

Department of Corporate and Community Services

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Date: 26 September 2019

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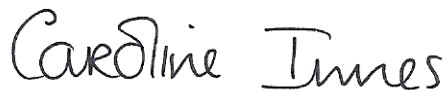
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TO: Councillors P. O’Kane (Chair), C. Merrick (Vice Chair), C. Bamforth, T. Buchanan, D. Devlin, C Gilbert, A. Lafferty, J. McLean and G.Wallace; Dr F. Angell, Ms D. Graham, Ms M McIntyre and Mr D Morris.

EDUCATION COMMITTEE

A meeting of the Education Committee will be held in the Council Chamber, Council Headquarters, Eastwood Park, Giffnock, on **Thursday, 3 October 2019 at 10.00am.**

The agenda of business is as listed below.



C INNES
DEPUTY CHIEF EXECUTIVE

AGENDA

1. **Apologies for Absence.**
2. **Declarations of Interest.**
3. **West Partnership Report on Regional Improvement Plan 2018/19 – Report by Director of Education (copy attached, pages 3 - 26).**
4. **West Partnership’s Improvement Plan 2019-2022 – Report by Director of Education (copy attached, pages 27 - 52).**
5. **Improving Outcomes Through the Pupil Equity Funding – Report by Director of Education (copy attached, pages 53 - 70).**

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE3 October 2019Report by Director of EducationWEST PARTNERSHIP IMPROVEMENT COLLABORATIVE:
REPORT ON REGIONAL IMPROVEMENT PLAN 2018/19**PURPOSE**

1. To inform East Renfrewshire's Education Committee of the evaluation of work undertaken by the West Partnership (Glasgow Region Education Improvement Collaborative) in 2018 – 2019.

RECOMMENDATION

2. Elected members are asked to note and comment on the report.

BACKGROUND

3. Members will be well aware of the establishment of Regional Improvement Collaboratives (RICs); a national initiative to bring about improvement for all schools in Scotland.

4. Elected members noted the progress of the West Partnership and the contents of its Phase 2 Improvement Plan in October 2018.

REPORT

5. The paper attached (Appendix 1) reports on the progress with and impact of the Phase 2 Improvement Plan.

6. The paper was considered and endorsed at the last Glasgow City Region Education Committee on 27 August 2017 with the recommendation that each Council area considers the report through its own local governance arrangements.

7. The report evaluates the work of the Partnership under 9 key headings reflecting its Improvement Plan and other work:

- Collaborative Learning Networks
- Empowerment
- Career-Long Professional Learning
- Curriculum Specialist Networks
- Leadership
- System Improvement
- Families and Communities

- Evaluating and Reporting
8. Other areas of work which had been undertaken included:
- Developing the Partnership's online presence;
 - Consultation with practitioners and key stakeholders;
 - Resources; and,
 - Partnership with Education Scotland.
9. Overall the West Partnership made very good progress implementing the Phase 2 Regional Improvement Plan. The report noted that 94% of actions were either complete, superseded or on track and 6% not yet started.
10. The report was submitted to Education Scotland on the due date of 2 September 2019.
11. The latest version of the West Partnership's Improvement Plan 2019 – 2022 is the subject of a separate paper to this committee.

FINANCIAL IMPLICATIONS

12. The Scottish Government invited bids to support the implementation of each RIC's improvement plan. The West Partnership was allocated £828,488 and drew down £801,411 as of 31 July 2019. The shortfall in spend was due to timing issues.

RECOMMENDATION

13. Elected members are asked to note and comment on the report.

Mhairi Shaw
Director of Education
October 2019

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Background papers

Appendix 1 GCREducation-EvaluationOfReginallIP-30Aug2019

2018/19

EVALUATION OF
REGIONAL IMPROVEMENT PLAN

EQUITY,
EXCELLENCE &
EMPOWERMENT
SHIFTING THE OWNERSHIP OF CHANGE



GLASGOW
CITY REGION
Education



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1. Executive Summary

- 1.1. Overall, throughout the last year, the West Partnership has made very good progress implementing the Regional improvement Plan 2018-2021.
- 1.2. During April to June 2019, the West Partnership formally reflected on progress and reviewed and refined the priorities for improvement. Each workstream reviewed progress and identified areas which had gone well and which required further improvement. Through an evaluation process undertaken by the Board changes to the leadership and governance structure were proposed. These were approved by the Regional Education Committee in May 2019.
- 1.3. Very good progress has been made in achieving the actions from the current improvement plan 2018-2021:
 - 94% of actions are either complete, superseded or on track; and
 - 6% are not yet started.
- 1.4. Work towards high level (critical) indicators which were previously identified and enabling the West Partnership to report on the impact of its work with schools have been updated and reviewed. While overall progress is strong, it remains too early to use these critical indicators to comment on the impact of our actions.
- 1.5. The West Partnership action plans indicated the work which the individual workstreams intended to take forward as a collaborative. This document provides a summary of the progress and activities undertaken by each workstream to address priorities identified in the improvement plan. Where possible, qualitative and quantitative evidence demonstrates impact on practitioners and identifies measures of improvement. It is too early for any further evaluation of impact. It is neither an exhaustive summary of the work each workstream has undertaken nor a comprehensive commentary on impact.
- 1.6. Over the first year of the improvement plan, much of the early activities were focused on working with headteachers, depute headteachers, heads of early learning and childcare settings and senior council officers. As the year progressed, more practitioners were included and involved through the assessment and moderation activities, collaborative learning networks and extensive stakeholder consultation to develop proposals for curricular/specialist networks. Harnessing the collective responsibility of staff to shift the ownership of change is central to achieving the ambition for the West Partnership.

1. Executive Summary

- 1.7. Evaluations from all the professional learning across the year demonstrate very positive impacts on staff. Over 1,400 practitioners accessed a range of professional learning provided and delivered by the West Partnership. The impact on staff knowledge, understanding and confidence as a result of their professional learning was evaluated and is now included as a baseline in the list of critical indicators. However it remains too early to attribute success to the work being carried out collaboratively. The West Partnership is establishing a wider range of evaluation approaches, including the involvement of Policy Scotland.
- 1.8. There is early evidence of positive impact on children and young people for example, through their involvement in Upstream Battle.
- 1.9. Extensive stakeholder engagement was carried out by the curricular/specialist network workstream, but more remains to be done to improvement communications and engagement. Plans for the formation of a Youth Forum utilizing the skills and experience of Members of the Scottish Youth Parliament will help ensure the voices of young people are heard.



2. Collaborative Learning Networks

- 2.1. The work of this theme is central to the vision of the West Partnership to build a learning system through empowering staff to build collaborative learning networks to achieve equity and excellence. The vision was developed by the University of Glasgow team with the eight directors/heads of education at the early residential learning event. The ambition focuses on shifting the ownership of change to practitioners in the classroom where the biggest difference to learner experiences and outcomes may be achieved.
- 2.2. Following consultation the Board agree with the recommendation of a West Partnership definition of collaboration, core principles and key characteristics of what successful collaboration looks like. Within the West Partnership we agreed to the following definition. "Collaboration involves working together to understand and improve pedagogy for agreed purposes, which leads to better outcomes, informed by evidence and critical self-reflection". This is now the foundation of much of our work across the partnership.
- 2.3. A number of key learning activities took place. All headteachers and heads of early learning and childcare settings were offered the opportunity to attend workshops and learning events. These were also offered to quality improvement officers and educational psychologists across each of the partner authorities.
- 2.4. Collaborative learning networks were formally launched in May 2019, attended by 40 schools/early learning and childcare (ELC) settings and 80 staff. Sessions led by University of Glasgow and practitioners framed the concept, characteristics, potential of collaborative learning networks to positively impact on learning and teaching. The interactive workshop included practitioners and promoted members of staff from each school participating in the professional learning programme. Schools/ELC have been matched using areas they identified they would like to work with other schools to improve outcomes for children and young people. Schools/ELC included rural schools and a range of primary, secondary and special provision. Initial feedback indicates practitioners are very enthusiastic about the potential these collaborative learning networks will have on improving outcomes for learners. Key facilitators from each local authority, supported by educational psychologists have been identified to work with each network.
- 2.5. The short-term secondment of a primary headteacher, with a strong background in collaborative action research and the School Improvement Partnership Programme, to lead this work from April to June was highly effective. It ensured dedicated time for thinking, planning and working with practitioners. This significantly increased the pace of implementation of the collaborative learning networks. The workstream also benefited from the effective support provided by staff from the University of Glasgow. Input from educational psychologists into this work from across the region has been warmly welcomed by school and ELC staff.

2. Collaborative Learning Networks

- 2.6. A comprehensive plan was agreed by the Board in May 2019 to take these collaborative learning networks forward over the next five years. On an annual basis two new collaborative learning networks will be launched each May and September. With each new cohort being made up from a minimum of 40 school or early learning and childcare setting from across the region. Each cohort will involve a maximum of 100 participants who will be matched into eight to twelve collaborative learning teams.
- 2.7. Feedback from the first Collaborative Learning Network cohort has been very positive. All participants rated the learning events as very good or better and all participants indicated that both their knowledge and confidence increased as a result of attending (rising from 4.00-5.63 (out of 7) and 3.52-5.29 (out of 7) respectively).



3. Empowerment

- 3.1. All of the work being undertaken by workstreams reflect the West Partnership vision of Equity, Excellence and Empowerment. The West Partnership has set an ambitious and aspirational agenda to close the poverty-related attainment gap (equity) and improve attainment and achievement (excellence).
- 3.2. Shifting the ownership of change and empowering staff to take collective responsibility to make the difference we want to improving outcomes for children and young people is becoming increasingly embedded within our culture. The West Partnership is providing scaffolding for staff to work together across local authorities to meet their learners' needs and contexts. It is an increasingly powerful and enabling culture in which staff have permission to make decisions and take assessed risks.
- 3.3. Given the overarching nature of this workstream the Board agreed in May 2019 that the theme of empowerment should be embedded further throughout all the work of the West Partnership and that the leadership workstream will take forward specific work linked to national developments. This was subsequently approved by the Regional Education Committee.



4. Career-long Professional Learning

- 4.1. Over the past year, the work of the steering group focused on working with Education Scotland and Scottish Government to deliver West Partnership conferences for headteachers and heads of early learning and childcare settings. Due to limited capacity of the venue and financial implications for Scottish Government, it was unfortunately not possible for all heads to participate. Places were initially offered on a pro-rata basis to each local authority and thereafter opened up across the region.
- 4.2. Each conference was a blend of presentation, question and answer session and workshop. Each workstream was given the opportunity to showcase the work they were undertaking, with several taking up this offer. Other workshops stemmed from areas that practitioners had previously requested.
- 4.3. Workshops were designed to provide significant time to allow participants to fully engage with the topic. Whilst in general this was a successful approach, some individuals commented that they would have preferred the opportunity to attend two shorter workshops.
- 4.4. Overall, most (84%) attendees stated that the conferences were good or better, with over half of attendees rated them as very good or better. At both conferences staff indicated that their level of knowledge of the topics covered increased and their confidence putting concepts into practice was raised. Most (70%) of the participants indicated that the workshop sessions would impact on practice in their establishments.
- 4.5. One of the highlights of each conference was a fabulous contribution from a West Partnership Youth Choir. Young people from each partner authority were brought together for the day and performed beautifully to close each event.
- 4.6. It was disappointing that a minority of heads who registered for conferences did not attend. Whilst there will always be some late apologies, further discussion is required to prevent the blocking of spaces, including the possibility of charging.
- 4.7. It should be noted that career-long professional learning is delivered by many of the workstreams and is covered elsewhere in this report under individual workstream headings.
- 4.8. Over the next few years it is intended to make increasing use of the shared service, Gateway CPD manager, to advertise events and allow participants to register for them. This will facilitate GTCS professional update for participants and make the overall organisation of learning opportunities simpler. Currently seven of the local authorities use CPD Manager and we are working closely with the other authority to explore how this may be rolled out.

