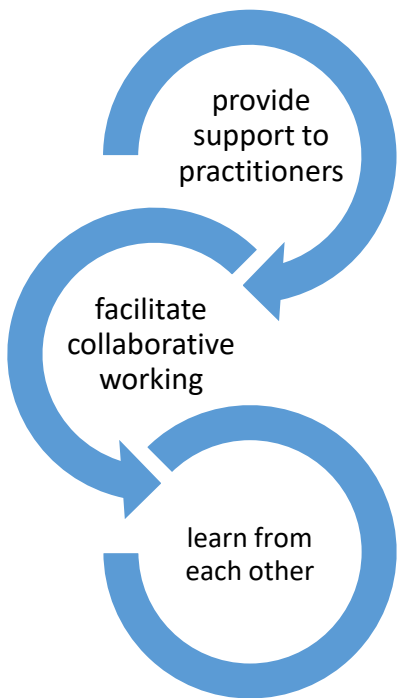
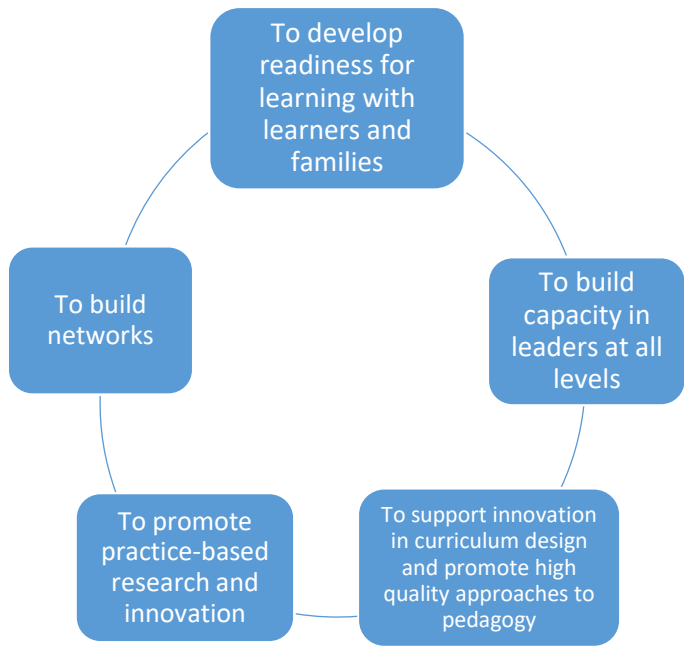
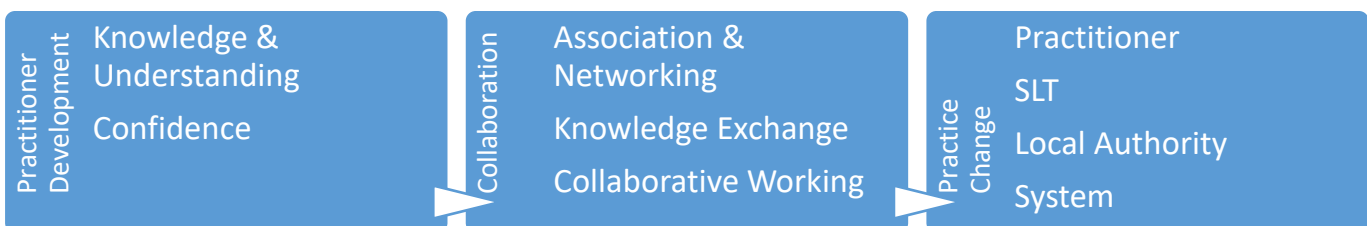
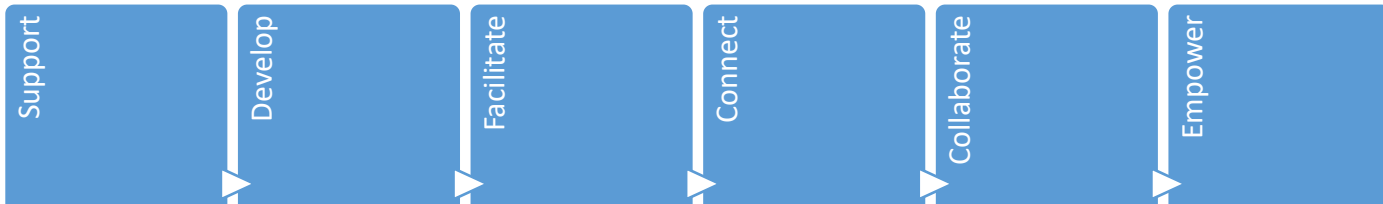
Indicators	Excellence, Equity or Empowerment	2018- 19 Value	2019- 20 Value	2020- 21 Value	2021- 22 Value	2022- 23 Value
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	Excellence	73.0	**	69.7	72.4	74.5
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy		80.3	**	77.3	79.6	81.1
% of leavers achieving 1 or more awards at SCQF Level 6 or better		69.3	70.4	72.8	69.4	68.1
% of leavers achieving 5 or more awards at SCQF Level 6 or better		38.3	42.1	44.3	41.5	40.6
% of leavers achieving SCQF Level 5 or better in literacy		82.6	83.1	84.6	82.7	82.3
% of leavers achieving SCQF Level 5 or better in numeracy		69.2	70.8	72.8	71.3	71.5
Primary Attendance Rates		94.2	N/A	93.4	N/A	91.7
Secondary Attendance Rates		90.3	N/A	88.4	N/A	87.4
Initial School Leaver Destinations (Positive)		95.2	93.6	95.8	96.3	96.8
% point gap between Quintile 1 and Quintile 5 primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy	Equity	22.4	**	26.1	22.6	22.5
% point gap between Quintile 1 and Quintile 5 primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy		17.5	**	21.7	18.3	18.2
% point gap between Quintile 1 and Quintile 5 leavers achieving 1 or more awards at SCQF Level 6 or better		39.6	36.9	34.8	33.4	32.6
% point gap between Quintile 1 and Quintile 5 leavers achieving 5 or more awards at SCQF Level 6 or better		48.1	42.5	44.0	44.7	43.1
% point gap between Quintile 1 and Quintile 5 leavers achieving SCQF Level 5 or better in literacy and numeracy		34.7	35.7	34.4	34.0	33.5
% point gap between Quintile 1 and Quintile 5 leavers entering initial positive destinations		4.8	6.6	5.1	4.2	3.5
% of looked after school leavers achieving 1 or more awards at SCQF Level 6 or better		N/A	N/A	29.8% ¹		N/A
% of looked after school leavers achieving 5 or more awards at SCQF Level 6 or better		N/A	N/A	8.9%		N/A
Number of Practitioners accessing professional learning opportunities provided by the West Partnership		Empowerment	TBC	3185	3137	4467
Percentage of practitioners reporting an increase in their knowledge following participation in West Partnership activities	NA		NA	85.1	85.3	85.8
% of establishments evaluated as good or better for leadership of change	73		*	*	91	81 ²
% of establishments evaluated as good or better for learning, teaching and assessment	71		*	*	88	85 ³

