

Department of Corporate and Community Services

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Date: 16 September 2021

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TO: Councillors A. Lafferty (Chair), C. Merrick (Vice Chair), Provost J. Fletcher, and Councillors C. Bamforth, T. Buchanan, D. Devlin, C Gilbert, 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 on **Thursday, 30 September 2021 at 10.00am.**

The agenda of business is as listed below.

CAROLINE INNES

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DEPUTY CHIEF EXECUTIVE

Please note this is a virtual meeting.

AGENDA

1. **Apologies for Absence.**
2. **Declarations of Interest.**
3. **Get Into Summer – Oral Report by Head of Education Services (Equality and Equity).**
4. **Progress Report on Priorities Associated with National Improvement Framework – Report by Director of Education (copy attached, pages 3 - 16).**
5. **West Partnership Improvement Collaborative Evaluation Report 2020-2021 – Report by Director of Education (copy attached, pages 17 - 44).**
6. **West Partnership Improvement Collaborative Improvement Plan 2021-2022 – Report by Director of Education (copy attached, pages 45 - 62).**

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE30 SEPTEMBER 2021Report by Director of EducationPROGRESS REPORT ON PRIORITIES ASSOCIATED WITH NATIONAL
IMPROVEMENT FRAMEWORK**PURPOSE**

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

RECOMMENDATION

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

BACKGROUND

3. On 6 January 2016 the Scottish Government launched the National Improvement Framework (NIF) for Scottish education. The Framework is intended to drive both excellence and equity in Scottish education and is reviewed annually. The 2021 National Improvement Framework and Improvement Plan was published in December 2020.

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

5. The priorities set out in the NIF mirror our own aspirations set out in our Community Plan and Fairer East Ren Plan, West Partnership Plan, Local Improvement Plan and Education Department vision of "Everyone Attaining, Everyone Achieving through Excellent Experiences".

6. Elected members will be aware of the department's strategy, Advancing Excellence and Equity in Education in East Renfrewshire. The strategy is designed to tackle inequity and inequalities in educational outcomes and places an emphasis on curriculum, teaching and life-long learning along with putting the needs and circumstances of the individual learner at the centre.

7. The annual Standards and Quality Report provides evidence of how the department and schools have raised the bar for all learners and at the same time

reduced the inequalities of outcome experienced by our more disadvantaged children and young people. The report also sets out the progress we have made towards the four national priorities as set out in the National Improvement Framework (NIF):

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

8. Given the context this year, local authorities were not required to report to the Scottish Government on themes detailed above in paragraph 7. However, high level, evidence based, internal quality assurance by both our schools and the department has allowed us to report on the continuous improvement in East Renfrewshire and evaluate the impact of our commitment to supporting children, families and school communities throughout the Covid-19 crisis

REPORT

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

10. As a result of the Covid-19 pandemic, evidence for the report was limited to the following sources:

- performance and questionnaire data;
- thematic reviews by Education Scotland and the Quality Improvement Team on remote learning;
- reports on Early Learning and Childcare Centres by Care Inspectorate Scotland; and,
- school and service improvement plans and Standards and Quality Reports.

11. Education Department guidance on improving quality of provision has been refreshed annually since 2016-17 to reflect the NIF and associated Improvement Plan. Links to the NIF priorities and drivers have been incorporated into the Local Improvement Plan since 2017. As a result, all Early Learning and Childcare (ELC) establishments' and schools' improvement plans reflect the 4 national priorities as set out in the NIF and detailed in paragraph 7.

Improvement in attainment, particularly in literacy and numeracy

12. Quality assurance and moderation remain a key focus of the National Improvement Framework Agenda. Over the past 8 school sessions, the authority has had a significant focus on developing a shared understanding of standards through a range of moderation activity and professional learning opportunities across all sectors. This has been essential in supporting schools in identifying interventions best placed to have the biggest impact on improving literacy and numeracy. In response to Covid-

19 we adapted our framework and approaches in order to continue to support establishments and practitioners in relation to learning, teaching and assessment.

13. All establishments have 'moderation facilitators' who have participated in focused professional learning and are able to lead developments at school, cluster and local authority levels. When surveyed 99% of responses from Moderation Facilitators indicated that they felt equipped to take forward moderation within their establishments and 94% of responses indicated that their confidence in the process of moderation had improved. This has further confirmed that the internal arrangements in our schools are supporting accuracy of teacher judgements of pupil's performance.

14. A range of professional learning opportunities were developed and delivered to staff across sectors. The programme of Career Long Professional Learning (CLPL) offered was highly evaluated. The qualitative comments received indicate a continued appetite for professional learning on the various aspects of the learning, teaching and assessment cycle/process. Staff noted that more cross sector moderation would be helpful and that a key focus should remain on transitions and progression across levels throughout the Broad General Education (BGE).

15. Last school session assessment and moderation activity for secondary practitioners centred around the Alternative Certification Model, providing excellent opportunities for practitioners to engage in ongoing high quality dialogue linked to effective assessment approaches. Through these opportunities, staff are continuing to develop their confidence in making accurate professional judgements about learners' progress.

16. The Local Assessment Resource has been overhauled, redesigned and relaunched last session and contains sections aimed at supporting moderation activity for all senior leaders and practitioners across all sectors. There are links to relevant national documentation from Education Scotland, webinar recordings of the professional learning programme delivered from October to December 2020 and the Learning, Teaching and Assessment Framework 'Excellent Experiences for All'. It also contains high quality materials from previous local authority moderation activities.

Literacy

17. Despite the restrictions the actions identified in East Renfrewshire's Literacy Strategy have continued to be progressed. With a focus on ensuring that literacy development has not been impacted by school closures, the Literacy Team have continued to collaborate with school staff to ensure that literacy needs are identified and supported.

18. Where possible, Reading Recovery was delivered in primary schools to identified individual children. Schools have indicated through their self-evaluation processes that the children participating in Reading Recovery are transferring their skills to the class setting and practitioners are noting improvements across literacy and English.

19. In response to school closures and potential learning loss, further programmes to address the wider groups of children (Daily Literacy Learning and Together Raising Attainment in Literacy) were introduced in some schools to support learning in relation to literacy.

20. Daily Literacy Learning (DLL) is a whole class approach to teaching reading and writing with a focus on oral language development. 124 Primary 2 pupils across 4

schools participated in the programme. 84% of pupils were non-readers or were reading at emergent literacy levels before participating in DLL and 48% of pupils were reading above expected levels after participating in the programme. Despite this improvement, a few young people still require additional support to mitigate against the time they have not been at school.

21. The ongoing English and Literacy staff CLPL programme continued during 2020-21. Training for Pupil Support Assistants (PSAs) in ERC's Together Better Readers has again provided a framework for PSAs to support the reading of older children in primary and young people in secondary. Further training for Supporting Reading in the Classroom has also been developed and delivered.

22. In response to data from schools regarding the lack of social interaction between some children and young people during school closures and the vocabulary gap the Quality Improvement Officer with responsibility for English and Literacy, along with the departmental Principal Teachers of Literacy have developed Talking and Listening guidance and a programme of CLPL for school staff. This will be launched during session 2021-2022.

23. The virtual Literacy Locker has been created to support staff and stores all relevant materials for the development of literacy. Within the Literacy Locker, videos which can be used for staff development ensure that training can take place at times convenient to schools and practitioners. Similarly, the Literacy Library has been established for parents including videos for parents on how to support their child's literacy development.

Numeracy

24. In relation to the outcomes set out in the Numeracy and Mathematics Strategy, there was a continued commitment to the provision of high quality professional learning opportunities for staff from all sectors. The range of professional development activities switched to digital and narrowed in order to protect staff time and capacity to adapt to the developing situation (Covid-19). In collaboration with Education Scotland, a small suite of workshops pertinent to our priorities was developed and delivered. These sessions were highly evaluated by attendees.

25. Effective formative assessment was given a high priority to enable staff to identify any potential Numeracy and Mathematics learning loss. Trained Maths Champions across all establishments in the Early Learning & Childcare and Primary sectors participated in a series of workshops, led by Education Scotland. Workshops linked to these key themes and additional network meetings focused on the use of digital technologies to support practitioners in their delivery of this area of the curriculum during periods of remote learning.

26. The West Partnership Maths Group arranged the fourth annual conference for practitioners across the eight local authorities. The conference was held virtually this session due to the restrictions in place at the time. The virtual platform allowed a greater number of participants to attend (approx. 500) and there were a variety of workshops on offer aimed at raising attainment in numeracy and mathematics. Almost all attendees felt the information provided and presentations were useful (97%) and that the sessions they attended would impact upon their practice (94%).

27. During 2020 – 2021, Adult Learning Services transformed the service to meet the needs of local adult learners. The team trained as Digital Champions through

Connecting Scotland and this programme has provided 44 families and individual residents with a digital device, connectivity and ongoing support to engage with learning and services online.

28. 155 adult learners were supported by providing them with a range of tailored learning opportunities enabling them to make progress towards their learning goals and stay connected with their family, friends and local community. Courses included a range of ESOL, Adult Literacies, Learning for Work and Personal Development programmes.

29. The role of link Quality Improvement Officers will continue to be focused on providing ongoing support for self-evaluation and school improvement. Quality Improvement Officers will work alongside school leaders as a 'critical friend' in relation to recovery planning, learning loss, improvement planning and standards and quality reports as we aim to build back better.

Attainment in Literacy and Numeracy

30. In September and October each year, the ability of primary 1 pupils in literacy and numeracy and physical development is measured in a screening process called the literacy and numeracy baseline and developmental milestones screening. This allows primary staff to record children's strengths and areas for development, to plan for learning and target setting and to monitor children's progress over time. Moreover the information is also shared with early learning and childcare establishments to allow them to consider how they may improve experiences and outcomes for children. The data gathered in September and October 2020 (most recent) demonstrated that:

- a) whilst the average raw performance of all children collectively in literacy and numeracy remained relatively unchanged from previous years, this was not the case for those children regarded as being from less affluent backgrounds, as measured by SIMD;
- b) the proportion of all children attaining their developmental milestones decreased by around 3%, again with those from least affluent backgrounds being impacted disproportionately.

