

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE MEETING1 October 2020Report by Director of EducationWEST PARTNERSHIP IMPROVEMENT COLLABORATIVE:  
IMPROVEMENT PLAN 2020 - 2023**PURPOSE**

1. To inform East Renfrewshire's Education Committee of the contents of the West Partnership's Improvement Plan 2020 – 2023.

**RECOMMENDATION**

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

**BACKGROUND**

3. Elected members noted the progress of the West Partnership (Glasgow Region Education Improvement Collaborative) and the contents of its Improvement Plan in October 2019.
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 2020 - 2023 (Appendix 1) sets out the key areas for collaborative action to bring about improvement across the 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 8 September 2020 with the recommendation that each Council area considers the report through its own local governance arrangements.
9. In recognition of the impact of COVID-19 pandemic, a major aim of the plan and the work of the partnership is to address both recovery and renewal.

10. The research evidence that shows that strong and empowering leadership; the quality of what actually goes on in the classroom (learning, teaching, curriculum); and, the importance of working together and sharing good practice are the most important factors behind improving schools and education authorities as learning systems.
11. As such the plan is organised under 3 key areas with each led by two Directors of Education / Chief Education Officers:
  - Collaborative Learning Networks
  - Curriculum, Learning and teaching
  - Leadership, Empowerment and Improvement
12. A fourth workstream, also led by two Directors of Education is that of Evaluation and Reporting.
13. Having reflected on the progress with the 2019 - 2022 plan and the impact of the pandemic on school improvement priorities, the West Partnership Board considered new arrangements to secure further progress. These arrangements are captured on pages 7 and 8 of the plan.
14. The plan has been submitted to Education Scotland and the Scottish Government.

## FINANCIAL IMPLICATIONS

15. The Scottish Government has again invited bids to support the implementation of each RIC's improvement plan. The West Partnership's bid for 2020 – 2023 is £1,339,000. The Scottish Government has indicated that the same level of funding as 2019-20 will be allocated to each RIC on a pro rata basis until the end of the current financial year. A meeting has been convened to discuss the implications should there be no funding beyond 31 March 2021.

## RECOMMENDATION

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

Mhairi Shaw  
Director of Education  
October 2020

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# The West Partnership Plan 2020-23

The Road to Renewal:  
Our Response to Covid-19

EQUITY, EXCELLENCE  
AND EMPOWERMENT



GLASGOW  
CITY REGION  
Education

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## Foreword

As Convenor of the Glasgow City Region Education Committee, I am once again pleased to present the West Partnership's Regional Improvement Plan 2020 – 2023.

Since its establishment in 2017, the West Partnership has drawn together the eight high-performing partner authorities of the City Region. Strong bonds have been established across our individual authorities and the growth in collaborative working enhances and supports our drive towards continued improvement in the outcomes for all of our region's children and young learners.

This latest plan, spanning from 2020-23, continues to set out our driving vision for Equity, Excellence and Empowerment across all eight partner authorities. In addition, our plan takes due account of the recent and ongoing challenges resulting from Covid-19. Threaded throughout the plan is a clear commitment towards support and recovery.

From the early days of the West Partnership, we have implemented several ambitious programmes and improvement activities. These have been targeted at securing improvements where they are most needed, taking very good account of the existing self-awareness which we have, of our many areas of strength. We are clear that the main goal of the Partnership is to add further value to our existing strengths and achievements to the benefit of learners across each of our partner authorities.

Staff from a range of different roles and sectors throughout the region have continued to benefit from the many opportunities which they have had to work collaboratively and in a true spirit of cooperation. With over 1000 schools and early years' centres, we fully recognise the scale and level of diversity across the Partnership. These provide both challenges and opportunities. We understand that what works in one school or setting may not be as successful in other places. Nevertheless we have embraced opportunities of working collaboratively, in sharing good practice and ideas, across all eight partner authorities. We believe that empowering our teachers and other staff to learn from others' experiences and to be imaginative will lead to further improvements in practice across our schools and early years' centres.