5. Curriculum Specialist Networks

NUMERACY AND MATHEMATICS

- 5.1 The group, Making Maths Count, is successfully raising the profile of numeracy and mathematics across the West Partnership, including through an active Twitter feed. The initial core aim of the group was linked to the Making Maths Count report's key themes to:
- a. transform public attitudes towards maths through improved teacher confidence and competence; and
 - b. enrich career long professional learning (CLPL) opportunities for teachers throughout the West by sharing good practice.
- 5.2 To coincide with the national Maths Week Scotland a West Partnership conference "Empowerment through Excellence" was held on a Saturday in September 2018. This provided an opportunity for over two hundred school leaders and practitioners to collectively gain insights into good practice from across the RIC to enhance local and school level improvement planning.
- 5.3 Workshops enabled sharing of successful interventions linked to the closure of the poverty-related attainment gap. The conference also benefited from contributions from parents and children.
- 5.4 Most (76%) attendees rated the Making Maths Count conference as excellent in relation to content having a predicted impact on classroom practice. In addition most (70%) attendees indicated workshops provided useful insights into research-based approaches to target attainment.
- 5.5 To ensure sustainable impact, additional partnerships have been formed across the West Partnership to explore the wider range of Making Maths Count recommendations. This includes newly established links with external partners such as The Winning Foundation and NPFS.

STEM AND LEARNING FOR SUSTAINABILITY

- 5.6 Aspects of STEM have been taken forward through joint work with Keep Scotland Beautiful around a specific project, "Upstream Battle". Funding was provided to enable Keep Scotland Beautiful to appoint a seconded member of staff to kick start the project. Valuable support was also provided by staff from Education Scotland. A number of different strands were taken forward very successfully. These included an engineering challenge, art competition, citizen science, and a bespoke professional development programme to increase staff confidence in teaching STEM.

5. Curriculum Specialist Networks

STEM AND LEARNING FOR SUSTAINABILITY

- 5.7 STEM The Flow Engineering Challenge: Schools from across the West Partnership were invited to devise engineering solutions to help tackle plastic pollution in the River Clyde. A final celebration event took place in June at The Riverside Museum in Glasgow. Schools each set up displays before showcasing their projects to a panel of assessors from Jacobs plc, other schools and members of the public. All participating schools received certificates and Jacobs plc provided trophies for the winning categories: (1) Team Working Award, (2) Innovative Design, (3) Most Sustainable Design and (4) 2 Best Overall Project. Children and young people gained important skills of team working, problem solving and communication. Following the celebration event, almost all participants evaluated both the venue and the event itself as very good or better. Most respondents would like to participate again in the future with a few not sure due to time constraints. Case studies of participating projects and photographs of the event can be accessed via <https://www.keepsotlandbeautiful.org/upstreambattle/children-and-young-people/stem-the-flow-engineering-challenge>
- 5.8 Citizen Science: This supports the development of important skills of decision making in children and young people by gathering data on the types, amounts and locations of litter in local waterways around the Clyde and its tributaries. This work has been taken forward through local community groups.
- 5.9 Professional Learning: A bespoke programme to develop teacher confidence in delivering on each learner's entitlement to Learning for Sustainability and build STEM skills through the context of source to sea litter has been developed. Teachers from all eight partner local authorities have applied to participate. The programme will run until March 2020.

SELF-SUSTAINING CURRICULAR AND ASN NETWORKS

- 5.10 The Regional improvement Plan committed the West Partnership to “establishing self sustaining subject networks for secondary schools to bring about improvements in pedagogy, assessment and attainment.” Each individual local authority already has existing forums in place for principal teachers and faculty leaders to meet and discuss areas such as changes to courses by the SQA. It was agreed that any cross-authority network should not replicate or duplicate this work.
- 5.11 With limited initial progress being made towards establishing curricular networks, it was agreed by the Board (February 2019) that two highly experienced practitioners should be seconded to the West Partnership from the spring break to summer holidays.
- 5.12 During May and June 2019, the secondees consulted a wide range of stakeholders and explored current provision of curricular networks across local authorities. The methodology used included focus group consultations, questionnaires and an online middle leader survey. There was a positive response to the online survey, despite concerns about survey fatigue and time frame. The consultation process demonstrated that practitioners valued the professional dialogue and sharing of resources facilitated by local authority subject forms. However, in some local authorities, teaching staff felt the time devoted to this professional dialogue had reduced in recent years.

5. Curriculum Specialist Networks

SELF-SUSTAINING CURRICULAR AND ASN NETWORKS

- 5.13 Practitioners indicated that they would welcome the opportunity for West Partnership collaboration to support moderation of learning, teaching and assessment approaches. They also indicated that more access to professional advice and examples of best practice at a national level would be very valuable. The West Partnership was viewed as an important potential facilitator for this type of professional learning opportunity. Teaching staff also expressed a strong desire for co-operation on sharing high quality resources because this would allow them to devote more time to focus on improving learning, teaching and assessment approaches.
- 5.14 As a result of all the consultation evidence a paper for the Board was developed. This will be presented to the Board in September 2019. Education Scotland buy-in is also highly desirable for effective collaboration; we continue to discuss how this might be realised with our ES partners.
- 5.15 A retired headteacher has been approached to provide support for the establishment of an additional support needs network. While slow to start, this is now progressing well and dates identified.

ASSESSMENT AND MODERATION

- 5.16 High quality professional learning on assessment and moderation was delivered to around 250 practitioners from across the eight local authorities. This has supported improvements in learning, teaching and assessment.
- 5.17 All participating practitioners completed an evaluation, with the results demonstrating an increase in teacher confidence and understanding of, not only the moderation process and model, but knowledge of current national guidance. The majority of practitioners attending indicated that being part of the process had impacted positively on their practice.
- 5.18 Four events focused on moderation of evidence took place in March 2019. Around 250 practitioners working with Curriculum for Excellence early – fourth level attended. This included class teachers, senior managers, quality improvement officers and heads of service. Professional dialogue was facilitated by local authority selected staff.
- 5.19 Overall feedback from an evaluation of the events was very positive. Participants identified the opportunity to engage in professional dialogue to share good practice, and develop a clear understanding of the standards and expectations as clear strengths. The feedback also noted that participants found it challenging to be critical, and at times the context of the evidence provided was not clear enough. Many practitioners felt that the event had given them greater confidence to support practitioners within their own establishments. Practitioners recognised the importance of cascading their knowledge and understanding within their own authority to strengthen the consistency and reliability of teacher professional judgement.

5. Curriculum Specialist Networks

ASSESSMENT AND MODERATION

5.20 A total of 197 sets of evidence were moderated. While it was agreed that the majority of these met the standard, the quality of the range of evidence submitted was too variable. As a result, it was agreed an education development officer should be appointed on a short term secondment (nine months) to work with the collaborative to support this work further.

5.21 The sub-group also created a short survey for headteachers to ascertain the current position for assessment and moderation within establishments across the West Partnership. Most responses indicated that assessment and moderation featured within school/cluster improvement plans and that there had been professional learning opportunities linked to moderation provided this academic session. Less than half of the responses indicated that they had made use of the Education Scotland Moderation Hub to support practitioners in this area. Most stated that they had allocated time within their Working Time Agreements to assessment and moderation. However across the RIC, this was not consistent, ranging from none to 95 hours allocated.

CURRICULUM DESIGN

5.22 Secondary curriculum design workshops were offered at both national conferences. These were highly evaluated, led to further discussions about setting up a West Partnership version of the Building our Curriculum Self Help (BOCSH) group, plans for which are underway.

6. Leadership – Succession Planning

- 6.1 The workstream has sought to analyse each authority's leadership programmes and reviewed how each is used to identify and encourage potential candidates for leadership roles. The steering group used data provided by Scottish Government to consider what further actions are required to increase the number of highly quality applicants coming forward for senior leadership roles (particularly at headteacher level). The group has reviewed reasons for depute headteachers not applying for headteacher posts and what further support could be offered before and after appointment, including the use of mentors.
- 6.2 Agreement has for each individual local authority to contract recently retired headteachers to take on roles as mentors and provide support for new and inexperienced colleagues. Mentor support may also be provided for experienced headteachers facing a wide variety of individual challenges. This allows the provision of bespoke mentor support relevant to local needs and contexts. Due to HR and legal concerns it was agreed that each local authority would offer contracts to persons who would then only work with their own local authority headteachers.
- 6.3 The workstream steering group considered shared West Partnership assessment centres. However following review, it was agreed that this presented a number of challenges and it was subsequently removed from the plan.
- 6.4 Similarly work to progress "job swaps" for teachers and promoted post-holders has been challenged by concerns expressed by HR and legal departments. It is however hoped that this work will be piloted by two authorities over the next year, taking due account of these potential issues.

7. System Improvement

7.1 The work of this theme continues to build on the work of the Improvement theme group which took place during 2017/18. A number of improvement activities have taken place:

7.2 **Improving through Empowerment**

Training for quality improvement officers/education officers/headteachers, organised and delivered by the Regional Adviser, took place in a number of authorities and shared approaches to evaluating improvement have been established in primary and secondary schools between Inverclyde and Renfrewshire, and East Renfrewshire and Glasgow. This work has been very highly evaluated and a number of schools have continued to work together. We are also aware of many other school improvement partnerships which are flourishing for example between secondary schools in East Dunbartonshire and Glasgow.

7.3 **Building Capacity**

These activities are an opportunity for partner authorities to work together to share learning. It was proposed that they took the form of Teachmeets with a presentation from each authority followed by professional dialogue and opportunities to set up learning sets for further learning. Dates were agreed, however these proved challenging for one local authority and in addition, the re-structuring at Education Scotland meant that staff from Education Scotland were no longer able to support these events. As a result, all of these events were postponed.

7.4 **Evaluative Writing**

Half day sessions were targeted at authority officers, headteachers and heads of ELC settings. They were facilitated by HMI colleagues. These events were very positively evaluated. Unfortunately due to the re-structuring at Education Scotland a number of planned events were postponed.

7.5 **Insight**

Two half day sessions were set up targeted at authority officers and headteachers. The events were led by a quality improvement manager with previous experience as a professional advisor to the national Insight team. While small numbers attended, they were very highly evaluated. Practitioner feedback suggested that further events be split into beginner and advanced levels.

7.6 **Focus/Broad General Education Tool**

Two half day sessions targeted at authority officers and headteachers took place, led by staff from Glasgow City Council and Scottish Government. The evaluation from participants was highly positive. Practitioners identified that sharing learning from colleagues who are using the tools was most beneficial. Practitioners indicated great enthusiasm and excitement at the possibilities offered by a West Partnership version of the FOCUS tool. This will however depend on a data sharing agreement, which has proved difficult to obtain.