31. Each year the Scottish Government gathers Achievement of Curriculum for Excellence Levels (ACEL) data from all schools in Scotland which reports the proportion of children who attain the expected levels of progression in reading, writing, talking and listening and numeracy at the P1, P4, P7 and S3 year stages. As a consequence of the impact from Covid-19, ACEL data was not collected for academic year 2019-20 whilst in 2021 the Scottish Government made the decision not to gather progress levels for those pupils in S3, given the ongoing demands on the secondary sector regarding the alternative certification model for national qualifications. The data collected for East Renfrewshire's schools for academic year 2020-21, whilst already submitted to the Scottish Government, is still to be confirmed and published. At the P1, P4 and P7 year stages in 2020-21, early data shows that:

- a) children's levels of progression in the Broad General Education in 2020-21 remains significantly above the national average in 2018-19 (last year recorded);
- b) in 2020-21 the proportion of children attaining the expected level of progress in reading, writing and numeracy is the lowest recorded since 2016-17, whilst in talking and listening the proportion achieving is the lowest recorded since 2017-18, albeit performance remains high across all curricular areas;

c) the greatest decrease in attainment since 2016-17 is at the P1 year stage.

32. In the absence of the SQA 2021 examinations, school staff and Education Department personnel worked together to deliver, in line with SQA and Scottish Government guidelines, an Alternative Certification Model (ACM). The process was formally shared with Parent Council Chairs along with individual school parent forums ensuring that all learners and parents were kept informed throughout the process. The ACM in East Renfrewshire was evaluated by Education Scotland who commended its rigour and fairness. Whilst the Education Department has its own dataset for analysis of 2020-21 National Qualification outcomes, attainment in wider measures such as literacy and numeracy, school leaver information as well as national and regional performance information is not yet available.

In 2019-20 (most recent available), the proportion of leavers attaining literacy and numeracy combined at SCQF levels 3 and 4 increased slightly to 98% and 97% respectively, the highest values recorded over the last 5 years. However at SCQF levels 5 and 6 the proportion of leavers attaining literacy and numeracy decreased slightly from 2019 values to 87% and 56% respectively.

33. In questionnaires 90% of pupils and 99% of staff indicated that children and young people were treated fairly and with respect;

Closing the attainment gap between the most and least disadvantaged children and young people

34. Equity is at the heart of East Renfrewshire's Education strategy and attainment results reflect the work of teachers to vigorously support all pupils. The department has rigorous and highly effective approaches to monitor and track the equity of provision for young people across our schools.

35. The analysis of outcomes for children and young people in key equity groups is a central feature of our approaches to self-evaluation and quality improvement. The department uses data regularly to raise awareness; monitor progression; build leadership capability and capacity; plan interventions and improvement activity; and set targets.

36. Attainment evidence demonstrates that the closing of the poverty related attainment gap has been curtailed somewhat given the impact of Covid-19. For example:

- a) Developmental milestone data in 2020-21 demonstrates that the proportion of children residing in SIMD 1-3 properties achieving their milestones on entry to P1 decreased significantly by 9 percentage points, from a previous recorded high of 74% in 2019-20 (following a 4 year trend of improvement), to 65%; this is the lowest recorded value for each of the last 5 years. Meanwhile the proportion of children achieving their milestones residing in decile areas 4-7 and 8-10 has increased or remained relatively consistent over the same period, with 81% and 85% of children respectively attaining the measure, resulting in a significant gap between those in deciles 1-3 and the remainder of the cohort.
- b) In 2019-20 baseline, there was on average a 9 point gap between children residing in decile 1 and decile 10 residences in numeracy; in 2020-21 this average gap increased to 13 points.

- c) The gap between learners residing in quintile 1 and quintile 5 achieving the expected level of progression in the Broad General Education decreased significantly from 2016-17 to 2018-19 (last published) resulting in a reduction in the gap between these learners of 6%, 7%, 15% and 15% in reading, writing, talking and listening and numeracy, respectively. East Renfrewshire recorded the third and second highest reduction of the gap in literacy and numeracy respectively in 2018-19 nationally, from an already strong position of having one of the lowest gaps across Scotland initially.

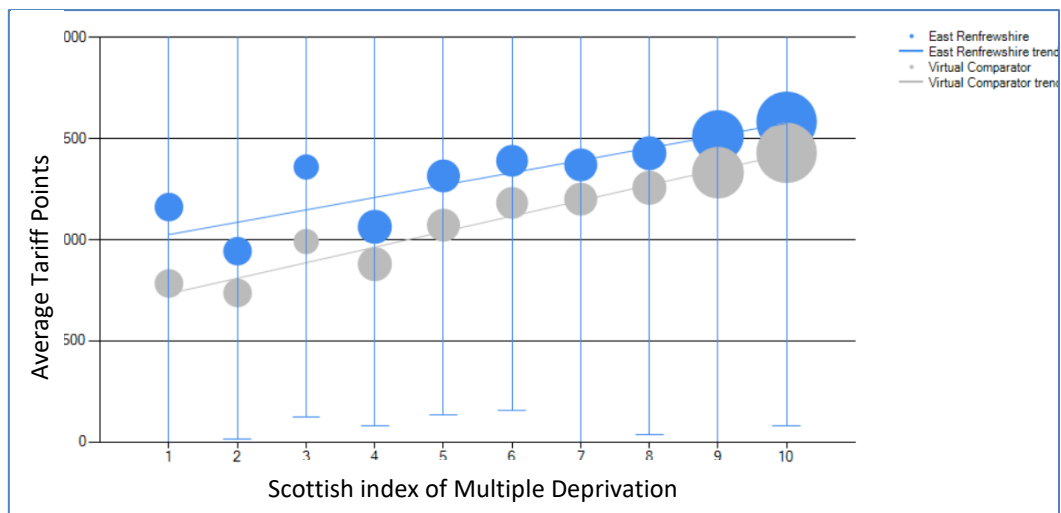
In 2020-21 the gap between these groups of learners increased and consequently the reduction in the gap since 2016-17 is now less impressive at 0.8%, 3%, 7.7% and 9.5% in each curricular area:

Quintile	Reading	Writing	Talking & Listening	Numeracy
Gap				
Q1 vs Q5 (Gap) 2020-2021	21.1%	22.8%	13.5%	18.6%
Q1 vs Q5 (Gap) 2018-2019	15.5%	18.8%	5.6%	13.1%
Q1 vs Q5 (Gap) 2017-2018	13.1%	13.3%	10.6%	11.4%
Q1 vs Q5 (Gap) 2016-2017	21.9%	25.8%	21.2%	28.1%

- d) In 2021, the gap in the proportion of S4 pupils residing in the most and least deprived postcodes attaining 5 or more awards at National 5 reduced; this is the third consecutive year where the gap has reduced and is the lowest recorded. Moreover the average total tariff points of S4 pupils residing in deciles 1-3, continues to increase at a significantly higher rate than the other decile groups, and has done so since 2018.

However for S4 pupils entitled to a free school meal the achievement of 5 or more awards at SCQF Level 5 decreased in 2021 by 4 percentage points from 2020, with around half of these pupils achieving this measure; 79% of all pupils attained this same measure.

- e) In 2019-20, analysis of young people leaving school at S4, S5 and S6 demonstrates that the average tariff points achieved by pupils residing in each decile area, is greater than the authority's virtual comparator in both total and complementary tariff points; in most years, performance in SIMD 1-6 is much greater than the comparator's. This is a trend demonstrated over the past 5 years.



- f) The proportion of pupils residing in quintile 1 areas entering a positive destination has increased by around 1% since 2015-16 to 94% in 2019-20; however this is below the 98% of young people residing in quintile 5 who entered a positive destination.

37. East Renfrewshire schools were allocated a total of £1,353,017 in Pupil Equity Funding (PEF) from Scottish Government for session 2020-2021. Head teachers developed PEF plans detailing how each school's funding would be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap.

38. Due to the Covid-19 pandemic, Scottish Government relaxed the current guidance on Pupil Equity Funding to enable local authorities and Head Teachers to provide support that best meets the needs of their communities during the pandemic. In light of changes to national guidance, updated information for schools on planning and reporting on PEF spending was issued by the Education Department. As a result, the majority of schools allocated a proportion of their pupil equity funding to target learning loss and / or to provide emotional care to help support children and young people's wellbeing.

39. Schools have aligned the additional teaching resource from the Scottish Government with their Pupil Equity Funding and East Renfrewshire lowest 20% resources; to support targeted learning and teaching and address any gaps in learning caused by school closures. Head Teachers have the autonomy to decide how they deploy the additional staff funded by Scottish Government. In addition Educational Psychology continue to support pupils and staff with their wellbeing, providing a range of learning opportunities, interventions and advice.

40. During the pandemic, and in particular during periods of school closure, the Education Department provided support and advice to schools and early learning and childcare centres to ensure that vulnerable learners were given the highest level of support to engage with key school staff in school hubs and through remote learning. The Department also communicated very effectively with partners in HSCP and Third Sector during this period, to ensure that children and young people who needed additional support to engage with learning received this support.

41. Commendably our schools adapted their learning and teaching provision from face to face, to remote and back to face to face, with ease, whilst maintaining a focus

on high quality experiences for learners. Almost all our schools reported that most children continued to make progress during this time and were working towards appropriate learning targets and goals. Through an external scrutiny exercise undertaken by Education Scotland, the approaches of schools across East Renfrewshire were endorsed with recognition of the supports in place.

42. Whilst the vast majority of children and young people have adapted well to the changing provision of education over the last 18 months, a small number of children have struggled to adjust to the restrictions and the subsequent return to school and may require more intensive support to support the recovery of their learning. This can be very demanding on resource and the department is continuing to work with schools to identify where further support may be needed.