Equity, Excellence and Empowerment continue to be 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. This plan also outlines our approaches to ensuring recovery as a result of the specific challenges brought by Covid-19. All of us in the West Partnership, practitioners and learners alike, are learning to work in new and different ways. Our plan for 2020-23 outlines how we will provide support during these times, by promoting strong and effective leadership at all levels and through collaborative and flexible approaches to learning and teaching. I am proud to present our plan for recovery and renewal to you.

Councillor Jim Paterson, Convenor of the West Partnership

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## Introduction

As a Regional Improvement Collaborative (RIC), we are fully aware of the pressures that education staff across the West Partnership are facing as a result of Covid-19. At all levels, the focus on engaging with our children, young people and families is evident and we aim to enhance the support from local authorities in our collective response, recovery and renewal through and out of the pandemic.

We know that, as a profession, educators are forever learning and striving to improve. As a result, we are continuing to explore a range of mechanisms, making effective use of digital technologies, to deliver virtual learning opportunities to colleagues across the West Partnership and have created a number of virtual networks which enable group meetings and discussions.

We hope that by focusing on these key areas, we continue to offer practical input which allows colleagues to engage with us in ways which suit them best at this time and which capture and build on the new practices that have developed and are continuing to develop as a result of Covid-19.

We are already seeing signs of our digital presence working to support the Partnership's objectives. Subject networks have now grown to over 1800 members and continue to grow every day. We are beginning to see practitioners from across Scotland join our subject networks to share emerging practices in these challenging times.

In our relentless focus towards recovery, we have also released research papers which summarise and share existing knowledge on approaches to remote and flexible models of learning. These have been well received, with both papers receiving a significant level of attention across our social media platforms. Our online presence is growing and as we continue to meet the needs of practitioners, we will develop further our approaches, building on our existing effectiveness across online platforms.

In moving ahead, we fully recognise the need for recovery and renewal. As a result, our plan for 2020-23 demonstrates a more streamlined and sharper focus towards achieving our key objectives. The six workstreams outlined in our previous plan for 2019-22 have now been reduced to three, although much of the work will continue as can be seen in the strategic Action Plans, below. This approach will allow us to adapt with agility to any resurgence of Covid-19, building on lessons learned and enables our educators to benefit from the West Partnership's offers as a demonstration of the country's recovery and renewal.

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 collaborative working across the eight partners to improve learning experiences and increase attainment continually for every learner across the region.

Our plan for 2020-23 also includes our vision for recovery and renewal as we meet the challenges of working through the Covid-19 pandemic. We will work collaboratively to ensure that we can respond with agility to the changed circumstances in which we now live, providing support and developing flexible approaches to learning and teaching across the region.

Following the publication of our previous Regional Improvement Plan (2019-22), we have continued to put in place the systems and frameworks to help us deliver on our vision and implement actions to support the work of the eight partner authorities to help them enhance their existing efforts.

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). We know too that improvement isn't just something we can drive from the centre. We believe firmly that through empowerment, we can shift the ownership of change and enable our staff to take collective action to deliver on our ambitious agenda and targets.

As the largest of Scotland's Regional Improvement Collaboratives, with approximately one third of all Scotland's school population, we know that if we want to truly deliver sustainable improvement, we need to be driving change from the bottom. This means ensuring that every stakeholder is empowered to address the needs of each individual learner, devise experiences which will enthuse and engage them and support them to lead their own learning. By doing this, we are confident that this will lead to improvements in learners' achievements and attainment. In the longer term, we aim to have every educator in the West Partnership engaged with colleagues and partners to bring about improvement in their class and playrooms through our professional learning offer.

In recent years, the concept of teacher agency, where teachers are empowered and expected to direct their professional growth and contribute to that of their colleagues, has become more common. 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. Our purpose, therefore, is to establish and facilitate networks of professionals to work collaboratively to achieve our vision of Equity, Excellence and Empowerment.