7.7 **Improving Our Classrooms**

This programme targeted at primary class teachers has been run successfully in Glasgow City Council over a number of years. Four partner authorities expressed an interest in participating in a West Partnership version of the programme – Inverclyde, East Renfrewshire, East Dunbartonshire and South Lanarkshire started collaborating, thus increasing the reach and impact on learners in the classroom.

8. Families and Communities

- 8.1 Following discussions with the Chair of the National Parent Forum of Scotland, it was suggested the involvement of the NPFS representatives as part of the steering group would be beneficial. This was agreed and it is pleasing that parent representatives are included.
- 8.2 The partnership group carried out an initial audit of existing interventions in family learning, community capacity building and parental engagement which supports families living in poverty/inequalities. These have been shared across the workstream steering group. A sub group to allow greater involvement of community learning and development (CLD) teams/leads across the partnership was formed. This sub-group is evolving into a very enthusiastic and thriving CLD network.
- 8.3 Supported well by Education Scotland, a conversation day focused on learning at home, STEM and involvement of parents in school improvement planning was highly evaluated. Around 70 practitioners participated in two sessions. This discussion event also helped Education Scotland to develop its own guidance and support information/resources for local authorities and other regional improvement collaboratives.
- 8.4 Subsequently, a highly successful “Learning Together” event, bringing together community learning and development workers, school staff, health and parents was held in April 2019. The workstream was able to secure the services of a very well-known researcher within the field of family engagement and the event an excellent presentation by a headteacher from Inverclyde. The event was well-attended (with around 180 participants). The event generated very positive feedback, including significant engagement through Twitter. Participants identified the pace of the event, quality of keynote speakers, time to network and provision of “goody bags” as key strengths.

9. Evaluating and Reporting

- 9.1 This workstream has focused on developing processes and systems to support the regional improvement collaborative. For example, following each learning event an online evaluation is now issued automatically by email and analysed, with results fed back to workstreams.
- 9.2 Work has been undertaken on analysis of the data where it is publicly available, for example Achievement of a Curriculum for Excellence Level and SQA data. While extensive efforts have been made to gain agreement of a data sharing agreement between all eight local authorities, this is yet to be achieved.
- 9.3 The critical indicators have been updated. These show the strong progress being made towards agreed targets. However with only one year of data it would be premature to draw any further conclusions. It is intended that staff from Education Scotland will support the analysis of inspection and review data.
- 9.4 A Policy Scotland Research and Knowledge Exchange Officer has very recently been appointed by the University of Glasgow. This resource will support each workstream by identification of the most recent national and local research, evidence, knowledge and expertise. This resource will also offer independent evaluation of the work of the West Partnership and its impact in the classroom.
- 9.5 The workstream is at the early stages of developing case studies of emerging practice across the partnership. These will be shared through the website.

10. Online Presence

- 10.1 Significant progress has been made regarding our online presence. Through an increase in Twitter (now over 1,800 followers, 95K Tweet impressions and over 2,000 profile visits per month) and the development of a public-facing West Partnership website www.westpartnership.co.uk. The online presence, in particular the website, will continue to develop in the coming months.
- 10.2 Sitting behind the public-facing website are closed (Microsoft TEAM) areas for each workstream to share minutes and key documentation. These areas are maintained by administrative support. Some subgroups (for example assessment and moderation) are using these areas very well. Materials and key documentation is shared by the assessment and moderation working group through TEAMS. TEAMS allows workstream steering group members to communicate effectively with each other. There is, however, considerable scope to improve the use of TEAMS, increase communication between workstreams and ensure effective dissemination of information between different steering group members.
- 10.3 The West Partnership hopes to progress with a regional version of the FOCUS tool developed by Glasgow City Council. The opportunities this tool presents has been shared with a few headteachers who have greeted this very enthusiastically. This will however depend on a completed data sharing agreement signed by each local authority.

11. Resources

- 11.1 Financial support (£828,488) was provided to the West Partnership by Scottish Government. A Finance Sub-Group was established to monitor and coordinate spend ensuring adherence to robust governance and best value considerations.
- 11.2 The highly effective use of funds to deploy staff and, or provide resources for backfill has facilitated the very strong progress being made by the West Partnership.
- 11.3 Short-term secondments of experienced practitioners were highly effective and enabled a significant increase in the pace of implementation of actions.
- 11.4 Effective use of resources has enabled the West Partnership to invest in sustainable approaches to improvement. Support from the University of Glasgow to grow a learning system has been most helpful.
- 11.5 Support to Keep Scotland Beautiful facilitated the highly successful Upstream Battle project.
- 11.6 Actual expenditure to 31st July 2019 was £801,411; an underspend of £27,077.

12. Consultation with Practitioners and Key Stakeholders

- 12.1 Over the year, there have been regular discussions with key stakeholders from Glasgow City Region, University of Glasgow and many others. Secondees linked with the curriculum workstream carried out extensive face-to face and on-line consultations before developing recommendations for this particular workstream.
- 12.2 The University of Glasgow provided strategic critical friendship to the West Partnership lead officer and the wider Board. The university has also provided conceptual and practical support to the collaborative learning network workstream.
- 12.3 The Regional Lead Officer met regularly with representatives of professional associations and trade unions representing the education workforce, ensuring meaningful engagement. Going forward a representative of this group will be asked to attend the Education Committee.
- 12.4 There has been regular consultation and discussion with key stakeholders from other regional improvement collaboratives across Scotland. This has been very supportive to both the regional improvement lead and senior partnership officer. Additionally other links are growing across the RICs, for example through shared discussions on curriculum.
- 12.5 The workstream lead for Families and Communities corresponded regularly with the Chair of NPFS.

13. Partnership with Education Scotland

- 13.1 The West Partnership had formed a very effective and supportive link with the Regional Advisor from Education Scotland. Several of the workstreams worked very well with other individual staff from Education Scotland, for example the families and communities workstream worked effectively in partnership with the parental engagement officer to develop the conversation day.
- 13.2 In April 2019, following a restructure and significant recruitment of new staff within Education Scotland, a new Senior Regional Advisor was appointed. The scope of this role, and how it engages with the West Partnership, is still to be determined in practice. It is however clear that there is the potential to become a key part of the operational delivery of the actions set out in the Regional Improvement Plan.

Appendix 1

Indicators	2016-2017 Baseline %	2017-2018 Value %	2018-2019 Value %	2019-2020 Value %	2020-2021 Target %
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	71	75			78
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	78	81			85
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	90	91			91
% of S3 pupils achieving third level or better in numeracy	90	90			91
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	47	54			55
% of S3 pupils achieving fourth level or better in numeracy	57	60			63
% of leavers achieving 1 or more awards at SCQF Level 6 or better	63.8	65			74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	31.6	33			35
% of leavers achieving SCQF Level 5 or better in literacy	81.8	82			86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70			76
HWB indicators (baseline to be established in August 2019 when SG census has been designed)	TBC	TBC			
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	TBC	1461			
Mean change in staff knowledge, understanding and confidence as a result of the professional learning	TBC	1.1			
% of establishments evaluated as good or better for leadership of change	59	63			75
Primary Exclusion Rates (Rate per 1000 pupils)	9.9	N/A			6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A			45
Primary Attendance Rates	94.6	N/A			95
Secondary Attendance Rates	90.7	N/A			92
Initial School Leaver Destinations	93.6	94			95
% of establishments evaluated as good or better for learning, teaching and assessment	57	66			75





EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE3 October 2019Report by Director of EducationWEST PARTNERSHIP IMPROVEMENT COLLABORATIVE:
IMPROVEMENT PLAN 2019-2022**PURPOSE**

1. To inform East Renfrewshire's Education Committee of the contents of the West Partnership's Improvement Plan 2019 – 2022.

RECOMMENDATION

2. Elected members are asked to note and comment on the report.

BACKGROUND

3. Elected members noted the progress of the West Partnership and the contents of its Phase 2 Improvement Plan in October 2018.
4. An evaluative report on the progress with the implementation of that plan is the subject of another paper to this Education Committee.

REPORT

5. The West Partnership Improvement Plan 2019 - 2022 (Appendix 1) sets out the key areas for collaborative action to bring about improvement across the Glasgow City Region.
6. Members 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 stakeholder have indicated they would benefit from.
7. 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.
8. The paper was considered and endorsed at the last Glasgow City Region Education Committee on 27 August 2017 with the recommendation that each Council area considers the report through its own local governance arrangements.

9. The plan is organised under 8 key areas with each sponsored by a Director of Education / Chief Education Officer:

- Collaborative Learning Networks
- Families and Communities
- Curriculum
- Health and Wellbeing
- Leadership
- Systems Improvement
- Evaluating and Reporting
- Career-Long Professional Learning

10. Having reflected on the progress with the Phase 2 plan the Board considered new arrangements to secure further progress. These arrangements are captured on page 8 of the plan.

11. The plan was submitted to Education Scotland on the due date of 2 September 2019.

FINANCIAL IMPLICATIONS

12. The Scottish Government has again invited bids to support the implementation of each RIC's improvement plan. The West Partnership's bid for 2019 – 2020 is £1,135,240 which was submitted with the plan on 2 September 2019. The Scottish Government has confirmed its wish to give a speedy response to the bids to allow each RIC to implement its plan more timeously.

RECOMMENDATION

13. Elected members are asked to note and comment on the report.

Mhairi Shaw
Director of Education
October 2019

Report Author
Mhairi Shaw, Director of Education
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Background papers

Appendix 1 West Partnership 2019/22 Regional Improvement Plan

2019/22

REGIONAL IMPROVEMENT PLAN

EQUITY,
EXCELLENCE &
EMPOWERMENT

SHIFTING THE OWNERSHIP OF CHANGE



GLASGOW
CITY REGION
Education



Foreword

As Convenor of the Glasgow City Region Education Committee, I am pleased to present the West Partnership's Regional Improvement Plan 2019 – 2022.

The West Partnership draws together the eight high-performing partner authorities of the City Region, collectively coming together to both enhance and support our existing work across education improvement and, explore where we can work collaboratively to find new ways to benefit all of our region's children and young learners.

This latest plan, spanning from 2019-22, builds on the progress and successes we've achieved together so far. In a few short years we have embarked on a number of ambitious programmes and pilots, already seeing much of it start to pay off. Whilst we recognise that it will take time for us to truly be able to demonstrate our impact, what is clear is that, through working collegiately, staff from a range of different roles and sectors throughout the region have been able to benefit which, ultimately, is helping everyone to improve practice across our schools and early years centres.

Our scale as well as our diversity present unique challenges that we have to face and seek to overcome if we are to continue to succeed. There's no 'one size fits all' approach when it comes to improvement but, crucially, we have equally been working to establish where the common ground does exist, even across vastly different schools.

Crucially, it is this spirit of collaboration that will ensure we continue to succeed – delivering a bottom up approach to ensure that we truly do shift the ownership of change to those on the frontline of service delivery.

Equity, Excellence and Empowerment is, and will remain, the driving vision for everyone in the West Partnership. We know that by focusing on these three areas we will bring about improvement, complementing and enhancing the excellent work already underway across each of our authorities, and grasp the opportunity to truly transform education across the entire region.

We have always been clear that the development of the West Partnership remains a journey, one which will continue to evolve with every step that we take. This Regional Improvement Plan sets out the next stage of this journey – providing for an ambitious, evidence-based set of aims and actions, delivered collaboratively across and within all eight partner authorities. I am proud to present it.