43. We continued to work in partnership with the University of Glasgow's widening participation team to provide pastoral care staff from all secondary schools with awareness raising CLPL relating to the support that can be provided for vulnerable groups of pupils, including those who are care experienced or young carers. We also involved partners from HSCP and Third Sector in this CLPL.

44. We were one of the first local authorities to work in partnership with the Carers Trust to provide CLPL on supporting young carers for probationer teachers. We continue to identify more young carers and to improve the support we provide for them. Our Young Carer Schools Group led an awareness raising session for school staff where we launched the young carer education toolkit produced by the Carers Trust and shared best practice from some of the schools who are part of the schools group. Another event was held to mark Young Carers Action Day, celebrating the achievements of our young carers and sharing their lived experiences.

45. Funding has been extended to June 2022 for a Young Carer development worker who supports our schools by providing assemblies, workshops and drop-in sessions for pupils, and training for staff.

Improvement in children and young people's health and wellbeing

46. The Education Department has very effective arrangements in place in relation to safeguarding. A multi-agency child protection audit identified areas for improvement in individual settings. Child protection coordinators' awareness and understanding of issues such as child sexual exploitation, domestic abuse and Prevent is supported and enhanced by their participation in child protection coordinator meetings led by a QIO and the Lead Officer for child protection and through attendance at multi agency public protection training events which were held remotely as a result of restrictions in place.

47. An updated Child Protection briefing presentation has been produced and shared with schools for use with all staff during in service days. Senior and pastoral care staff in schools and across East Renfrewshire have participated in professional learning in the Signs of Safety approach to Child Protection which has been embraced by the local Child Protection Committee.

48. Mentors in Violence Prevention is a peer mentoring programme that gives young people the chance to explore and challenge the attitudes, beliefs and cultural norms that underpin gender-based violence, bullying and other forms of violence. In May 2021, four Secondary Schools along with partners from Police Scotland, HSCP, CLD, Women's Aid and Rape Crisis, participated in professional learning facilitated by Education Scotland for this programme. These staff have begun training volunteer senior pupils to take on the role of mentors. We plan to facilitate further training next

year for the remaining three secondary schools to join this programme.

49. We work in partnership with East Renfrewshire Culture and Leisure Trust's Active Schools Team to support children and young people's participation in physical activity. During the pandemic, the Active Schools Team were proactive and responsive to the frequently changing restrictions placed on physical activity. They focused on supporting primary teaching staff to deliver outdoor physical activity and provided a wide range of linked CLPL. They also supported school hubs during lockdown and provided targeted support for children who found it difficult to re-engage in learning following lockdown. The variety of activities provided encouraged increased attendance at the school hubs.

50. In questionnaires, almost all staff (96%) indicated that children were treated fairly and with respect by staff, with almost all (90%) children agreeing with this. Almost all staff (96%) also indicated that children and young people were encouraged and supported to treat others with respect, and almost all pupils (96%) agreed that other pupils treated them with respect.

51. In Autumn 2020 a new multi-stakeholder recovery team, known as Healthier Minds, was developed and was aligned to school communities to ensure the delivery of mental wellbeing supports to children, young people and their families.

52. Healthier Minds work alongside Primary and Secondary Schools (10-18 years), building on the outcomes from the original children and young people's mental wellbeing co-production event in November 2019. This includes facilitating targeted packages of support and the delivery of direct services to children, young people and their families, all based on individual needs.

53. The Healthier Minds screening hub model is in place to consider referrals for support. The screening hub meets on a weekly basis and is attended by regular representatives from CAMHS, social work, youth counselling, educational psychology and the Family Wellbeing Service. The hub discuss and agree the best possible supports and routes for the provision of these based on the needs of the child or young person (e.g. Healthier Minds Team member or youth counselling service).

54. The Healthier Minds website has a whole range of information and support including recovery specific resources for staff and pupils, recognising just how challenging the last year has been for so many people. The website continues to evolve in response to feedback from children, young people and their families and is the hub for those seeking more information on self-help, support, local services or more information.

55. The Healthier Minds report regularly to senior officers in Education and HSCP, most recently raising a concern about the increasing number of young people requiring support for their mental health and wellbeing. Although there is a correlation between those requiring support and those who were most challenged and isolated during Covid-19 restrictions, many of the young people accessing the support were coping well prior to the pandemic. There is also an emerging area of increasing need from children and young people with additional support needs and in particular, those with neuro developmental difficulties.

56. Almost all schools and early learning and childcare settings are engaged in the Rights Respecting School Award accreditation process, with 12 currently at Gold level. During assessment visits to East Renfrewshire schools, a

number of key strengths were noted including: strong pupil voice; a positive ethos where relationships are based on mutual respect; a focus on mental health and wellbeing; and leadership teams' desire to help every child succeed.

57. A QIO worked in partnership with UNICEF to provide CLPL for key staff in schools and early learning and childcare settings explaining the accreditation process and making links to the expectations of the new UNCRC Bill.

Improvement in employability skills and sustained, positive school-leaver destinations for all young people

58. The Covid-19 pandemic impacted on the percentage of leavers in a positive destination, which was 96.2% in 2019-20 down from 97.5% in 2018-19. Encouragingly, 96.4% of the 2019-20 leavers were in a positive destination at the follow-up survey in March 2021.

59. Skills Development Scotland and the Scottish Government worked together to develop a measure of participation which allows identification of the participation status of the wider 16-19 cohort. As agreed by Scottish Ministers the Annual Participation Measure (APM) has been adopted in the Scottish Government's [National Performance Framework](#) as the measure of young people's participation. In 2021, 97.2% of ERC 16-19 year olds were participating (as at Aug 2021), a slight increase on the 2020 value of 96.7%, well above the national figure of 92.1% with East Renfrewshire having the highest proportion participating nationally.

60. Over the past three years, the percentage of school leavers attaining vocational qualifications at SCQF Level 5 or Level 6 has increased from 21.2% to 28.3% (Level 5) and 10.9% to 15.8% (Level 6). The National figures for both measures sitting at 17.1% and 8.4% respectively.

61. Our partnership with SDS has ensured that our young people, staff and parents receive the most up to date, relevant labour market information to support their learner pathways. Staff participated CLPL to enhance their knowledge in relation to careers information and guidance and the Department delivered targeted training around the Career Education Standard, My World of Work and the datahub.

62. We develop and nurture relationships with employers to support learner experiences and broaden learner pathways. Our ability to showcase the skills of our young people to employers has been impacted by the restrictions in place to mitigate against Covid-19. A priority of the newly introduced DYW Coordinators will be to work with employers to allow our young people to demonstrate and apply these skills in different contexts.

63. Vocational Education continues to contribute to the achievement and attainment of young people in the senior phase and support them to develop skills for work. This offer has been developed to include courses across a range of locations including partner colleges and our vocational facilities at Barrhead High School. The vocational opportunities on offer reduced as a result Covid 19 with more young people opting to study in school. In addition many partners had challenges redesigning their courses to a remote learning model.

64. To ensure continued efficiency the department reviewed the course options available and uptake, which led to a reduction to 40 courses being available in 2021 – 2022 from a pre-pandemic position of 60 in 2019-2020. The number of young people participating in vocational courses also reduced from 561 in 2019-20, to 346 in 2020 – 2021. Although this is very disappointing, the figures participating in vocational education at the start of 2021-2022 has increased to 368.

65. Despite the cautious approach during the pandemic by young people selecting vocational courses, they continue to embrace the Foundation Apprenticeship (FA) scheme and this is now embedded in the senior phase offer in our schools. The unique opportunity of work based learning provided by (FA) has increased from 11 courses in 2020-2021 to 15 in 2021-2022.

66. The progress of our young people is closely monitored to ensure successful outcomes for every young person undertaking a vocational course. This tracking is possible due to the support of college partners and training providers who work well with us to maintain pupil progress and intervene where appropriate, offering further support as required.

67. A report detailing our progress in [Developing the Young Workforce](#) was shared at Education Committee in June 2021.

CONCLUSION

68. A relentless focus by the department and schools to raise the bar for all learners and at the same time reduce the inequalities of outcome experienced by our more disadvantaged children and young people has continued despite the challenging context of the Covid-19 pandemic.

69. Progress towards the four national priorities as set out in the National Improvement Framework has been impacted by the periods of school closures and the continued disruption caused by the pandemic.

70. For some children and young people the impact of the pandemic has been far reaching and there is a continued need to focus resource on reducing inequalities to ensure that all recover and there is no long term legacy for our youngest citizens.

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

FINANCIAL AND EFFICIENCY IMPLICATIONS

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

RECOMMENDATION

73. Elected members are asked to note and comment on the Education Department's progress in implementing priorities associated with the National Improvement Framework

Mark Ratter
Director of Education
30 September 2021

Convener Contact Details

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE MEETING30 September 2021Report by Director of EducationWEST PARTNERSHIP IMPROVEMENT COLLABORATIVE:
EVALUATION REPORT 2020-21**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 2020 - 2021.

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 Improvement Plan in October 2020 and the interim action plan in April 2021.

REPORT

5. The attached report (Appendix 1) details progress over the academic year 2020-2021 towards achieving each of the associated target outcomes and expected impacts as detailed in the West Partnership Improvement Plan for 2020-2023.
6. The report captures the progress of three main West Partnership workstreams, even when taking into account the significant challenges that all education staff have faced during the course of another extraordinary school session.
7. Throughout the report, there are strong examples of how the Partnership is supporting authorities to improve attainment and achievement for all, while closing the poverty related attainment gap.
8. Included in this report are case studies showcasing aspects of work which have supported the work of authorities. Where possible, attainment and senior phase data has been updated to demonstrate the progress of learners in the Partnership.
9. Some highlights include The West Online School (West OS) which was created to provide a bank of high-quality learning videos that could support practitioners and learners both inside and outside of the classroom. East Renfrewshire children and

young people have benefitted from this resource and all secondary schools in the area have utilised a West OS video to support learning.