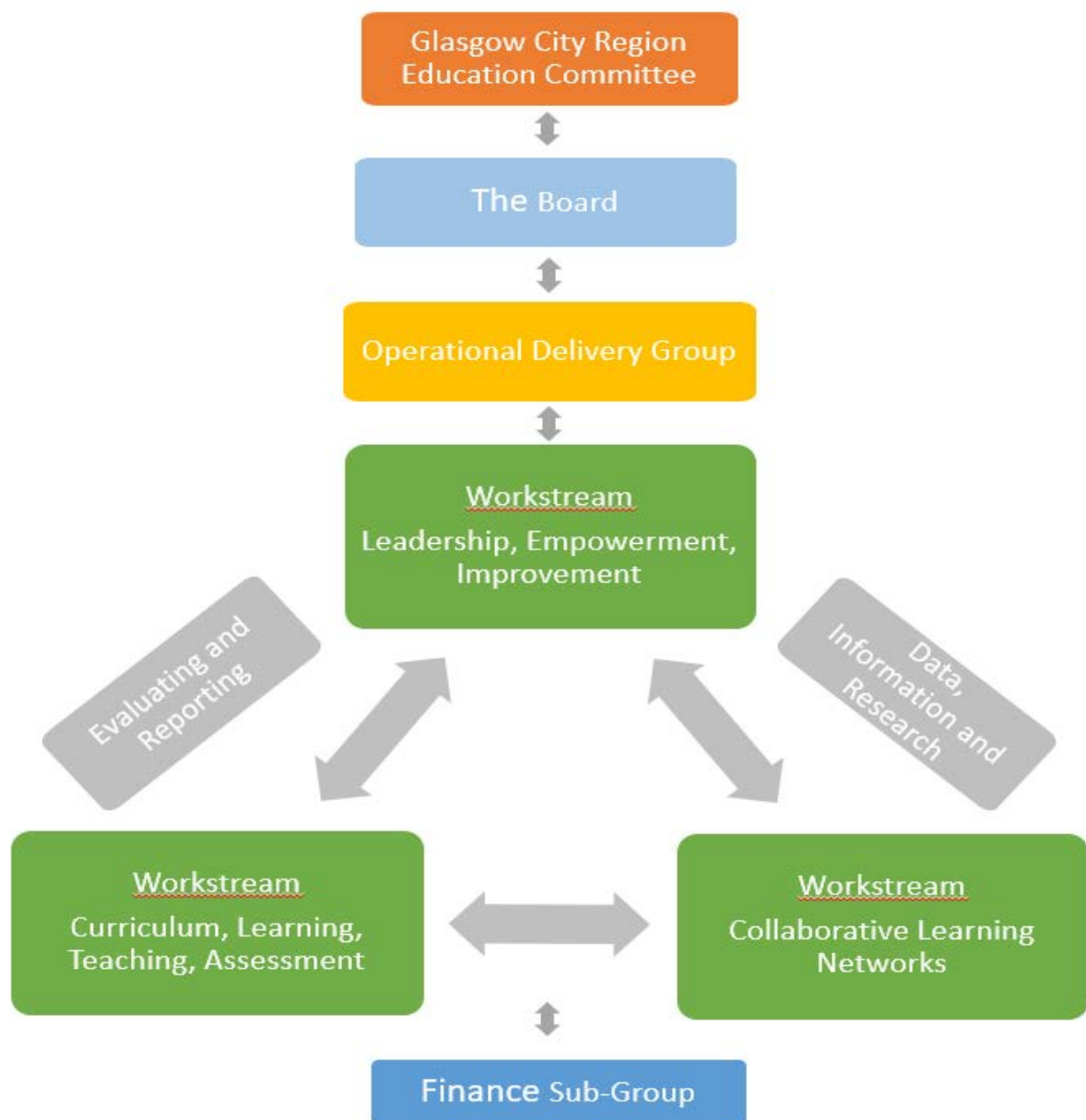
Each of the workstreams outlined later in this document has a clear link to our vision, identifying how, through their actions, they will contribute to achieving equity, excellence and empowerment. An underpinning emphasis is given to recovery and to ensuring that all learners across our partner authorities continue to experience high-quality learning experiences and outcomes despite the ongoing context of Covid-19.