Councillor

Jim Paterson

Convenor
West Partnership

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Introduction

I am pleased to introduce the Regional Improvement Plan 2019/22, setting out the ambitions we have for driving improvement across the eight partner authorities which, together, form the West Partnership.

From our establishment in 2017, we have sought to build on the successes of each of the partners, eight high performing, ambitious Councils, by complementing and, where possible, enhancing these individual efforts. We have been clear from the beginning: the West Partnership sits alongside our individual authorities, as a partner, not as a replacement. Each individual authority continues to be the primary driver of improvement but, where we can make a greater impact on our stakeholders by working together, we will choose to do so.

As the West Partnership evolves, we continue to work with national agencies to rethink and reshape roles and responsibilities to enhance arrangements to drive improvements both within and across local authorities.

Last year we set out our vision of Equity, Excellence and Empowerment across the eight partners and set out an ambitious, action-focused plan that would see us deliver on this. By seeking to work collaboratively, drawing on the expertise, skills and experience from across our region, we sought opportunities to learn from one another, at all levels, and aspire to do the best we can for the learners we work with. The further development of our learning system is central to achieving our vision, establishing a culture where we can foster collaboration at all levels. We will achieve this by building collective agency across our local authorities and shifting the ownership of change to those who are best placed to lead it.

Across all of our individual workstreams, we have sought to increase our reach, engaging with more staff through a range of different actions. But we want to continue to grow to ensure that, collaboratively, we can continue to achieve success and drive improvement.

Even in the short time we have been in existence, we have demonstrated the impact we can have. The report on our activity from 2018/19 demonstrates that, although we have

a long way to go, we are already impacting on classroom practices.

It remains too early for us to definitively attribute successes across each of our partners to the work we carry out collaboratively. This remains a challenge and one that we are seeking to tackle through the expansion of our Evaluating and Reporting Group. Collectively we face continued challenges and we must recognise the value that collaboration can bring – ensuring that through partnership working and collegiality we are stronger than individual authorities.

Nationally and internationally, research has demonstrated the impact collaboration can have. The highly successful Education Scotland [School Improvement Partnership Programme](#) demonstrated that when improvements are locally owned and led by teachers and school leaders working in partnership and collaboration with like-minded professionals, learners are more engaged in their learning and increases in their attainment can be realised.

Our children and young people are at the centre of everything we do. The West Partnership offers us the opportunity to build collective responsibility, ensuring that we each look beyond our own authority boundaries to build a learning system and bring about improvement across our partnership. Drawing on each other, building a team of all the talents gives us real opportunities to reach beyond what we already do, enhance our existing work and continue to improve outcomes for all of our children and young people.



Mhairi Shaw

Regional Lead Officer
West Partnership



Our Vision

The West Partnership is clear in our vision: we want to embed the values of equity, excellence and empowerment in everything we do, building a culture of where we work collaboratively across the eight partners to continually improve learning experiences and increase attainment for every learner across the region.

Over the last year, following the publication of our previous Regional Improvement Plan, we have sought to put in place the systems and frameworks to help us deliver on this vision and implement actions to support the work of the eight partner authorities to help them enhance their existing efforts.

But we know that improvement isn't just something we can drive from the centre.

The West Partnership is setting an ambitious and aspirational agenda to close the poverty-related attainment gap (equity) and improve attainment and achievement for all (excellence). Empowerment is the way in which we believe we can shift the ownership of change and enable our staff to take collective action to deliver on this.

As the largest of the Regional Improvement Collaboratives, working with approximately one third of all Scotland's school population, if we want to truly deliver sustainable improvement, we need to be driving change from the bottom. We will ensure that every stakeholder is empowered to achieve the changes they need to make to address the needs of each individual learner, devise experiences which will engage them and support them to lead their own learning, and, of course, to improve their sense of achievement and attainment. To do this we have a long term aim to have every educator in the West Partnership engaged with colleagues and partners to bring about improvement in their class and playrooms through professional learning.

We hear a great deal about teacher agency where teachers are empowered and expected to direct their professional growth and contribute to that of their colleagues. In the West Partnership we are building collective agency with a shared belief in our ability to improve results, supporting individuals to work together to secure what they cannot accomplish on their own. It is by **shifting the ownership of change** that we drive our vision forward, overcome barriers to or lack of engagement in learning and raise achievement and attainment for all. Therefore, our purpose will continue to establish and facilitate networks of professionals to work collaboratively to achieve our vision of Equity, Excellence and Empowerment.

Each of the workstream's action plans outlined later in this document has a clear link to our vision, clearly identifying how, through their actions, they will contribute to achieving Equity, Excellence and Empowerment.

While the workstreams capture many of the key actions being taken forward to bring about improvement, the plan does not attempt to detail every aspect of collaboration across the partnership. Other areas of work such as shared professional learning for STEM are also well underway.

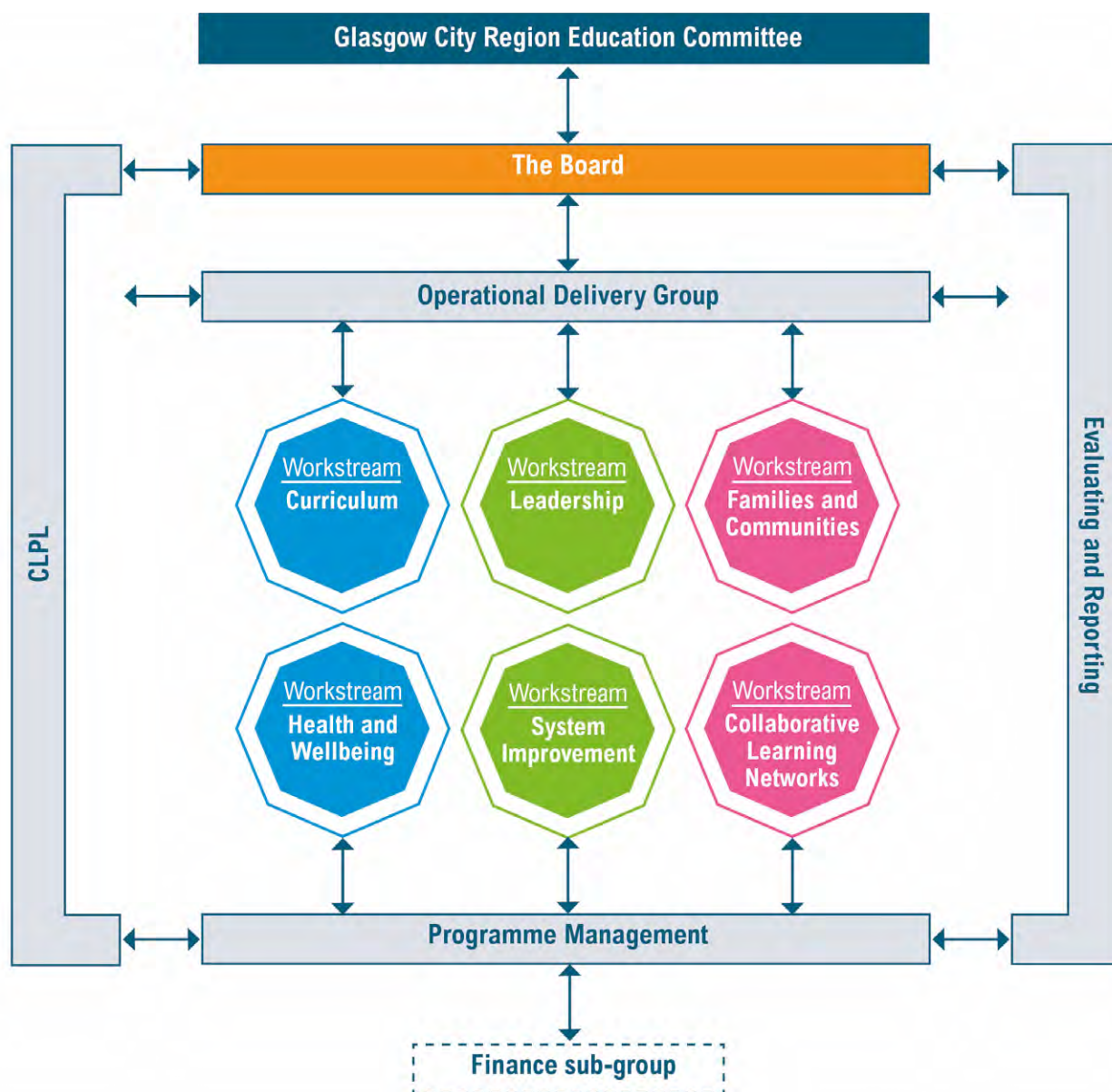
Governance and Operational Structure

Locally, as the West Partnership continues to grow in both its reach and its ambition, consideration has been given to the effectiveness of the existing operational and governance structures to ensure the Partnership continues to operate efficiently in its work to enhance and support the existing efforts of the eight partner education authorities.

Through a wide ranging review process, a revised governance and operational structure has been agreed by the West Partnership Board and approved by the Regional Education Committee to ensure that we can proceed in the delivery of this ambitious plan over the coming years. The revised structure builds on the strengths of the previous governance

framework, which had been recognised as a key strength of the West Partnership in our initial formative years, whilst seeking to strengthen the strategic role of the senior leaders to maintain our ongoing successes.

The newly agreed governance and operational structure is set out in more detail below:



Regional Education Committee

The West Partnership is overseen by the Glasgow City Region Education Committee ('the Committee'), made up of the Education Conveners (or similar) from each of the partner authorities, as follows:

- East Dunbartonshire Council
Councillor Jim Goodall
- East Renfrewshire Council
Councillor Paul O'Kane
- Glasgow City Council
Councillor Chris Cunningham
- Inverclyde Council
Councillor Jim Clocherty
- North Lanarkshire Council
Councillor Frank McNally
- Renfrewshire Council
Councillor Jim Paterson (Convener)
- South Lanarkshire Council
Councillor Katy Loudon
- West Dunbartonshire Council
Councillor Karen Conaghan

The Committee is responsible for scrutinising and endorsing the Regional Improvement Plan, receiving regular reports on the progress of the plan and its impact on stakeholders. Chaired by the Convener, elected by the membership, the Committee is attended by the eight Directors of Education/Chief Education Officers with other attendees invited as appropriate. A key aspect of the revised structure will see two additional non-voting members co-opted on to the Regional Education Committee. It has been agreed that both a Headteacher representative and Professional Association/Trade Union representative be co-opted, as outlined in the revised Terms of Reference.

Additionally, the governance framework in which the Committee operates provides the opportunity for regular engagement with the Glasgow City Region Cabinet, providing a further level of oversight and scrutiny, whilst enabling strategic links to be established with the wider Glasgow City Regional Economic Strategy.

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 Regional Improvement Plan, including overall responsibility for the finance and resources for the Partnership.

The Board is made up of the Directors of Education/Chief Education Officers of each of the eight partner authorities which make up the West Partnership. In addition, the Board is advised by the Senior Regional Advisor appointed by Education Scotland, the Senior Partnership Officer and professorial representation from Policy Scotland at the University of Glasgow. Staff supporting the work of the West Partnership also attend.

Each of the Board members sponsors an individual workstream, as detailed as part of this Regional Improvement Plan, with responsibility for the direction and reporting progress with their particular action plan.

Operational Delivery Group

In seeking to ensure the Board maintains its strategic leadership role of the West Partnership, the review of the governance and operational structure has led to the development of the Operational Delivery Group, with responsibility for the delivery of the Regional Improvement Plan.