10. Senior leaders from East Renfrewshire attended Virtual Learning Networks which were established to provide a virtual space for senior leaders to effectively collaborate on issues around the response to the pandemic. The networks aimed to support and facilitate professional dialogue on key response areas to build staff capacity in order to improve outcomes for children and young people within the context of Covid19 and beyond.
11. The design of the final version of the report will be enhanced by the addition of pictures and graphics to ensure it is presented in a professional manner for publication.
12. The paper was considered and endorsed at the last Glasgow City Region Education Committee on 24 August 2021 with the recommendation that each Council area considers the report through its own local governance arrangements.
13. The latest version of the West Partnership's Improvement Plan 2021 – 2022 is the subject of a separate paper to this committee.

FINANCIAL IMPLICATIONS

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

RECOMMENDATION

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

Mark Ratter
Director of Education
30 September 2021

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Appendix 1
The West Partnership Evaluation Report 2020-21

Background Papers
West Partnership Improvement Collaborative: Improvement Plan 2020-2023
https://www.eastrenfrewshire.gov.uk/media/3498/Education-Committee-Item-07-01-October2020/pdf/Education_Committee_Item_07_-_01_October_2020.pdf?m=637363908360630000

The West Partnership Evaluation Report 2020-21

Equity, Excellence & Empowerment

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Introduction

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

This report details progress over the academic year 2020-2021 towards achieving each of the associated target outcomes and expected impacts as detailed in the West Partnership Improvement Plan for 2020-2023.

Each year, we see the growing benefit of working collaboratively and systematically across the West Partnership area, and the difference this is making. There are many compelling examples of how our partnership working translates into practice, for example this session saw the introduction of West Online School (West OS). The pre-recorded lessons developed by West OS have been used by almost all of our schools and many thousands of our teachers and young people. This is a clear demonstration of how the West Partnership can add value, and respond quickly to a dynamic system.

The report captures the very good progress made within the West Partnership across our three main workstreams, even when taking into account the significant challenges that all education staff have faced during the course of another extraordinary school session. This is testament to the dedication and commitment of all staff who have worked to support our children and young people.

Our move towards more flexible ways of working across the West Partnership reflects the increased use of digital technology in society more generally. However, we have been able to see the immediate value of this in how we have sustained a wide range of opportunities, despite the restrictions faced. In this report, please take time to read about the many examples of our work where we have been able to gain a collective benefit from the expertise across our region. We have included case studies showcasing our work in more detail and where possible, attainment and senior phase data, to demonstrate the progress of our learners.

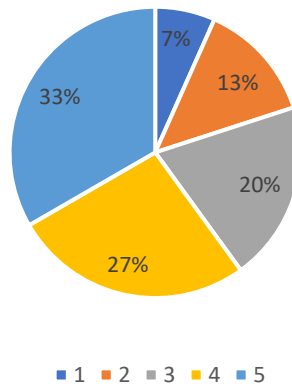
As we strengthen our networked learning system; a system that enables collaboration, encourages connectedness and helps practitioners at all levels, our focus within the West Partnership remains on ensuring our children and young people flourish, irrespective of their personal circumstances.

Tony McDaid

Context

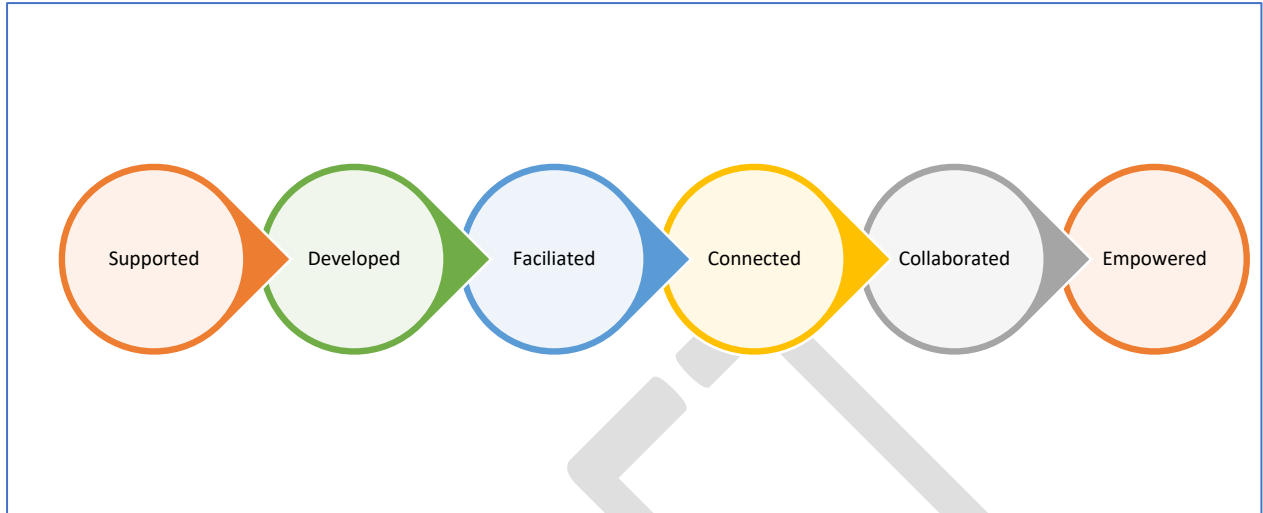
- 8 local authorities across the West of Scotland; East Dunbartonshire, East Renfrewshire, Glasgow City, Inverclyde, North Lanarkshire, Renfrewshire, South Lanarkshire, and West Dunbartonshire;
- 35% of Scotland's school population;
- Over 1000 nurseries, primary, secondary and special schools;
- More than 240,600 children and young people; and
- The greatest proportion of children and young people living in SIMD 1 and 2 data zones, across Scotland.

% of children and young people from West Partnership schools living in each SIMD quintiles



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

To achieve our vision the Partnership has:



Reach

This year, we have continued to make very good progress with extending our reach through a variety of ways.

- 1734 colleagues attending West Partnership events.
 - 253 of these were from other local authorities outside the West.
- 4865 followers on twitter.
 - Our tweets over the past academic year have been viewed just under 1 million times.
 - Storyboard tweets were seen 104k times.
 - Blended learning research paper had 2944 views.
 - Remote and digital learning research paper had 1182 views.

Our impressive engagement data demonstrates we are influencing stakeholders within, across and beyond the West.

Responding to COVID 19

In January 2021, The West Partnership Improvement Plan, *The Road to Renewal: Our Response to Covid 19*, was drawn up at the request of the Board to address the challenges of the current and immediately foreseeable educational landscape. The plan confirms that, as a Regional Improvement Collaborative, we were, and continue to be, fully aware of the pressures that education staff across the West Partnership are facing as a result of Covid 19.

The plan recognises the need to prioritise and accelerate certain aspects of the *West Partnership's Plan 2020-23, The Road to Renewal: Our Response to Covid 19*, and accepts that other aspects will temporarily be paused. Almost all projects identified in the Interim Action Plan have been taken from the West Partnership's 2020-23 plan. Provision has also been made for additional projects to be included at the request of the Board.

In light of the immediate circumstances, it was essential that the work of the West Partnership continued to be seen to be both relevant and adding value to colleagues across local authorities where it matters most.

Our work has focused on 7 priority projects this year.

Leadership, Empowerment and Improvement	
1.	Headteacher Mentoring Scheme
2.	Leadership Learning Sets
3.	Virtual Leadership Networks
Curriculum, Learning, Teaching and Assessment	
4.	West OS
5.	Support for practitioners through curriculum networks
Collaborative Learning Networks	
6.	Health and Wellbeing - Tracking learners' wellbeing
7.	Supporting learners with Additional Support Needs

Spotlight on our response – case studies

West Online School (West OS)

The West Online School (West OS) planned to provide a bank of high-quality learning videos that could support practitioners and learners both inside and outside of the classroom. The project aimed to provide support across the breadth of the curriculum at both the Broad General Education and Senior Phase levels.

After an audit of the curriculum to identify the engagement with each subject, the West OS core team set out protocols for creating high quality videos that would be developed within a rigorous quality assurance process. The core team identified subject co-ordinators across the eight local authorities, each a subject specialist and experienced teacher. Subject co-ordinators had the responsibility of recruiting teachers to be video contributors and took a lead role in the quality assurance of videos. Each video passed through a three-stage quality assurance process (practitioner, subject coordinator, quality assurance group) which meant that published videos were of a consistently high standard.

Video contributors from across the West Partnership region produced short videos (10-15 minutes) to assist learners and practitioners. The project, initially envisaged as a regional resource, very quickly became nationwide, with contributors from other Regional Improvement Collaboratives and selected external partners, such as the University of Glasgow and Edinburgh Napier University, also producing quality-assured videos. Published videos are hosted on the ClickView platform, with all of Scotland's pupils and practitioners having access via their secure Glow accounts.

The resource has become a key part of Scotland's National e-Learning offer and, in March 2021, contributed to the Sustainable Scotland initiative. This was a comprehensive programme of educational experiences for pupils in primary and early secondary to explore sustainability across a number of curricular areas.

The West OS core team had to overcome a number of barriers and challenges:

- Producing videos at different levels and across the entirety of the curriculum;
- Accessing subject expertise during pandemic conditions;
- Ensuring the quality and accessibility of all videos that were published; and
- Ensuring awareness of the resource was available across the West Partnership and Scotland.

The project added considerable value across the education system:

- Learners benefitted from quality-assured videos that assisted their home learning, revision and assessment preparation;
- Teachers gained a resource that they could use either in-class or could use as a task for home learning;
- Video contributors, subject co-ordinators and the core team developed professionally through contributing to a national level e-Learning resource; and

- The project was an example of effective collaboration across Regional Improvement Collaboratives, Local Authorities, sectors and levels.