## 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 evolved and 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 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 eight partner authorities, as follows:

- |                               |                              |
|-------------------------------|------------------------------|
| • East Dunbartonshire Council | Cllr Jim Goodall             |
| • East Renfrewshire Council   | Cllr Paul O'Kane             |
| • Glasgow City Council        | Cllr Chris Cunningham        |
| • Inverclyde Council          | Cllr Jim Clocherty           |
| • North Lanarkshire Council   | Cllr Frank McNally           |
| • Renfrewshire Council        | Cllr Jim Paterson (Convener) |
| • South Lanarkshire Council   | Cllr Katy Loudon             |
| • West Dunbartonshire Council | Cllr 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 a headteacher representative and Professional Association/Trade Union representative should both 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, allowing 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 Director of Education/Chief Education Officer of each of the eight partner authorities which make up the West Partnership. In addition, the Board is advised by the Senior Regional Advisor appointed by Education Scotland, the Senior Partnership Officer and has professorial representation from Policy Scotland at the University of Glasgow. Staff supporting the work of the West Partnership also attend.

Specific, identified Board members link with each workstream, and have responsibility for the direction of that workstream and for reporting to the Board on its progress. Lead Officers support each Board member with this work and provide leadership for the working groups associated with a given workstream. Working groups have representation from each local authority.

## Operational Delivery Group

In seeking to ensure the Board maintains its strategic leadership role of the West Partnership, the Operational Delivery Group, led by the Senior Partnership Officer, has responsibility for the delivery of the Regional Improvement Plan.

The seconded Lead Officers, with responsibility for the delivery of each workstream, work collectively through the Operational Delivery Group, reporting as required to the Board and Committee. In addition, a representative from Education Scotland attends 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, a number of groups and forums 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 specialist areas:

- Early Learning and Childcare
- Educational Psychology
- Additional Support for Learning (ASL)
- Home Education Network
- Community Learning and Development
- Health and Wellbeing

## 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 1000 schools and early learning centres, 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 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. This is now supplemented by our Communications Strategy.

As we have implemented our Stakeholder Engagement Strategy throughout 2019 – 2020, we have captured the views of participants and established a number of forums to ensure a level of ongoing consultation with specific stakeholder groups, including:

- Headteachers (ELC, primary, secondary and ASL);
- Professional associations and trade unions;
- Parents and carers; and
- Young people, through our ongoing engagement with the MSYPs (Members of the Scottish Youth Parliament) 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 is consistent 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.

The West Partnership values, and benefits from, the support provided by Education Scotland's Regional Improvement Team. This team adds to the West Partnership's existing capacity for improvement and provides a helpful external perspective which draws on good practice from across the country.

Communication is key to the success of any organisation and especially one with the scale and diversity of the West Partnership. As such we will continue to develop our approaches and communications channels to ensure we keep our stakeholders both informed and involved in shaping our offer.

## 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. To that end, the Evaluating and Reporting Workstream now has responsibility for evaluating and reporting more widely on the achievements and attainment of learners across the West Partnership. Evaluation reports now include updates on the progress of each workstream as well as more holistic evaluations, including the proportion of learners who attain at key performance measures. 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 commissioned a full review of Regional Improvement Collaboratives which, although delayed by Covid-19, should lead to a published report in 2021.

## Critical Indicators

The high level indicators set out below have been agreed as key measures which will allow the West Partnership to report on the impact of its work with schools.