The newly seconded Lead Officers, each with responsibility for workstreams, will work collectively through the Operational Delivery Group, reporting as required to the Board and Committee. In addition, a representative from Education Scotland will attend the group, ensuring that staff and resources from Education Scotland are appropriately deployed where required.

Finance Sub-Group

The West Partnership Board has continued to be supported by the Finance Sub-Group, with particular responsibility for the management of the grant award from the Scottish Government, as well as advising on staffing and other resource issues, as required.

Specialist Groups

In addition to the groups identified above, there are a number of groups and forums that have been established across the West Partnership, drawing together staff from across each of the authorities on specialist areas of work. These groups have a broad range of functions, including the provision of policy advice and guidance to the Board as required.

These networks include, although are not limited to, the following:

- Early Learning and Childcare
- Educational Psychologists
- ASL School Leaders
- Home Education Network
- Community Learning and Development

Developing Through Consultation – Future Plan Development

The West Partnership is 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.

As the largest of the Regional Improvement Collaboratives, the West Partnership is home to over one third of Scotland's school population, with thousands of teachers and education staff working in around 860 education establishments, in some of Scotland's most diverse and challenged communities.

Given the scale and diversity of the Partnership, we recognise the challenges we face in ensuring that we can meaningfully consult with all stakeholders in an ongoing way, enabling us to develop and deliver a plan which meets their aspirations. This has previously been identified by Education Scotland as a key area for the West Partnership to continue to develop and as a result we produced and have recently had approval for our Stakeholder Engagement Strategy. Through this, the West Partnership has set out a clear ambition for how we wish to engage with all of our stakeholders, not only in seeking to deliver on the actions contained within this plan, but as we seek to develop subsequent plans and actions in the years ahead.

We have undertaken several consultations, exercises including a fairly significant survey of secondary staff with regards to specialist curriculum networks and we intend/or have already established a number of forums will ensure a level of ongoing consultation with specific stakeholder groups:

- Headteachers (primary, secondary, ASL) and Early Learning and Childcare;
- Professional associations and trade unions;
- Parents and carers; and
- Young people themselves through our ongoing engagement with the MSYPs from across the eight authorities.

It is envisaged that, on a three yearly basis, a wider regional survey/consultation will take place, with all stakeholder groups having the opportunity to participate. This falls in line with the three yearly planning cycles currently used by the Partnership and will ensure that the views of all stakeholders, in addition to those involved within the forums, are reflected in the development of the Regional Improvement Plan.

We recognise that communication and engagement is an area which we need to continue to address and are committed to doing so as we develop our systems and continue to evolve.

Evaluating the Impact of the Improvement Plan

The Evaluating and Reporting Workstream Steering Group continues to:

‘Be the focal point for evaluating, measuring and reporting on the impact of the West Partnership’s Improvement Plan.’

This workstream is crucial to the work of the West Partnership, supporting it to evaluate its activities and use evidence to identify future priorities. Action is planned to extend and enhance the role and impact of this workstream. Tools to systematically evaluate the quality of partnership learning events and the longer term impact on participants and learners will allow us to gather data and other evidence to demonstrate the added value of collaboration.

The Scottish Government also published research (Regional Improvement Collaboratives (RICs) Interim Review) in February 2019 evaluating the establishment of the Regional Improvement Collaboratives and the emerging early impact on stakeholders. The Scottish Government has signalled its intention to commission further research to measure the impact of RICs on stakeholders.

Critical Indicators – updated

The work of the West Partnership to grow a learning system involves learning and improvement at school and authority level. This will enhance the work carried out by individual schools, nurseries and local authorities. The high level indicators set out below were previously agreed as the key measures which will allow the Partnership to report on the impact of its work with schools. These have been updated with the most recent data. It was agreed that one of the indicators was no longer appropriate and this has been removed from the table below.

Indicators	2016-2017 Baseline %	2017-2018 Value %	2018-2019 Value %	2019-2020 Value %	2020-2021 Target %
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	71	75			78
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	78	81			85
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	90	91			91
% of S3 pupils achieving third level or better in numeracy	90	90			91
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	47	54			55
% of S3 pupils achieving fourth level or better in numeracy	57	60			63
% of leavers achieving 1 or more awards at SCQF Level 6 or better	63.8	65			74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	31.6	33			35
% of leavers achieving SCQF Level 5 or better in literacy	81.8	82			86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70			76
HWB indicators (baseline to be established in August 2019 when SG census has been designed)	TBC	TBC			
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	TBC	TBC			
Mean change in staff knowledge, understanding and confidence as a result of the professional learning	TBC	1.1			
% of establishments evaluated as good or better for leadership of change	59	63			75
Primary Exclusion Rates (Rate per 1000 pupils)	9.9	N/A			6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A			45
Primary Attendance Rates	94.6	N/A			95
Secondary Attendance Rates	90.7	N/A			92
Initial School Leaver Destinations	93.6	94			95
% of establishments evaluated as good or better for learning, teaching and assessment	80	66			75

Plan on a Page

VISION	Equity	Excellence	Empowerment
CULTURE	Shifting the Ownership of Change		
<p>Throughout 2019 – 2022 the West Partnership will build a learning system through:</p> <ul style="list-style-type: none"> • The roll out of collaborative working to embed robust processes that would lead to high quality and sustainable practices across the West Partnership. • Identifying, sharing and developing best practices which support families living in poverty, builds community capacity, increases parental engagement and provides a forum to empower children and young people to participate in the West Partnership. • Establishing self-sustaining subject/specialist area networks, to bring about improvement in learning, teaching, assessment and attainment. • Designing and delivering a series of conferences/professional learning events for senior and middle managers and class playroom practitioners. • Supporting schools and ELC settings across the region to ensure they are designing and delivering a curriculum which has a range of pathways, meets the needs of all children and young people and leads to improved outcomes. • Sharing best practices in approaches to inclusive pedagogy to promote progression and increased support for children and young people and examine and explore areas of common need in health and wellbeing. • Developing a range of supportive approaches for senior leaders in consideration of leadership actions within an empowered system and ensure that senior leaders are well informed of evolving career pathways and opportunities for leadership. • Identifying, sharing and developing best practices in quality improvement across the West Partnership. 			

Action Plans

Collaborative Learning Networks

Work Stream Sponsor Mhairi Shaw	Workstream Lead Officer Helen Brown
REMIT	ACTION
<p>Throughout 2019-2022 establish a systematic approach to build upon and roll out collaborative working to embed robust processes that will lead to high quality and sustainable practices across the West Partnership</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence • Empowerment 	<ol style="list-style-type: none"> 1. Support schools and early learning and childcare settings to establish collaborative practices to address common needs which will offer opportunities for establishments to be more outward looking through widening networks across and between local authorities. 2. Consider opportunities to make similar offer to secondary school curriculum specialists. 3. Support schools/staff to utilise different types of evidence, knowledge and expertise from local authority, Education Scotland and University to develop and share and evidence the impact of new practices. 4. Provide strategic direction for the partnership to build a culture and the capacity for inter-authority partnership and collaboration through the steering group and external challenge and support. 5. Develop systematic mechanisms to support and monitor impact of the activity. 6. Issue conditions for change survey and plan actions on basis of results analysis. 7. Issue digital survey to facilitate matching exercise. 8. Organise professional learning events throughout 2019 - 2022. Organise sharing the learning event at end of each cohort.
Support Agreed with Education Scotland	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> • Identify relevant research. • Deliver relevant professional learning. • In partnership with key facilitators and educational psychologists provide bespoke support for participating schools • Support the evaluation of impact.

Action Plans

Families and Communities

Work Stream Sponsor Ruth Binks	Workstream Lead Officer Helen Brown
REMIT	ACTION
<p>To continue to identify, share and develop best practices which support families living in poverty, build community capacity, increase parental engagement and improve equity.</p> <p>Provide a forum to empower children and young people to participate in the West Partnership.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> Equity 	<ol style="list-style-type: none"> Continue to gather existing interventions in family learning, community capacity building and parental engagement across the region, which supports families living in poverty/inequality of outcomes and share best practice. Devise a self-evaluation framework linked to How Good Is Our School?, Learning together, How Good Is Learning and Development In Our Community?, and How Good is our Early Learning and Child Care? Work with NPFS representatives across the region to develop family/community learning and parental engagement. Devise professional learning to support family engagement. The Home Education network will review recent Home Education Guidance from Scottish Government to ensure a more consistent approach, and which meets local contexts, is developed across the West Partnership. Establish appropriate networks for community learning and development (CLD) and schools to link policy, practice and expectations. Support youth voice and participation through the establishment of a youth group made up of MSYPs from each of the Councils. Share progress and early findings from the implementation of Children's Neighbourhoods Scotland.
<p>Support Agreed with Education Scotland</p>	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> Plan and deliver CLD network and learning events. Help to provide professional learning for home-school link workers. Support the development of a West Partnership self-evaluation framework, How Good is our Family Learning and Parental Engagement?

Action Plans

Curriculum

Work Stream Sponsor Tony McDaid	Workstream Lead Officer John Stuart
REMIT	ACTION
<p>As part of the West Partnership approach to growing a learning system, establish self-sustaining subject/specialist area networks, to bring about improvement in learning, teaching, assessment and attainment.</p> <p>Support schools and ELC settings across the region to ensure they are designing and delivering a curriculum which has a range of pathways, will meet the needs of all children and young people and leads to improved outcomes.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence 	<ol style="list-style-type: none"> 1. Continue to extend the professional learning opportunities for school leaders and class teachers which will improve the quality of assessment and moderation and bring about greater consistency in teacher professional judgements of Curriculum for Excellence levels across the region. 2. Implement an agreed model of subject learning networks for secondary schools to bring about improvement in learning, teaching, assessment and attainment. 3. Support an Additional Support for Learning network to share learning and grow into a self-sustaining system. 4. Support the development of an 'empowering curriculum' across the West Partnership to extend and improve the range of curricular pathways for children and young people by: <ul style="list-style-type: none"> > Utilising the scale and range of schools and early years centres within the West Partnership to establish networks of support for teachers/practitioners and leaders to consider and implement the principles and practice of effective curriculum design. > Working with headteachers and senior leaders to build the curriculum through a self-supporting help group. > Using the scale of the West Partnership to access provision and courses throughout the region to increase curricula choice. > Working to develop Foundation Apprenticeships through sharing experiences, programme provision and understanding across colleges and schools. > Working to implement the Youth Guarantee identified within the Glasgow City Regional Skills Investment Plan to support young people (16-24 years old) into employment, training or education.

Curriculum (continued)

Work Stream Sponsor Tony McDaid	Workstream Lead Officer John Stuart
REMIT	ACTION
Support Agreed with Education Scotland	Support from the Education Scotland Regional Improvement Team to: <ul style="list-style-type: none"> • Plan, support and enable professional learning events. • Work directly with practitioners to improve learning, teaching and assessment. • Share evidence from inspection of highly-effective practice in QI 2.3 and support practitioners to understand better what highly-effective learning, teaching and assessment looks like. • Share evidence from inspection of highly- effective practice in learning pathways and support practitioners to understand better what it looks like. • Support subject learning networks to grow into self-sustaining learning systems. • Support additional support for learning network to grow into a self-sustaining learning system.