The impact of West OS continues to emerge. As of July 1st, we can identify the following impact of West OS within the West Partnership region:

- Over 175 video contributors have created and published 2339 quality-assured videos;
 - 46,500 different users from within the West Partnership region have utilised a West OS video;
 - 87.5% of all West Partnership establishments have used West OS;
 - 100% of all West Partnership secondary schools have used West OS;
 - 93,000 video views have accumulated from West Partnership based users;
 - A survey of 57 West OS using practitioners found that 86% found that West OS was either useful or very useful to their pupils' learning; and
 - Evidence demonstrates that 64% of all video views so far have occurred during school hours, with 36% occurring outside of traditional school hours. This demonstrates that the resource is being used flexibly, as the project intended.
- *"I am using this to extend the learning and allowing explanation from a different perspective. Good opportunities to pause for questioning."*
- *"I feel as though my own practice has also improved through my involvement with the project and helping to contribute to these videos."*

Virtual Leadership Networks (VLN)

The West Partnership Virtual Leadership Networks (VLN) planned to provide a virtual space for leadership teams to effectively collaborate on issues around the response to the pandemic. The networks aimed to support and facilitate professional dialogue on key response areas to build staff capacity in order to improve outcomes for children and young people within the context of Covid19 and beyond.

As a response to home working and the inability to meet in-person, the West Partnership team set up Virtual Leadership Networks that were hosted on Microsoft Teams. Separate networks were created for Headteachers and Depute Headteachers and both networks were advertised to all West Partnership schools via local authority communications. To create a space for effective collaboration, four VLN meetings ran between September 2020 and May 2021 for each participant group.

Prior to meetings, participants received professional reading relating to the area of focus. After a short introduction, a guest speaker with expertise in the area of focus, delivered a keynote presentation. Participants were then organised into facilitated breakout rooms where they could discuss the area of focus. Breakout rooms were organised by sector, but randomised by local authority. This meant that each room could discuss issues in a way that was relevant to their school type and share ideas from outside of their own local authority.

To meet leaders' needs, evaluations of each event gave participants a chance to suggest areas of concern that could be explored in following meetings. The areas covered in the four meetings were:

- 1) positive ethos and effective communication;
- 2) learning and teaching;
- 3) wellbeing; and
- 4) equity.

These were all based on participant feedback.

The West Partnership team had to overcome a number of barriers and challenges:

- Using a platform that was new to a large number of prospective participants;
- Scheduling meetings in a period of great instability and uncertainty; and
- Responding to the needs of our leaders in an environment of rapid change.

The VLNs added value to our system through its support of leaders. Leaders entered a space where they could learn from others who were in the same unprecedented situation. They could learn outside of their own local authority and discuss with colleagues within the same sector. This supported systems leaders who were making decisions in unprecedented circumstances. The qualitative feedback from our evaluations suggested that the meetings provided reassurance to school leaders, which aided their decision making.

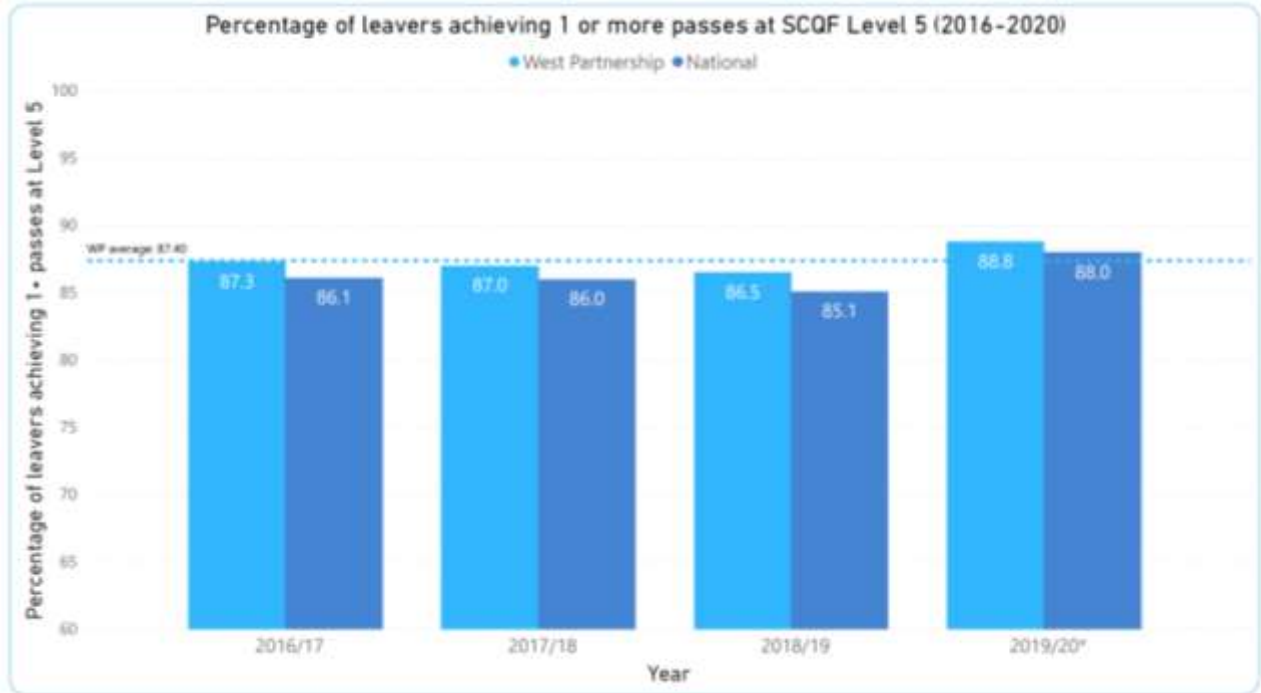
The impact of the West Partnership Virtual Leadership Networks continues to develop. Our event evaluations from 235 respondents demonstrate the following:

- 95% of respondents believed the meetings had covered the theme of the meetings effectively;
 - 92% of respondents believed that the format of the meetings met their needs;
 - 80% of respondents believed that the meetings had increased their confidence regarding the topic of the meetings;
 - Regarding how valuable the events had been, respondents had an average of 8.0 on a scale of 0-10; and
 - We asked respondents to explain how the VLN meetings would impact their practice. From these qualitative responses, we elicited the themes of **reassurance** (leaders were assured they were making the right choices), **legitimation** (leaders decisions were verified by their colleagues), **raising awareness** (leaders became aware of practices they didn't know about), inspiration (leaders were inspired by practice they had heard about from other participants).
- *"I have used the reading to support my approaches at work and leading others. Particularly the reading about leading in crisis. The discussions around ambition have supported me in maintaining some strategic actions at a time when it would be easy to rest in day-to-day management to keep things afloat."*
- *"I have really enjoyed it so far and appreciate the relaxed atmosphere created by the facilitators. It has been good to connect with colleagues across the partnership and build new networks. It has been challenging to make time but worth the effort. Thank you!"*

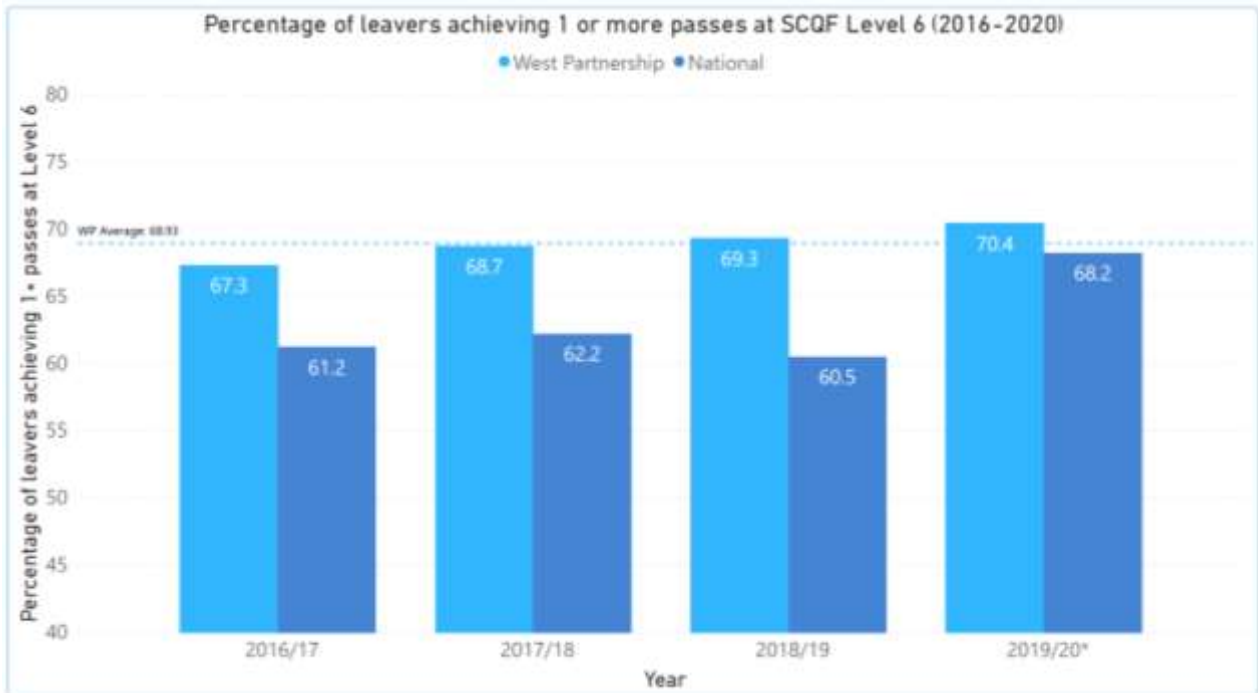
How did the West Partnership compare?

In this section, senior phase and attainment data is presented demonstrating the progress of our learners. However, 2019-2020 results are not directly comparable with previous years due to Covid 19.