Indicators	2016-17 Baseline	2017-18 Value	2018-19 Value	2019-20 Value	2020-21 Target
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	71.3	72.4	73.0	*	78
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	78.1	79.5	80.3	*	85
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	89.7	90.1	89.6	*	91
% of S3 pupils achieving third level or better in numeracy	90.1	89.7	90.0	*	91
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	46.7	48.8	49.7	*	55
% of S3 pupils achieving fourth level or better in numeracy	56.7	57.7	56.5	*	63
% of leavers achieving 1 or more awards at SCQF Level 6 or better	67.3	68.7	69.3	*	74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	36.2	37.6	38.3	*	35
% of leavers achieving SCQF Level 5 or better in literacy	81.9	82.8	82.6	*	86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70.2	69.2	*	76
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	TBC	TBC	TBC	3185	TBC
Mean change in staff knowledge, understanding and confidence as a result of the professional learning	This measure is currently being developed				
% 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	3.7	*	6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A	23.7	*	45
Primary Attendance Rates	94.6	N/A	94.2	*	95
Secondary Attendance Rates	90.7	N/A	90.3	*	92
Initial School Leaver Destinations	93.6	94.4	95.2	*	95
% of establishments evaluated as good or better for learning, teaching and assessment	57	66		*	75

\* Availability of data for 2019-20 has been affected by Covid-19.



## The Plan on a Page

### Leadership, Empowerment and Improvement

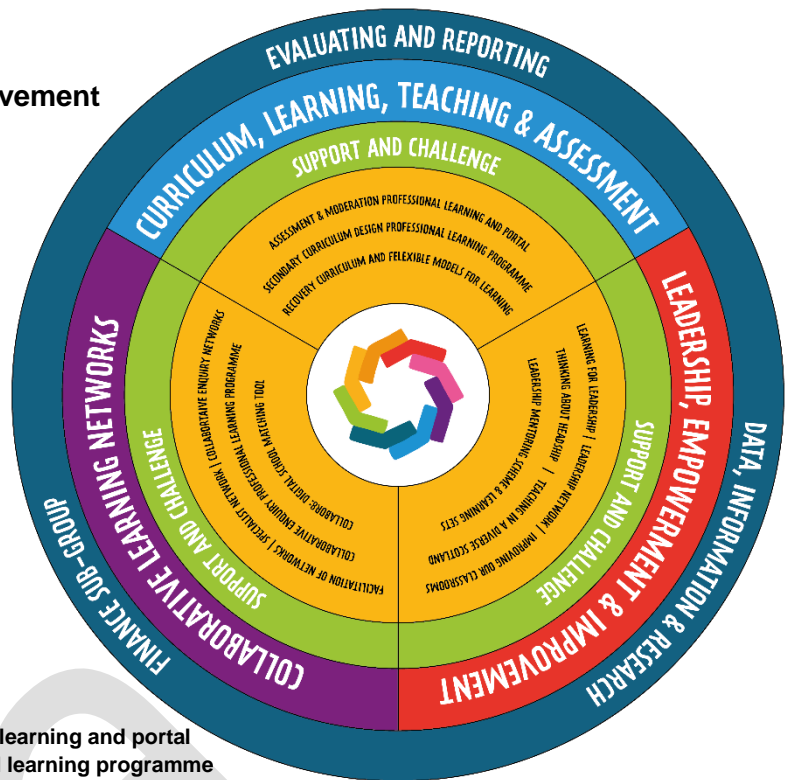
- Leadership Mentoring Scheme
- Leadership Learning Sets
- Learning for Leadership
- Thinking About Headship
- Leadership Networks
- Improving Our Classrooms
- Teaching in a Diverse Scotland

### Curriculum, Learning, Teaching and Assessment

- Assessment and moderation professional learning and portal
- Secondary curriculum design professional learning programme
- Recovery curriculum and flexible models of learning
- Specialist networks support and development

### Collaborative Learning Networks

- Facilitation of networks
- Support and development of collaborative enquiry networks
- Collaborative Action Enquiry Professional Learning Programme
- Development and administration of Collabor8: digital school matching tool