Action Plans

Health and Wellbeing

Work Stream Sponsor Derek Brown	Workstream Lead Officer John Stuart
REMIT	ACTION
<p>To share best practices in approaches to inclusive pedagogy to promote progression and increased support for children and young people.</p> <p>To examine the results of the national health and wellbeing survey to identify and explore areas of common need.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence 	<ol style="list-style-type: none"> 1. Map effective and best practice as evidenced by both quantitative and qualitative data, including attendance and exclusion statistics, Education Scotland Inspection reports and SIFs across the West Partnership. 2. Collate national health and wellbeing survey results for West Partnership and analyse for areas of common interest/needs. 3. Work with Education Scotland to increase and share understanding of what excellence looks like in 3.1. 4. Devise a programme of opportunities to share findings and to build collaborative networks to encourage and facilitate professional learning to support all staff.
Support Agreed with Education Scotland	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> • Increase and share understanding of what excellence looks like in 3.1. • Support the introduction and ongoing facilitation of health and wellbeing collaborative learning networks.

Action Plans

Leadership

Work Stream Sponsor Laura Mason	Workstream Lead Officer Jennifer Crocket
REMIT	ACTION
<p>To ensure that senior leaders across the RIC are well informed of evolving career pathways and opportunities for leadership.</p> <p>To develop a range of supportive approaches for senior leaders in consideration of leadership actions within an empowered system.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence • Empowerment 	<ol style="list-style-type: none"> 1. Continue to implement: <ul style="list-style-type: none"> > East Renfrewshire and Glasgow City Council will continue to explore opportunities for teacher exchanges and secondments. > Headteacher support/adviser role across the RIC. 2. Establish working relationship with the West Partnership’s key contact from the Professional Learning and Leadership Team in Education Scotland (July 2019). 3. Establish a programme of support for senior leaders across all sectors relating to leadership actions within an empowered system. 4. Establish learning sets across the region. 5. Establish a West Partnership post (secondment) to develop strategies for teachers and leaders from BME backgrounds in response to the report “Diversity in Teaching”.
<p>Support Agreed with Education Scotland)</p>	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> • Develop bespoke professional learning opportunities relating to leadership actions for empowerment. • Facilitation of learning sets across the region.



Action Plans

Systems Improvement

Work Stream Sponsor Maureen McKenna	Workstream Lead Officer Jennifer Crocket
REMIT	ACTION
<p>To identify, share and develop best practices in quality improvement across the West Partnership.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence • Empowerment 	<ol style="list-style-type: none"> 1. Build on the work already achieved to share best practice in quality improvement across all eight local authorities. 2. Agree with the Senior Regional Advisor from Education Scotland where their staff, including HMI, can add value. 3. Devise a programme of activities to develop practices at senior and middle leadership level in schools and headquarters level in each local authority which will lead to continuous improvement and greater consistency in evaluating education delivery and outcomes. 4. Improving through empowerment. Learners' experiences: Improving the quality and consistency of approaches to observing the learning and teaching processes. This activity involves practical activities and is relevant to everyone who has a responsibility for quality improvement. Initially, this may focus on QIOs and other centrally-based officers but can be extended to include school-based senior and middle management. 5. Evaluative Writing. Developing approaches and skills in evaluative writing. This activity would be relevant to staff who may be commenting on the quality of learning and teaching and for those engaged in writing Standards and Quality Reports (or similar). 6. Analysis of data. This activity could be used to share existing good practice within authorities and also to consider how HMIs use attainment data during inspections and reviews. This activity would be relevant to school-based senior and middle managers. 7. Implement Improving Our Classrooms across the West Partnership for class teachers. 8. Insight learning events for secondary staff for secondary staff. 9. Use of Focus and BGE toolkit for headteachers and deposes. 10. Readiness for inspection for local authority staff.
Support Agreed with Education Scotland	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> • Deliver evaluative writing. • Plan and deliver sessions on improving through empowerment. • Use Education Scotland statistical summary report for improvement.

Action Plans

Evaluating and Reporting

Work Stream Sponsor Steven Quinn	Workstream Lead Officer Lauren Johnston
REMIT	ACTION
<p>To support the West Partnership with self-evaluation, measuring and reporting impact of the improvement plan.</p> <p>To support the West Partnership demonstrate coordinated and collective impact</p> <p>To support other workstreams with data analysis and use of data and information.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> Equity Excellence 	<ol style="list-style-type: none"> Data sharing agreement to be finalised. Refine the critical indicators that have been set to measure the impact of the partnership's improvement agenda. These will include a mixture of qualitative and quantitative indicators. Establish systems for gathering quantitative and qualitative evidence to measure and describe impact of the work in the partnership. Devise a common tool (template) which can be used consistently across workstreams to evaluate, report and communicate progress and impact. Support individual workstreams to define specific indicators aligned to their areas of priority. Implement FOCUS tool across West Partnership. Collate and analyse evaluation responses after learning events and where appropriate communicate effective practice across the partnership community. Continue to develop systems and processes which support the management, reporting and communication of the RIC work
Support Agreed with Education Scotland	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> Analyse all West Partnership inspection and review reports to at the end of each session. Share and report case studies of best practice examples which have emerged from inspections and reviews. <p>Support from Scottish Government Analysis and Statistics Unit within Learning Directorate.</p>

Action Plans

CLPL

Work Stream Sponsor Jacqui MacDonald	Workstream Lead Officer Jennifer Crocket
REMIT	ACTION
<p>To support the development of learning networks by facilitating collaborative events and professional development opportunities.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence • Empowerment 	<p>Support the development of a learning system by:</p> <ul style="list-style-type: none"> • Offering opportunity at all levels to enhance learning networks across the partnership; • Working with all workstreams to support the wider partnership agenda through appropriate CLPL; • Using evidence from stakeholder engagement to enhance existing professional development opportunities; and • Using feedback from Education Scotland analysis of inspections to inform needs/priorities of practitioners. • Facilitate the delivery of ‘major conferences’ with a focus on empowering schools to work collaboratively on areas of strength and challenge; • Facilitate and support smaller conferences and seminars on agreed strengths/challenges resulting from learning networks that are established; • Develop practice that will ensure all education establishments are fully aware of and have opportunity to access professional learning on offer; and • Work in partnership with Education Scotland and other partners to deliver high quality professional development opportunities that enhance existing provision.
<p>Support Agreed with Education Scotland</p>	<p>Input required from Education Scotland will be dependent on the topics identified as suitable for professional learning from each workstream.</p> <p>Support is also required from Education Scotland events management including procurement in relation to conference organisation.</p>



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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE3 October 2019Report by Director of EducationIMPROVING OUTCOMES THROUGH THE PUPIL EQUITY FUNDING**PURPOSE OF THE REPORT**

1. To inform elected members of:
 - a) The progress made by schools during 2018-19 in improving outcomes through their use of Pupil Equity Funding; and,
 - b) The interventions used and the good practice developed by schools to improve excellence and equity, and achieve positive outcomes for all children and young people during 2018-19.

RECOMMENDATION

2. It is recommended that elected members comment on and note this report as a summary of the progress made by schools in improving outcomes through the Pupil Equity Funding during 2018-19.

BACKGROUND

3. The Education Department's vision statement "*Everyone Attaining, Everyone Achieving through Excellent Experiences*" reflects the commitment and expectation that all learners will be supported to realise their potential.
4. Members will be aware of the Local Improvement Plan 2019-2022, which outlines high level areas for improvement for all services and schools. The plan includes '*An Improvement in the attainment of disadvantaged children and young people*' as one of the expected outcomes and impacts. Previous Local Improvement Plans contained similar objectives, which have been reported on through the annual Standards and Quality Report.
5. Elected members will also be aware that the Outcome Delivery Plan 2019-22 includes, as in previous years, specific indicators and targets relating to the performance of disadvantaged children and young people.
6. From school session 2011-12, thanks to the commitment of additional resources by Council, the Education Department has worked with schools and Early Learning and Childcare (ELC) settings to support raising attainment of the lowest performing 20%. In addition to head teachers seeking to target their devolved resources, funding provided to maintain teacher numbers has also been allocated to engage additional staff to support an improvement in the attainment of disadvantaged children and young people. The funding has been used for additional teachers, Child Development Officers and resources from August to end of March in each of the last 8 school sessions. Head teachers have been able

to allocate their funding based on local needs, strategies that had worked previously and national research. The impact of the funding has been reported through a summary report to Education Committee in 2015 as well as through the annual Standards and Quality Report and presentations to Education Committee.

7. In 2017–2018, a total sum of £262,000 was available to support our prevention and early intervention agenda through East Renfrewshire’s Early Years Pupil Equity Fund. A summary of the steps taken to implement this fund and its impact on children, families and staff was considered by Education Committee in February 2018.

8. The Scottish Attainment Challenge was launched by the First Minister in February 2015. This included establishing the £750 million Attainment Scotland Fund. The Scottish Attainment Challenge is about achieving equity in education; specifically by ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

9. As part of the Attainment Scotland Fund, the Scottish Government has allocated additional funding directly to schools, targeted at closing the poverty related attainment gap. The Pupil Equity Fund (PEF) was initially made available from April 2017, it will continue until the end of this Parliament. In 2017-18 and 2018-19, for each child in a publicly funded primary or secondary who was eligible and registered for free school meals, schools were allocated £1,200. East Renfrewshire schools were allocated £1.41 million in 2018-19; Appendix 1 provides a summary of the allocation by school.

10. National guidance has been provided by the Scottish Government to help schools plan how they invest their PEF allocation. This guidance contains a number of key principles including:

- Head teachers must have access to the full amount of the allocated PEF.
- The PEF must enable schools to deliver activities, interventions or resources which are clearly additional to those which are already planned.
- Head teachers must work in partnership with each other, and their local authority, to agree the use of funding. Schools must take account of the statutory responsibilities of the authority to deliver educational improvement, secure best value, and the authority’s role as employer.
- Parents and carers, children and young people and other key stakeholders should be involved in the planning process.
- Funding must be provided for targeted support for children and young people affected by poverty to achieve their full potential. Although PEF is allocated on the basis of free school meal eligibility, head teachers can use their professional judgement to bring additional children into targeted interventions.
- Schools must have plans in place at the outset to evaluate the impact of the funding.

11. The Education Department has provided additional guidance to support schools in their use and reporting of the Pupil Equity Fund, this was revised during the course of session 2018-19 and is specific to our local circumstances. The advice is set in the context of the existing approaches to self-evaluation for school improvement and takes account of existing sources of research and evidence.

12. Head teachers were asked to develop PEF plans detailing how resources would be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. In developing these plans head teachers were asked to set out their rationale for the use of the funding, based on a clear contextual analysis which identifies the poverty related attainment gap in their schools and takes

cognisance of evidence of what is known to be effective at raising attainment for children affected by poverty. They were also asked to ensure collaboration with pupils, parents and carers, Trade Union colleagues, community partners and their cluster as they developed their plan.

13. The Quality Improvement Team and the Education Leadership Team worked alongside schools to provide support and challenge as Head teachers formulated their PEF plans.

REPORT

14. As part of the conditions associated with the grant for the PEF, the Education Department is required to produce a report summarising the outcomes and performance at an authority level. In order to reduce duplication and bureaucracy this is linked to existing reporting requirements as set in the Standards in Schools etc. Act 2000. This report sets out a high level summary of the progress of East Renfrewshire schools in improving outcomes through the use of their PEF during 2018-19. Summary performance results are attached in Appendix 2.