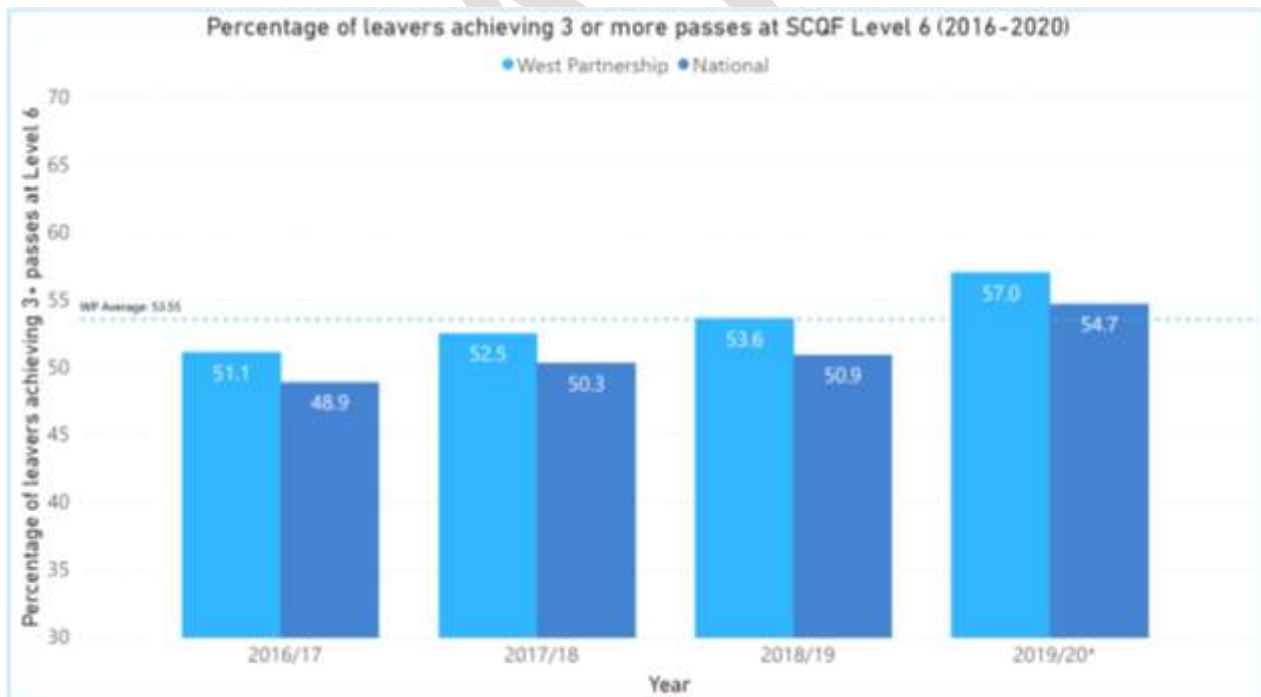
Senior phase attainment



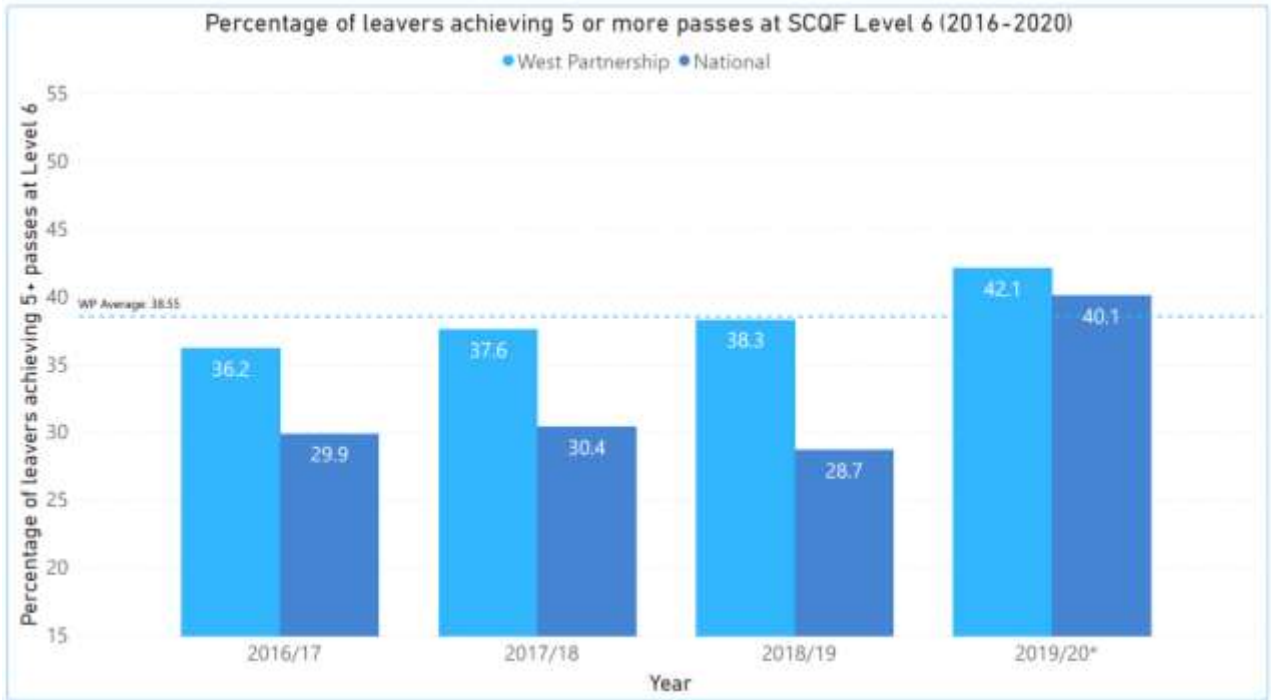
The percentage of leavers achieving 1 or more passes at SCQF Level 5 has increased by 1.5% over the last 4 academic years. West Partnership figures have consistently been above the national figure.



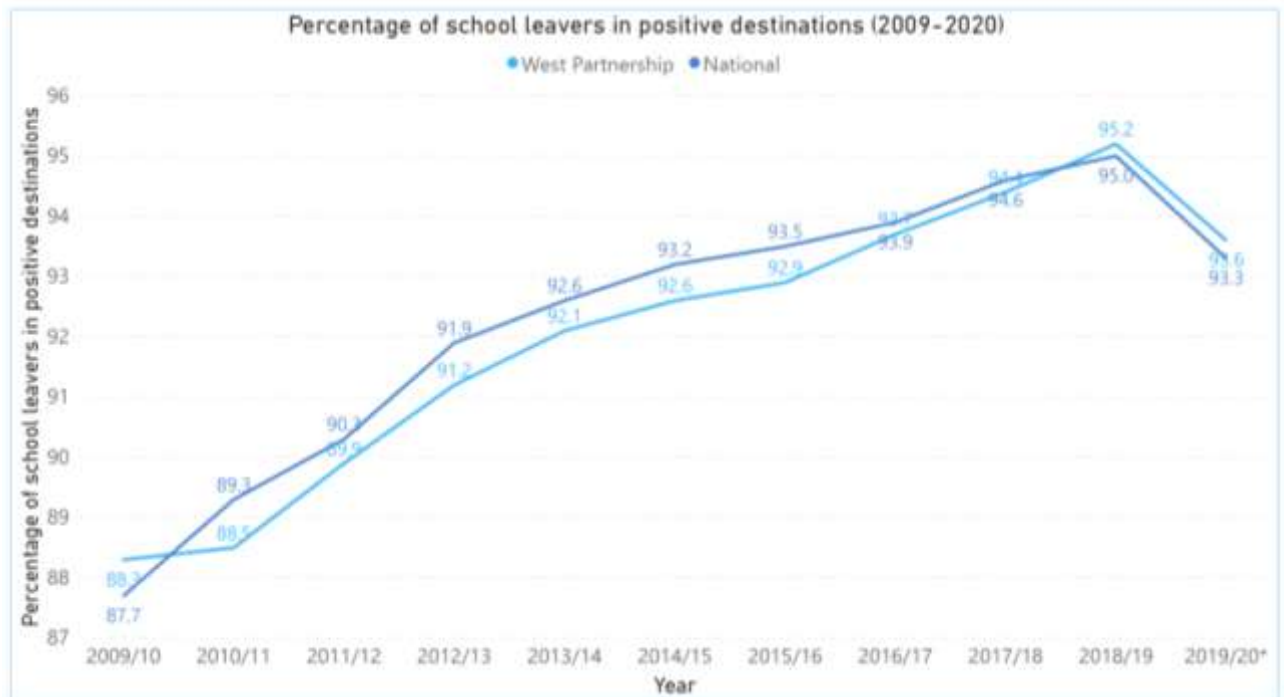
The percentage of leavers achieving 1 or more passes at SCQF Level 6 has increased by 3.1% over the last 4 academic years. West Partnership figures have consistently been above the national figure.