## Action Plans: Leadership, Empowerment & Improvement

<b>Leadership, Empowerment and Improvement</b>	<b>Links to Board:</b> Laura Mason, Maureen McKenna  <b>Workstream Lead Officer:</b> Jennifer Crocket
<b>Remit</b>	<b>Action</b>
<p>Throughout 2020-2023, ensure that leaders across the West Partnership are well informed of evolving leadership pathways and opportunities.</p> <p>To develop a range of supportive approaches for senior leaders in consideration of leadership actions within an empowered system.</p> <p><b>Link to Vision</b></p> <ul style="list-style-type: none"> <li>• Equity</li> <li>• Excellence</li> <li>• Empowerment</li> <li>• Recovery</li> </ul>	<ol style="list-style-type: none"> <li>1. Continue to offer a <b>Leadership Coaching and Mentoring Scheme</b> to support and develop school leaders, their skills and abilities.</li> <li>2. Continue to offer facilitated <b>Leadership Learning Sets</b> which create opportunities for school and establishment leaders to work collaboratively across the West Partnership in order to address leadership-related challenges.</li> <li>3. Offer a <b>Learning for Leadership Programme</b> which supports school and establishment leaders to drive improvement within their settings specifically in relation to outcomes for children and young people.</li> <li>4. Establish a <b>Thinking about Headship Programme</b> to support deputy headteachers within the West Partnership in considering their career pathway and preparation for next steps.</li> <li>5. Create <b>Virtual Leadership Networks</b> open to all headteachers and deputy headteachers to allow for effective collaboration across the West Partnership, particularly in planning for and navigating Covid-19 recovery and renewal.</li> <li>6. Continue to offer leadership learning activities through <b>Improving Our Classrooms</b> - an accredited professional learning programme for classroom teachers which aims to improve their classroom practice through enquiry-based study and application.</li> <li>7. Address the recommendations from the <b>Teaching in a Diverse Scotland Report</b> and support the development of a greater understanding of the context of Leadership for BME staff and learners across the region and create a bespoke leadership training programme for BME practitioners.</li> </ol>
<b>Support Agreed with Education Scotland</b>	Support from the Education Scotland Regional Improvement Team: <ul style="list-style-type: none"> <li>• Develop bespoke professional learning opportunities relating to leadership actions for empowerment.</li> <li>• Support the facilitation of leadership learning opportunities across the West Partnership.</li> </ul>

## Action Plans: Curriculum, Learning, Teaching & Assessment

<b>Curriculum, Learning, Teaching &amp; Assessment</b>	<b>Links to Board:</b> Tony McDaid, Jacqui MacDonald  <b>Workstream Lead Officer:</b> John Stuart
<b>Remit</b>  The key aim of this workstream is to grow an empowered learning system which provides the best possible curriculum for children and young people, promoting recovery.  With its focus on developing a system which supports children and young people to mitigate the impact of Covid-19, it also aims to ensure excellence and equity for all.  <b>Link to Vision</b> <ul style="list-style-type: none"> <li>• Equity</li> <li>• Excellence</li> <li>• Empowerment</li> <li>• Recovery</li> </ul>	<b>Action</b> <ol style="list-style-type: none"> <li>1. Continue to extend the professional learning opportunities for school leaders and class teachers which will improve the quality of <b>Assessment and Moderation</b> and bring about greater consistency in teachers' professional judgements of Curriculum for Excellence levels across the region. Launch the <b>West Partnership Moderation Portal</b>.</li> <li>2. Deliver professional learning and enquiry opportunities for leaders to engage with effective approaches to <b>Curriculum Design</b> in <b>Primary, ELC and ASL</b> settings and create a curriculum rationale which is fit for purpose in the context of recovery and renewal.</li> <li>3. Deliver a <b>Secondary Curriculum Design professional learning programme</b> to senior leaders to support participants to develop the skills and network contacts to promote appropriate and progressive curriculum structures across the WP.</li> <li>4. Through professional enquiry and collaboration, support establishments to create <b>Flexible Models of Learning</b>, including the launch of the <b>West Partnership Online School</b> (West OS).</li> <li>5. Continue to develop self-sustaining <b>Subject/Specialist Networks</b>.</li> </ol>
<b>Support Agreed with Education Scotland</b>	Support from the Education Scotland Regional Improvement Team: <ul style="list-style-type: none"> <li>• Plan, support and enable professional learning events.</li> <li>• Work directly with practitioners to improve learning, teaching and assessment.</li> <li>• Share evidence from inspection of highly-effective practice and support practitioners to understand better what highly-effective learning, teaching and assessment looks like, including a particular focus on digital learning and teaching.</li> <li>• Share evidence from inspection of highly-effective practice in learning pathways and support practitioners to understand better what it looks like.</li> <li>• Support subject and specialist networks to grow into self-sustaining learning systems.</li> </ul>