15. In line with the national priorities the Local Improvement Plan includes a number of activities which are intended to bring about improvement in the attainment and experiences for all pupils. For example, improved reading, writing and mathematics throughout the years of the broad general education and improved attainment in the senior phase. The improvements that establishments have made have realised benefits for all pupils including those disadvantaged children and young people. Appendix 2 also captures these improvements.

16. A range of measures were used to provide evidence of success in terms of improving attainment including standardised tests, Curriculum for Excellence attainment, class and school assessments and data from online literacy and numeracy programmes. Effective use of data played a significant role in selecting, monitoring and targeting interventions.

17. Some of the strategies that schools used to improve the attainment of their disadvantaged pupils such as developments in learning and teaching, Assessment is for Learning approaches and parental engagement also resulted in gains for all pupils. The experience of ERC schools matches the wider published research evidence.

18. There is a strong link between children's attendance and attainment, therefore all ERC schools already focus on increasing the attendance of all children and young people in order to maximise opportunities for learning. In addition developing positive, inclusive learning environments and reducing exclusions leads to improved outcomes for all particularly disadvantaged children and young people.

19. Children and young people with low confidence, low motivation and expectations are more at risk of not achieving their potential. As part of their plans establishments ensured that they adopted strategies to increase pupil motivation, engagement and resilience; this resulted in improved attitudes to learning which in turn led to greater success and improved outcomes.

20. Head teachers used the additional funding in a variety of different ways to support learners. Appendix 2 (section 2) provides a summary of the approaches; the list is not exhaustive and plans for each individual school will be available on school websites.

21. At an individual establishment level improvements reported by head teachers included reference to the following:

- ✓ Attainment in reading and mathematics as measured by standardised test scores;
- ✓ Numeracy and literacy progress as measured through Curriculum for Excellence levels;
- ✓ Reading age of pupils, reading comprehension skills, basic decoding skills, spelling and attainment in writing;
- ✓ Pupil motivation, engagement, confidence and self-esteem; and,
- ✓ Pupil participation in extra-curricular opportunities.
- ✓ Family engagement through use of Family Wellbeing Service provided by Children 1st.
- ✓ Pupils' ability to articulate their feelings and emotions through use of 'Kitbag' resource.

22. This report is supplemented by a presentation to elected members on the progress made by two schools in improving outcomes for pupils through the use of their Pupil Equity Fund. This will illustrate the strategies and good practice developed by some schools and help members to continue to support and adequately challenge the department and schools to seek further improvement.

23. 2017-18 was the first year that schools were allocated additional money based on the Pupil Equity Fund. The guidance issued to schools indicated that schools should plan to secure improvements over a three-four year period. However, as noted above, schools have identified improvements in a range of outcomes after the first year of funding. Taken cumulatively the authority is able to demonstrate progress in improving outcomes for the most disadvantaged learners. More details are included in section 3 of the report.

24. Areas where further improvement/development is necessary include:

- Improving attendance in primary and secondary schools;
- Providing support, including CLPL, for learning partnerships and expanding the use of collaborative action based research to improve outcomes for key equity groups;
- Facilitating the empowerment of Head Teachers and the development of distributive leadership at all levels through effective implementation of the leadership strategy at senior levels; and,
- Further collaboration with schools outwith East Renfrewshire to share and learn from best practice.

25. The Education Department uses target setting as an integral part of our evaluation, planning and improvement processes to support reflection and raise standards. Secondary schools have agreed a range of senior phase targets; these will also support schools to evidence how effectively they have closed the gap for disadvantaged pupils. We have also agreed new targets for the Broad General Education based on Curriculum for Excellence data.

FINANCIAL AND EFFICIENCY IMPLICATIONS

26. This report provides evidence of improvements made as a consequence of additional funding from the Scottish Government, to support schools in closing the poverty related attainment gap. East Renfrewshire schools were allocated £1.41 million in 2018-19. Robust monitoring arrangements have been put in place for PEF, which ensure that the Education

Department and Head Teachers have regular oversight of school level expenditure. PEF expenditure is separated from core school budgets, ensuring spending is not subsumed within the overall school budget and can be easily tracked and monitored.

27. Based on the 2018-19 financial year end 74% of the 2018/19 grant was spent Schools are able to carry forward unspent funds into the new 2019-20 financial year; with financial records now confirming that overall the full 2018/19 grant was spent prior to the start of the new school year in August 2019.

28. East Renfrewshire schools have been allocated £1.43 million for 2019-20; Appendix 3 provides details of individual establishment allocations. Head teachers are aware that the additional funding is limited to the end of this Parliament and were asked to consider ways in which they could sustain future improvements for all children and young people. Schools achieved this by providing training and CLPL opportunities to develop staff, engaging parents to support their children's learning, purchasing and developing additional resources and by making changes in approaches to teaching and learning. There are no other specific financial implications arising from this report.

PARTNERSHIP WORKING

29. This report focuses on the primary and secondary schools' progress in improving outcomes for pupils through the Pupil Equity Funding; however many of the results could not have been achieved without excellent partnership working across the Council, especially with parents/carers and other cluster schools.

CONCLUSION

30. This report provides a high level overview of East Renfrewshire Council's Education Department's progress in improving outcomes for pupils through the Pupil Equity Funding and illustrates strategies and areas of good practice developed by schools. The information presented here shows a positive picture and where there are particular areas for further improvement.

31. The department will continue to self-evaluate its performance, share best practice across establishments and take the necessary steps to progress those areas identified where there is further scope for improvement as noted above.

RECOMMENDATION

32. It is recommended that elected members comment on and note this report as a summary of the progress made by schools in improving outcomes through the Pupil Equity Funding during 2018-19.

Mhairi Shaw
Director of Education
3 October 2019

Convener Contact Details

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Appendices

1. Pupil Equity Funding Allocation: 2018-19
2. Progress of ERC Schools in Improving Outcomes through the Pupil Equity Funding: 2018-19
3. Pupil Equity Funding Allocation: 2019-20

Background Papers

1. Early Years Pupil Equity Fund Review
2. Local Improvement Plan 2019 - 2022
3. Outcome Delivery Plan 2019 - 22
4. Standards and Quality Report 2017 – 18
5. Raising the Attainment of the Lowest Performing 20%
6. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/475570/Effective_support_for_disadvantaged_pupils_achievement.pdf

Local Government Access to information Act 1985

Pupil Equity Funding: Allocations in 2018-19

School	Allocation
Braidbar Primary School	£ 19,200
Busby Primary School	£ 32,400
Calderwood Lodge Primary School	*
Carlibar Primary School	£ 121,200
Carolside Primary School	£ 14,040
Crookfur Primary School	£ 28,800
Cross Arthurlie Primary School	£ 64,800
Eaglesham Primary School	£ 30,000
Giffnock Primary School	£ 25,200
Hillview Primary School	£ 52,800
Kirkhill Primary School	£ 40,800
Mearns Primary School	£ 63,600
Neilston Primary School	£ 54,000
Netherlee Primary School	£ 28,800
Our Lady Of The Missions Primary School	£ 46,800
St Cadoc's Primary School	£ 27,600
St Clare's Primary School	£ 10,800
St John's Primary School	£ 56,400
St Joseph's Primary School	£ 10,800
St Mark's Primary School	£ 109,080
St Thomas' Primary School	£ 26,400
Thornliebank Primary School	£ 33,600
Uplawmoor Primary School	*
Barrhead High School	£ 64,800
Eastwood High School	£ 61,200
Mearns Castle High School	£ 36,720
St Luke's High School	£ 68,400
St Ninian's High School	£ 48,600
Williamwood High School	£ 38,400
Woodfarm High School	£ 66,000
Isobel Mair School	£ 118,800

Notes:

For schools where revealing the allocation level may be disclosive to individuals, results have been redacted and replaced with a *

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East Renfrewshire Education Department
Report on the Progress of ERC Schools in Improving Outcomes through the Pupil Equity
Funding: 2018-19

1. Background

The Scottish Attainment Challenge was launched by the First Minister in February 2015, this included establishing the £750 million Attainment Scotland Fund. The Scottish Attainment Challenge is about achieving equity in education; specifically by ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

As part of the Attainment Scotland Fund, the Scottish Government has allocated additional funding, directly to schools targeted at closing the poverty related attainment gap. The Pupil Equity Fund (PEF) was initially made available from April 2017, it will continue until the end of this Parliament. In 2017-18, for each child in a publicly funded primary or secondary who was eligible and registered for free school meals, schools were allocated £1,200. East Renfrewshire schools were allocated £1.41 million in 2018-19, Appendix 1 provides a summary of the allocation by school. A further £1.43 million has been allocated to ERC schools for 2019-20.

As part of the conditions associated with the grant for the PEF, the Education Department is required to produce a report summarising the outcomes and performance at an authority level. In order to reduce duplication and bureaucracy this is linked to existing reporting requirements as set in the Standards in Schools etc. Act 2000.

This report provides a high level summary of the progress of the Education Department in improving outcomes through the Pupil Equity Funding during 2018-19.

2. Report

The Education Department provided additional guidance to support schools in their use and reporting of the Pupil Equity Fund; this was revised during session 2018-19 and is specific to our local circumstances. The advice is set in the context of the existing approaches to self-evaluation for school improvement and takes account of existing sources of research and evidence.

Head teachers were asked to develop PEF plans detailing how resources would be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. In developing these plans head teachers were asked to set out their rationale for the use of the funding, based on a clear contextual analysis which identifies the poverty related attainment gap in their schools and takes cognisance of evidence of what is known to be effective at raising attainment for children affected by poverty. They were also asked to ensure collaboration with pupils, parents and carers, Trade Union colleagues, community partners and their cluster as they developed their plan.

Head teachers used the additional funding in a variety of different ways to support learners. A summary is provided below; the list is not exhaustive and plans for each individual school will be available on school websites.

Interventions included:

- Additional staff to provide focused support for individuals or groups of pupils in literacy, numeracy and health and wellbeing. This included a particular focus on interventions and

recovery programmes for those who may have gaps in their learning for example Reading Recovery.

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- Supplementary resources to support literacy, numeracy and health and wellbeing including digital resources.
- Promoted posts with staff undertaking work linked to tracking attainment or specific interventions. This includes the monitoring and tracking of progress for pupils, ensuring that pupils receive the support they need and undertaking evaluations to ensure that interventions are effective.
- Additional staffing to further develop engagement with parents/carers.
- Targeted pre-school morning clubs, study clubs and homework clubs.
- Professional development for teachers to build on and improve pedagogical approaches in the classroom.
- Continuous professional learning for staff, for example, approaches to teaching reading skills or use of 'Kitbag' to support mental health and wellbeing.
- Support for pupils to attend extra-curricular activities such as music or sports events.

Analysis of the interventions indicates that they were all focused around literacy, numeracy and health and wellbeing.

3. Outcomes and Impact

ERC schools used a range of measures to provide evidence of success in terms of improving attainment including standardised tests, Scottish National Standardised Assessments (SNSA), Curriculum for Excellence attainment, class and school assessments and data from online literacy and numeracy programmes.

At an individual establishment level improvements reported by head teachers included reference to the following:

- ✓ Attainment in reading and mathematics as measured by standardised test scores;
- ✓ Numeracy and literacy progress as measured through Curriculum for Excellence levels;
- ✓ Reading age of pupils, reading comprehension skills, basic decoding skills, spelling and attainment in writing;
- ✓ Pupil motivation, engagement, confidence and self-esteem; and,
- ✓ Pupil participation in extra-curricular opportunities.
- ✓ Family engagement through use of Family Wellbeing Service provided by Children 1st
- ✓ Pupils' ability to articulate their feelings and emotions through use of 'Kitbag' resource.