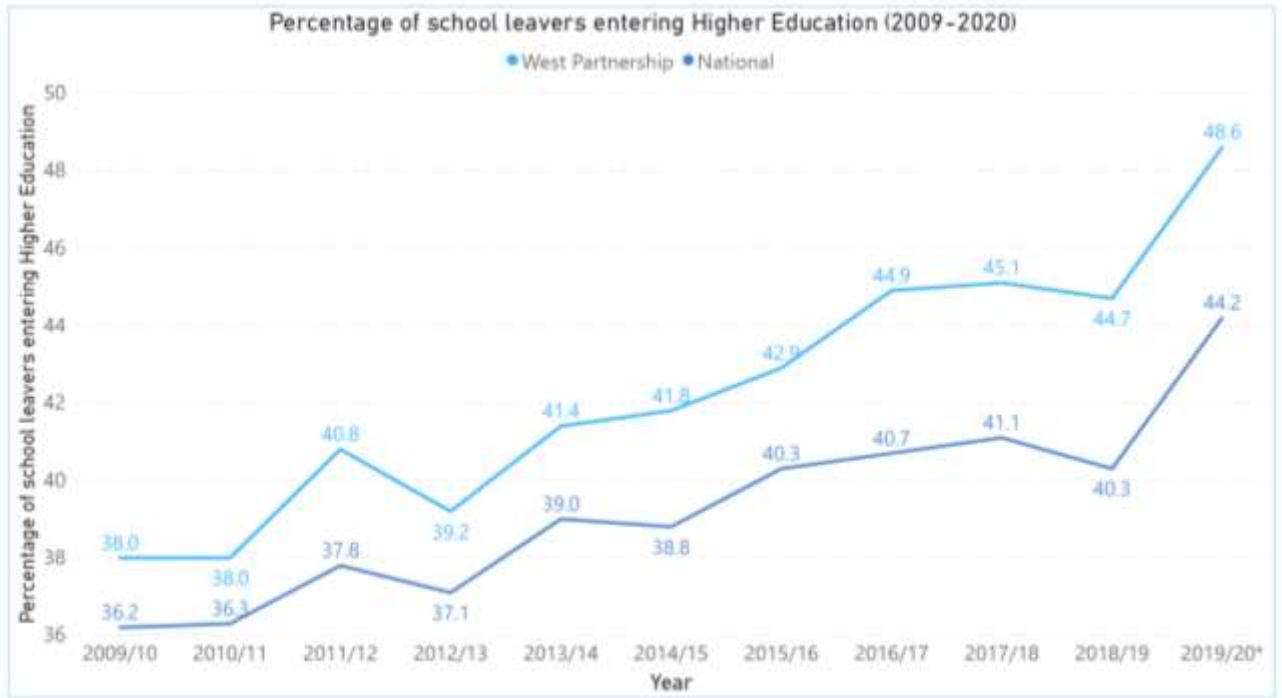
The percentage of leavers achieving 3 or more passes at SCQF Level 6 has increased by 5.9% over the last 4 academic years. West Partnership figures have consistently been above the national figure and have risen at a quicker rate than the national figures.



The percentage of leavers achieving 5 or more passes at SCQF Level 6 has increased by 5.9% over the last 4 academic years. West Partnership figures have consistently been above the national figure.



The percentage of West Partnership school leavers entering positive destinations has increased by 5.3% over the last 10 years. Year on year increases occurred between 09/10 and 18/19 sessions, with a small decrease in the 19/20 session. West Partnership figures have been above the national level in the last two academic years. It should be noted that school leaver positive destinations have been impacted by the pandemic and, for example, the opportunity in some areas for young people to enter directly into employment.



The percentage of West Partnership school leavers entering Higher Education has increased by 10.6% in the last 10 years. The West Partnership has consistently outperformed the national figures.

Workstream Highlights

A summary of the progress and activities undertaken to address priorities identified in the improvement plan is detailed in the following section. Workstreams have made very good progress this year with the delivery of the interim plan. Where possible, qualitative and quantitative evidence demonstrates impact on practitioners and measures of improvement. Further evaluation of the wider impact of the partnership's work on practitioners and learners is being progressed by the Robert Owen Centre, University of Glasgow.

Leadership, Empowerment and Improvement

Very good progress has been made in developing a range of supportive approaches for senior leaders in an empowered system. This year, work focused on ensuring that practitioners are supported to become effective leaders of tomorrow, whilst giving those who are already leaders, opportunities for effective collaboration with peers from around the region.

Highlights

- **Enhanced mentoring support** for senior leaders enabling a focus on agreed, specific areas of leadership.
 - Introduction of an Executive Coaching programme addressing leadership challenges within the current context of Covid 19 delivered by the Mudd Partnership.
 - A halfway evaluation of the programme, with 21 respondents, found that 100% strongly agreed or agreed that the programme covered themes that met their needs. All respondents suggested that they had developed a positive relationship with their coach and 90.5% of them suggested their confidence had been increased by the programme.
 - *"I have become much clearer about my role as a HT within the very unique setting in which I work. Having the opportunity to talk to [coach] about things that were actually happening there and then allowed me to reflect, with support, and plan a way forward. This was true for smaller, operational issues as well as more strategic concerns and priorities. I will continue to set aside time to reflect as I did for the duration of these coaching sessions."*
- Facilitation of the **Headteacher learning set programme**.
 - Participants identified sessions focused on areas such as leadership and empowerment, particularly within the Covid 19 context.
 - Sessions provided opportunities to hear from colleagues dealing with similar issues in an open and safe forum. Sessions supported colleagues with decision making and leadership during the pandemic while maintaining day to day school management.
 - In terms of added value, when asked how valuable the experience of participating in sessions was, the average response was 8.14 out of 10.

- *“It is an excellent way to network with colleagues from different authority. It is reassuring to hear colleagues speak of similar experiences. There have been many suggestions which have been brought up which I have been able to take on board and which are positively impacting my practice.”*
- **Thinking about Headship** programme, which prepares practitioners to become effective leaders of tomorrow.
 - An end of programme evaluation found that 87.5% felt as though the programme had improved their confidence towards entering the Into Headship programme. Three-quarters of respondents said that the programme had impacted on their current practice as DHTs.
 - *“I have gained greater awareness of the ramifications of employing different methodology in delivering strategic change in relation to school, local authority and national priorities. I have learned how my knowledge about the pupils, staff, parents and wider school community is important as it affects the decisions I make about leading change within my context.”*
- Development of supportive **Virtual Leadership Networks for school leaders** addressing challenges faced providing the opportunity for peer support and collaboration.
 - Following events, colleagues noted that sessions provided a supportive and reassuring environment to discuss challenges, issues and practice.
 - Over 89% of colleagues attending reported an increase in confidence.

Some feedback

- *“The opportunity to engage with colleagues across the West Area is invaluable, particularly during these times.”*
- *“Lots of takeaways from the event that can be used with pupils and staff. It is also good to know that colleagues are feeling and acting in similar ways.”*
- *“It's always great to share experiences with others. I always take away something new and feel reassured by what we have in place.”*
- *“The focussed discussions are an excellent way to gain insight into how other establishments and DHTs manage and lead the area being discussed.”*

Curriculum, Learning and Teaching and Assessment

The workstream has made very good progress in continuing the creation of self-sustaining subject/specialist area networks, to bring about improvement in learning, teaching, assessment and attainment. This year, the workstream was also responsible for the development and delivery of West OS.

Highlights

- During the pandemic, **West OS** became firmly established as the recorded lesson element of Scotland's National e-Learning Offer providing vital learning and support for children and young people during lock-down or who were self-isolating.
 - All secondary schools in the West Partnership region used West OS resources.
 - 86% of respondents found West OS useful or very useful to pupils' learning.
- The West Partnership **Assessment and Moderation** activity gained momentum.
 - Exemplars of high-quality learner evidence produced by practitioners were shared on the Moderation Portal to use for career long professional learning (CLPL). A survey of a focus group of users showed this material enhanced schools based professional learning opportunities at individual, school and cluster levels.
 - A supportive Senior Phase Assessment and Moderation Group was established, to support the alternative certification model, at the request of local authorities. This supported collaboration and sharing of practice in senior phase assessment, quality assurance and sourcing partner schools for moderation of lower uptake subjects. This helped to ensure greater consistency of outcomes across all schools.
- During the pandemic, we continued to host over **20 subject/ sector networks** across all curricular areas to enhance learners' experiences through support for curriculum networks to meet urgent priorities.
 - Networks were used to share practice, resources and pedagogy, particularly in digital pedagogy.
 - Over 700 participants signed up to the Education Scotland and West Partnership Spring webinars on the themes of Children's Rights, Equity, Inclusion and Wellbeing and Pedagogy.
 - An evaluation, with 211 respondents, found that 95% of participants believed the webinar series had improved their knowledge on the webinar topic that they had attended. Just under 95% (94.3%) of respondents agreed or strongly agreed that the webinars had increased their confidence and 86% said their skills had improved.
 - *"I found this a very refreshing and inspiring session. The key messages about the impact of poverty and how we can tackle this was very encouraging. The presenters from both school gave me many ideas that I could take away and*

implement in my school. I am looking forward to sharing this information with my colleagues.”

- The annual West Partnership Maths Conference was hosted virtually in November 2020 with 250 participants attending.
 - Over 90% of participants reported that the conference sessions would impact on their practice while over 95% reported that the conference was valuable.
 - The Mathematics Outdoors session saw the highest average change in knowledge while digital learning and engagement saw the highest average change in confidence.

Some feedback

- *“The lessons are well aimed at children in various levels, so the children engage well with the content. I find the content very useful and because the lessons are Curriculum for Excellence benchmark based, they are ideal to incorporate to your lesson.”*
- *“Today’s session has given some really useful and practical ideas to implement and share with colleagues.”*
- *“I have increased confidence in terms of responding to the new SQA guidance.”*

Collaborative Learning Networks (CLNs)

This year, very good progress has been made to empower staff through promoting and supporting collaborative learning networks to improve equity and excellence for children and young people. The workstream focused on supporting health and wellbeing with a particular focus on tracking learners' wellbeing and supporting learners with Additional Support Needs (ASN).

Highlights

- The development of a **matrix of tools for tracking learners' wellbeing** brought together a range of wellbeing tools in one handy resource to support practitioners in selecting the right type of tool for their needs.
- **Storyboards** captured effective practice and lessons learned and were shared across the partnership.
 - Eighteen different storyboards have been produced and shared on topics such as Parental Engagement, Family Learning, Transitions, Learner wellbeing and ASN.
 - Storyboards were shared on Twitter and viewed over 100,000 times.
- **The Engaging Families in Transitions Enquiry Project** led to improved collaboration and engagement with families and wider communities in planning support for transition.
 - Participating clusters attended 4 webinars which supported practitioners in moving towards family-centred transitions.
- A well-established **Youth Ambassador Forum** provided young people with the opportunity to share the work they do in youth participation and to share their views with other West Partnership networks on areas such as diversity and health and wellbeing.
- Over 200 practitioners attended an open discussion on **child centred play pedagogy**.
 - An evaluation, with 62 respondents, found that 96.7% of participants found the event to be useful, 90.3% found the event to be well organised, and 87.1% believed they could put knowledge gained from the discussion into practice.
 - *"Participation in the event has reinforced my thinking and pedagogical approach, building my confidence and motivating me to research further in order to support, guide and lead the staff team, and families, in developing a deeper understanding of the importance of play."*

Some feedback:

- *"I found this very positive today and made me really think about the importance of language and relationships."*
- *"I like the teams format. It's so accessible and the facilitators encourage dialogue."*

- *“It was very useful to share practice in small groups both for ideas and for reassurance that what I am doing is on track and similar to colleagues”*
- *“Thank you. I thoroughly enjoyed this and look forward to more nurture advice.”*

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Next Steps and Conclusion

This year, the Partnership has made very good progress in driving forward equity, excellence and empowerment across the West as demonstrated throughout the report. Our progress has been further recognised externally through research carried out by the Robert Owen Centre for Educational Change, *Progress and Challenge: Reflections on the development of the West Partnership 2018-2020*.