¹ In 2023 the West Partnership board agreed to include two measures which look specifically at the outcomes of looked after children. As this is a smaller population within the West Partnership, these values will only be updated biannually, with 2 years of data combining to form a more reliable sample. As such, the latest data is a combination of 20/21 and 21/22 academic sessions.

² Based on 31 inspections taking place between June-23 to July-24

³ Based on 65 inspections taking place between June-23 and July 24

The West Partnership Plan on a Page 2024-25

<p>Our Vision:</p> <p>By building a networked learning system, improve the learner experience, attainment and achievement across the West Partnership.</p>	<p>Our Values:</p> <p>Equity Excellence Empowerment</p>
<p>Our Purpose:</p> 	<p>Our Priorities:</p> 
<p>Our drivers:</p> 	
<p>To achieve our priorities, we will:</p> 	

WEST PARTNERSHIP DELIVERY MODEL

KEY ACTIVITIES & PROGRAMMES 2024-25

Wellbeing for Learning	
Programmes / Activities	Specialist Networks
<ul style="list-style-type: none"> • Supporting Learners: <ul style="list-style-type: none"> - Keeping Trauma IN Mind –CAR - Inclusion in Mainstream – series - Attendance – CAR - Inclusive Practice in Early Learning and Childcare Settings • UNCRC (by sector) • Youth Participation: <ul style="list-style-type: none"> - Young Leaders of Learning - Youth Participation Training • Families and Communities <ul style="list-style-type: none"> - Youthlink Scotland Enquiries - Family Learning 	<ul style="list-style-type: none"> • ASN Headteachers • CLD Lead Officers • Senior Inclusion Lead Officers • PSE Secondary Officers • Home Education Officers • Attendance • Rights Education
Leadership, Empowerment & Improvement	
Programmes / Activities	Specialist Networks
<ul style="list-style-type: none"> • Thinking About Headship • Improving Our Classrooms • Improving Our Schools • Improving Our Departments / Faculties • FOCUS tool and CLPL • Delivering Mentorship • Leadership of Learning Groups 	<ul style="list-style-type: none"> • Digital Officers (led by Evaluation Officer)
Curriculum, Learning, Teaching & Assessment	
Programmes / Activities	Specialist Networks
<ul style="list-style-type: none"> • Secondary BGE Curriculum • Primary Curriculum • Spotlight on Effective Practice • Pedagogy Partnerships • Tracking and Monitoring • Assessment and Moderation • WEST OS and Digital Pedagogy • Research on Impact of 1140 hours 	<ul style="list-style-type: none"> • Assessment and Moderation • ASN Assessment and Moderation • Literacy • Numeracy • Early Years • EAL • Gaelic

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