Of particular note, was the impact of the Reading Recovery programme which most schools used Pupil Equity Funding in order to introduce last session. A cohort of teachers were provided with extensive training and support from East Renfrewshire's Reading Recovery Teacher Leaders. In almost all cases, the reading age of identified pupils who had taken part in the programme, increased. Almost all schools have continued with the programme this session.

2018-19 was the second year that schools were allocated additional money based on the Pupil Equity Fund. The guidance issued to schools indicated that schools should plan to secure improvements over a three-four year period. However, as noted above, schools identified improvements in a range of outcomes after the first two years of funding. Taken cumulatively the authority is able to demonstrate progress in improving outcomes for the most disadvantaged learners, including (a more detailed analysis is included in the tables below):

- ✓ No primary exclusions in 2018-19; the secondary exclusion rate has remained very low;
- ✓ Primary and secondary attainment in reading, writing, talking and listening and mathematics has increased over the last four years;
- ✓ From 2016-17 to 2018-19, the attainment of disadvantaged primary and secondary pupils increased at a higher rate than the overall cohort, demonstrating that ERC schools are closing the poverty related attainment gap.

In 2017-18, S3 CfE attainment was the highest to date, with significant improvements noted for pupils registered for free school meals and those living in deciles 1 and 2. In 2018-19 S4 attainment at National 5 was the highest ever, with 78% of S4 pupils achieving 5 or more awards at SCQF Level 5 or better. In addition there was a 16% increase in the proportion of S4 pupils registered for free school meals achieving 5 more awards at Level 5 to 56%, reflecting the progress made the previous year to close the gap.

It is important to note that the improvements that establishments have made based on priorities associated with their self-evaluation have realised benefits for all pupils including those disadvantaged children and young people.

4. Identification of Good Practice and Areas of Challenge

ERC schools have highly effective systems in place to track and monitor pupil progress. Effective use of data played a significant role in selecting, monitoring and targeting interventions. A number of schools have reported increases in their use and understanding of data as result of the fund e.g. development of data walls.

The additional funding has also provided an opportunity to improve teaching skills and increase leadership opportunities. In a number of schools it has allowed staff to access training, increased reflection and analysis and supported schools to take forward new initiatives.

Schools identified a number of areas of good practice including:

- An increase in collaborative working with other establishments;
- An increase in effective partnership working with parents and local businesses;
- Development of literacy and numeracy resources;
- Leadership opportunities which resulted in increased motivation and job satisfaction
- The impact of the Reading Recovery programme on targeted learners

The main challenges for schools were:

- Recruitment and retention of staff; and,
- Ensuring clear indicators to measure improvement, particularly in health and wellbeing.

5. Next Steps

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The department will continue to self-evaluate its performance, share best practice across establishments and take the necessary steps to progress those areas identified where there is further scope for improvement. Further evidence will be gathered during year three of the funding.

A Pupil Equity Funding Conference has been organised for October 2019 in order to disseminate good practice. A number of schools will lead workshops at the event to share the impact of the work which they have undertaken as a result of Pupil Equity Funding. Representatives from other services and from across the West Partnership Regional Improvement Collaborative have also been invited to attend.

6. Additional Analysis – Outcomes and Impact

Attendance and Exclusions

	2015-16	2016-17	2017-18	2018-19
Number of exclusions per 1,000 pupils - Primary	0	0.1	0	0
Number of exclusions per 1,000 pupils - Secondary	4.0	6.7	7.4	6.7
Primary Attendance: P1-P7	96.6%	96.5%	96.1%	96.3%
Secondary Attendance: S1-S5	94.1%	93.8%	93.8%	93.9%

Primary Attainment: Excellence

Percentage of P1, P4 and P7 Pupils

	2015-16	2016-17	2017-18	2018-19	3 year Average Target 2018-19 to 2020-21
% Attaining or Exceeding Expected Levels - Reading	88.4	89.2	91.2	90.7	90
% Attaining or Exceeding Expected Levels - Writing	85.5	86.6	89.4	88.4	89
% Attaining or Exceeding Expected Levels – Talking & Listening	90.5	91.6	94.0	94.5	94
% Attaining or Exceeding Expected Levels - Mathematics	88.6	90.3	90.8	90.7	92

Primary attainment in reading, writing, talking and listening and mathematics has increased over the last four years. The 2018-19 performance in talking and listening was the highest to date, the 2018-19 performance in the other three curricular areas was the second highest to date.

Primary Attainment: Equity

Based on number of pupils registered for Free School Meals (FME) and the number of pupils living in deciles 1 and 2 (based on the Scottish Index of Multiple Deprivation)

	Pupils registered for Free School Meals				Pupils living in deciles 1 and 2			
	2015-16	2016-17	2017-18	2018-19	2015-16	2016-17	2017-18	2018-19
% Attaining or Exceeding Expected Levels - Reading	70	68	77	71	68	72	80	79
% Attaining or Exceeding Expected Levels - Writing	59	66	73	67	62	66	79	71
% Attaining or Exceeding Expected Levels – Talking & Listening	68	73	82	85	69	74	85	91
% Attaining or Exceeding Expected Levels - Mathematics	66	71	76	75	67	72	82	81

The attainment of primary pupils living in SIMD deciles 1 and 2 and those pupils registered for free school meals has increased over the last four years in all four curricular areas. The 2018-19 performance in talking and listening was the highest to date, the 2018-19 performance in the other three curricular areas was the second highest to date.

Primary Attainment: Closing the Gap

	Percentage Increase from 2016-17 to 2018-19		
	All Pupils	Pupils registered for Free School Meals	Pupils living in deciles 1 and 2
Reading	1.5	3	7
Writing	1.8	1	5
Talking & Listening	2.9	12	17
Mathematics	0.4	4	9

From 2016-17 to 2018-19, with the exception of writing for pupils registered for free school meals, the attainment of disadvantaged primary pupils increased at a higher rate than the overall cohort, demonstrating that ERC primary schools are closing the poverty related attainment gap.

Secondary Attainment: Excellence

Percentage of S3 Pupils

	2015-16	2016-17	2017-18	2018-19
% Attaining or Exceeding Third Level - Reading	93.9	95.2	96.6	97.7
% Attaining or Exceeding Third Level - Writing	92.5	94.6	96.6	96.4
% Attaining or Exceeding Third Level - Talking & Listening	94.5	94.5	97.4	97.0
% Attaining or Exceeding Third Level - Mathematics	94.6	95.5	97.1	96.2

	2015-16	2016-17	2017-18	2018-19	3 year Average Target 2018-19 to 2020-21
% Attaining Fourth Level - Reading	69.7	77.0	78.4	81.1	86
% Attaining Fourth Level - Writing	63.5	71.7	76.6	79.9	87
% Attaining Fourth Level - Talking & Listening	72.5	76.9	80.1	81.7	87
% Attaining Fourth Level - Mathematics	76.2	76.1	78.2	78.5	78.5

Secondary attainment (S3) at third and fourth levels in reading, writing, talking and listening and mathematics has increased over the last four years, with the 2018-19 performance the highest to date in all four curricular areas at fourth level and for reading at the third level.

Secondary Attainment: Equity

Based on number of pupils registered for Free School Meals (FME) and the number of pupils living in deciles 1 and 2 (based on the Scottish Index of Multiple Deprivation)

Third Level

	Pupils registered for Free School Meals				Pupils living in deciles 1 and 2			
	2015-16	2016-17	2017-18	2018-19	2015-16	2016-17	2017-18	2018-19
% Attaining or Exceeding Expected Levels - Reading	84.7	85.3	92.4	90.0	84.7	76.6	98.3	97.7
% Attaining or Exceeding Expected Levels - Writing	77.6	84.2	94.6	92.0	80.5	78.7	97.4	97.7
% Attaining or Exceeding Expected Levels – Talking & Listening	81.6	76.8	95.7	93.0	73.7	73.4	96.6	95.4
% Attaining or Exceeding Expected Levels - Mathematics	87.8	86.3	91.3	88.0	87.3	83.0	96.6	93.1

Fourth Level

	Pupils registered for Free School Meals				Pupils living in deciles 1 and 2			
	2015-16	2016-17	2017-18	2018-19	2015-16	2016-17	2017-18	2018-19
% Attaining or Exceeding Expected Levels - Reading	36.7	48.4	63.0	65.0	42.4	44.7	62.4	60.9
% Attaining or Exceeding Expected Levels - Writing	29.6	42.1	60.9	60.0	34.7	37.2	62.4	59.8
% Attaining or Exceeding Expected Levels – Talking & Listening	34.7	49.5	69.0	63.0	36.4	39.4	65.0	69.0
% Attaining or Exceeding Expected Levels - Mathematics	44.9	47.4	47.8	54.0	50	41.5	59.0	54.0

The attainment (third and fourth levels) of secondary pupils living in SIMD deciles 1 and 2 and those pupils registered for free school meals has increased over the last four years in all four curricular areas. The performance of pupils registered for free school meals at the fourth level was particularly strong in reading and mathematics, the attainment in talking and listening of pupils living in SIMD deciles 1 and 2 was the highest to date.

Secondary Attainment: Closing the Gap Third Level

	Percentage Increase from 2016-17 to 2018-19		
	All Pupils	Pupils registered for Free School Meals	Pupils living in deciles 1 and 2
Reading	2.5	5	21
Writing	1.8	8	19
Talking & Listening	2.5	16	22
Mathematics	0.7	2	10

Fourth Level

	Percentage Increase from 2016-17 to 2018-19		
	All Pupils	Pupils registered for Free School Meals	Pupils living in deciles 1 and 2
Reading	4.1	17	16
Writing	8.8	18	23
Talking & Listening	4.8	14	30
Mathematics	2.4	2	13

From 2016-17 to 2017-18, with the exception of mathematics at fourth level for pupils registered for free school meals, the attainment of disadvantaged secondary pupils increased at a higher rate than the overall cohort, demonstrating that ERC schools are closing the poverty related attainment gap.

Allocations in 2019-20

School	Allocation
Braidbar Primary School	£21,600
Busby Primary School	£33,600
Calderwood Lodge Primary School	*
Carlibar Primary School	£127,200
Carolside Primary School	£12,000
Crookfur Primary School	£31,200
Cross Arthurlie Primary School	£75,600
Eaglesham Primary School	£31,200
Giffnock Primary School	£24,000
Hillview Primary School	£52,800
Kirkhill Primary School	£36,720
Mearns Primary School	£66,000
Neilston Primary School	£50,400
Netherlee Primary School	£25,920
Our Lady Of The Missions Primary School	£42,120
St Cadoc's Primary School	£26,400
St Clare's Primary School	£21,600
St John's Primary School	£52,800
St Joseph's Primary School	£13,200
St Mark's Primary School	£117,600
St Thomas' Primary School	£27,600
Thornliebank Primary School	£37,200
Uplawmoor Primary School	*
Barrhead High School	£63,600
Eastwood High School	£60,000
Mearns Castle High School	£42,000
St Luke's High School	£70,800
St Ninian's High School	£38,880
Williamwood High School	£36,000
Woodfarm High School	£59,400
Isobel Mair School	£118,800

Notes:

For schools where revealing the allocation level may be disclosive to individuals, results have been redacted and replaced with a *

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