## Action Plans: Collaborative Learning Networks

<b>Collaborative Networks</b>	<b>Links to Board: Mhairi Shaw, Ruth Binks</b>  <b>Workstream Lead Officer: Helen Brown</b>
<b>Remit</b>  Throughout 2020- 2023 establish a systematic approach to build upon and roll out collaborative working to embed robust processes that would lead to high quality and sustainable practices across the West Partnership.  <b>Link to Vision:</b> <ul style="list-style-type: none"> <li>• Equity</li> <li>• Excellence</li> <li>• Empowerment</li> <li>• Recovery</li> </ul>	<b>Action</b> <ol style="list-style-type: none"> <li>1. Continue to <b>facilitate</b> and support <b>networks</b> including for practitioners, facilitators and forums which empower children, young people and families to participate in and influence the West Partnership.</li> <li>2. Support and development of <b>Collaborative Enquiry Networks</b> to investigate and implement interventions that will improve outcomes for children and young people.</li> <li>3. Continue to develop the <b>Collaborative action enquiry professional learning programme</b>.</li> <li>4. Continue to develop and implement <b>Collabor8</b> as a digital platform that matches schools and early learning centres with shared interests to collaborate on enquiry projects.</li> </ol>
<b>Support agreed with Education Scotland</b>	Support from the Education Scotland Regional Improvement Team: <ul style="list-style-type: none"> <li>• Identify relevant research.</li> <li>• In partnership with key facilitators and educational psychologists provide bespoke support for participating schools.</li> <li>• Provide and support professional learning opportunities.</li> </ul>

## Action Plans: **Evaluating and Reporting**

<b>Evaluating and Reporting</b>	<b>Links to Board: Steven Quinn, Derek Brown</b>  <b>Workstream Lead Officer: Lauren Johnston</b>
<b>Remit</b>  To support the West Partnership with self-evaluation, measuring and reporting impact of the improvement plan.  To support the West Partnership demonstrate coordinated and collective impact.  To support other workstreams with data analysis and use of data and information.  <b>Link to Vision:</b> <ul style="list-style-type: none"> <li>• Equity</li> <li>• Excellence</li> <li>• Recovery</li> </ul>	<b>Action</b>  <ol style="list-style-type: none"> <li>1. Review and maintain 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.</li> <li>2. Establish and maintain processes and tools for gathering quantitative and qualitative evidence to measure and describe the impact of the work in the Partnership.</li> <li>3. Produce regular reports for a range of audiences including Board, Committee and Scottish Government and an annual evaluation report detailing the successes and achievements of the Partnership’s improvement agenda.</li> <li>4. Support individual workstreams to define specific indicators aligned to their areas of priority.</li> <li>5. Support with the development of the FOCUS tool across the West Partnership.</li> <li>6. Collate and analyse evaluative data following all events.</li> <li>7. Work in collaboration with the Research and Impact Officer to conduct and report on evaluation activities to support continuous improvement and understanding impact.</li> <li>8. Continue to develop systems and processes which support the management, reporting and communication of the RIC work.</li> </ol>
<b>Support agreed with Education Scotland</b>	Support from the Education Scotland Regional Improvement Team: <ul style="list-style-type: none"> <li>• Analyse all West Partnership inspection and review reports at the end of each session.</li> <li>• Share and report case studies of best practice examples which have emerged from inspections and reviews.</li> </ul> Support from Scottish Government Analysis and Statistics Unit within the Learning Directorate.

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