The report draws on evidence collected for the external interim evaluation and states that:

“The West Partnership has contributed to the work of the local authorities in many ways and has, in the main, provided professional learning and built capacity, which otherwise would not have existed. In addition, there is progression towards systems change, through for example, volunteer-led subject networks, collaborative learning networks between schools and cross-authorities and a national model of an online school in development.”

Collectively, we are working towards getting it right for every child and young person in the West. Equity, Excellence and Empowerment are the key values we want to embed in the West, enhancing the work of each local authority to improve our schools and outcomes for our learners continuously.

Moving forward, our focus will be on recovery and renewal as we meet the challenges of working through the Covid 19 pandemic and supporting improvement as part of the recovery process. We will work collaboratively within and across the system 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.

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	70.4	74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	36.2	37.6	38.3	42.1	35
Percentage of leavers from SIMD Quintile 1 achieving 3 or more passes at SCQF Level 6	N/A	33.2	36.9	38.8	40
Percentage of leavers from SIMD Quintile 5 achieving 3 or more passes at SCQF Level 6	N/A	80.6	80.2	82.8	83
Percentage gap between Quintile 1 and Quintile 5 in leavers achieving 3 or more passes at SCQF Level 6	N/A	47.4	43.3	44.0	43.0
% of leavers achieving SCQF Level 5 or better in literacy	81.9	82.8	82.6	83.1	86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70.2	69.2	70.8	76
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	N/A	N/A	N/A	3185	TBC
Mean change in staff knowledge, understanding and confidence as a result of the professional learning	N/A	N/A	N/A	TBC	TBC
% 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	N/A	6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A	23.7	N/A	45
Primary Attendance Rates	94.6	N/A	94.2	N/A	95
Secondary Attendance Rates	90.7	N/A	90.3	N/A	92
Initial School Leaver Destinations (Positive)	93.6	94.4	95.2	93.6	95

Percentage of leavers from SIMD Quintile 1 entering a positive leavers destination	N/A	90.5	93.3	90.7	92
Percentage of leavers from SIMD Quintile 5 entering a positive leavers destination	N/A	98.4	98.1	97.3	98
Percentage gap between Quintile 1 and Quintile 5 in leavers entering a positive leavers destination	N/A	7.9	4.8	6.6	6.0
Percentage of leavers entering Higher or Further Education	69.7	70.1	69.5	73.6	75
% of establishments evaluated as good or better for learning, teaching and assessment	57	66	*	***	75

*Impacted by Covid

**BGE data not collected

*** Limited number of inspections completed in 19/20

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE MEETING30 September 2021Report by Director of EducationWEST PARTNERSHIP IMPROVEMENT COLLABORATIVE:
IMPROVEMENT PLAN 2021 - 2022**PURPOSE**

1. To inform East Renfrewshire's Education Committee of the contents of the West Partnership's Improvement Plan 2021 - 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 Improvement Plan in October 2020 and the interim action plan in April 2021.
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 Partnership is required to produce an annual improvement plan, linked to a three-year planning cycle which outlines the vision, purpose and key activities of the collaborative for the year ahead. The West Partnership Improvement Plan 2021 - 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. Over the past session, a comprehensive range of engagements with key stakeholders took place and the feedback, as well as evaluation data, contributed to the development of the Improvement Plan.

9. This year, there are three main workstreams established to support and add value to the work of authorities. These are: Wellbeing for Learning; Leadership, Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment. The Partnership will work closely with local authorities, as well as with colleagues from Education Scotland and the Robert Owen Centre for Educational Change, to achieve key objectives set out for each workstream.
10. A renewed format will be introduced for the work of some of the West Partnership networked groups. These Specialist Networks meet with a common purpose to enhance the work of the local authorities in themed areas such as curriculum, additional support needs and digital learning. East Renfrewshire is benefitting from the collaboration and support from the networks
11. A revised Plan on a Page has been included this session which attempts to more clearly articulate: vision, values, purpose and priorities of The West Partnership. As the Partnership moves into a new 3-year planning cycle at the end of this session, there is an intention to develop this work further.
12. The paper was considered and endorsed at the last Glasgow City Region Education Committee on 24 August 2021 with the recommendation that each Council area considers the report through its own local governance arrangements.

FINANCIAL IMPLICATIONS

13. The Scottish Government has advised that £6 million of funding has been made available nationally to support the work of RICs for financial year 2021/22. The West Partnership's bid of £1,526,500 has been approved with a formal award of grant funding received on 6 May 2021.

RECOMMENDATION

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

Mark Ratter
Director of Education
30 September 2021

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Local Government Access to information Act 1985

The West Partnership

Improvement Plan 2021-22

**Equity, Excellence
& Empowerment**



GLASGOW₁
CITY REGION
Education

As Convenor of the Glasgow City Region Education Committee, I am once again pleased to present the West Partnership's Regional Improvement Plan 2021 – 2022.

Since its establishment in 2017, the West Partnership has drawn together the eight partner authorities of the City Region. It is clear there is a close working relationship across our individual authorities with very strong and increasing collaborative working at all levels. This supports our collective drive towards ongoing improvement in outcomes for all of our region's children and young people.

This latest plan, for 2021-22, continues to set out our vision for equity, excellence and empowerment across all eight partner authorities. The plan recognises the unprecedented challenges that have resulted from COVID-19 and outlines the West Partnership's clear commitment to supporting recovery.

Over the past year in particular, a number of programmes and activities have been designed to address the challenges faced by schools and educational settings across the West Partnership. The offer has included introducing a range of leadership opportunities; tracking learners' wellbeing; extending curricular networks for teachers to help implement the Scottish Qualifications Authority Alternative Certification Model as well as developing our significant contribution to the national digital learning offer through West Online School (West OS).

The main goal of the Partnership is to add value to our existing strengths and achievements for the benefit of learners across each of our partner authorities. Therefore, it is crucial that the work of the West Partnership is relevant to the priorities of each local authority.

We are now able to show how we gain from the scale and diversity of the West Partnership. As we saw last session with the introduction of West OS, the Partnership was able to utilise the skills and expertise of staff to develop an offer that has been used by almost every school and many thousands of our children and young people and has played a key role in the national digital learning offer.

The work carried out last session provides us with the confidence that the West Partnership will continue to grow from strength to strength. It helps reinforce the importance of purposeful collaboration focussed on the areas that matter to staff, children, and young people.

We were able to demonstrate that collaboration can take place in innovative ways through the use of technology; not just in physical settings. Staff have embraced this opportunity and have been able to share good practice and ideas across all eight partner authorities. We believe that empowering our teachers and other staff to learn from others' experiences will lead to further improvements in practice across our schools and early years' centres.

The plan complements and enhances the excellent work already underway across each of our authorities and outlines our ongoing approach to working together. It relies on practitioners being empowered to make decisions that best suit their learners, and leaders being supported to navigate the challenges ahead.

It is essential that equity, excellence and empowerment continue to be the driving vision for everyone in the West Partnership. The challenges of COVID-19 have highlighted the importance of providing education of the highest quality for all of our children and young people and, in particular, those living in social and economic disadvantage.

As we focus on recovery, we rely on working together to support our communities. I am delighted to present our West Partnership Improvement Plan for 2021-22.

Councillor Jim Paterson, Convenor of the West Partnership

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INTRODUCTION

During the past two school sessions, education staff have faced unprecedented challenges as a result of the impact of COVID-19. This period has highlighted the importance of working together and the need for staff to develop new ways of supporting each other for the benefit of learners. Therefore, it is essential that the work of the West Partnership Regional Improvement Collaborative builds on progress made. In practice, this means continuing to add value to local authorities, being accessible to those who will benefit most and focussing on activities that have the greatest impact on learner experiences and outcomes.

Research carried out by the Robert Owen Centre for Educational Change, *Progress and Challenge: Reflections on the development of the West Partnership 2018-2020*, offers insight into the progression of the West Partnership Regional Improvement Collaborative. The report draws on evidence collected for the external interim evaluation, January 2018 until October 2020, and states that:

'The West Partnership has contributed to the work of the local authorities in many ways and has, in the main, provided professional learning and built capacity, which otherwise would not have existed. In addition, there is progression towards systems change, through for example, volunteer-led subject networks, collaborative learning networks between schools and cross-authorities and a national model of an online school in development.'

The report highlighted a number of key strengths that were supporting progress within the West Partnership including increased opportunities for empowerment; systematic as well as informal collaborative efforts that was leading to significant learning and teaching developments; access to expanding networks to share ideas and advice to help deal with the effects of the pandemic; and capacity building taking place through knowledge mobilisation and individual agency and development of professional capital.

Some practical examples of work includes the introduction of West Online School (West OS), created by teachers, and accessed by teachers, learners and families across the West Partnership area and in all local authorities in Scotland. A range of networks for teachers, subject and school leaders and local authority central teams has also demonstrated the increasing reach of the West Partnership.

Of course, challenges do exist as we strive to build a networked learning system; a system that enables collaboration, encourages 'connectedness' and supports practitioners at all levels. Our challenge is to ensure as many practitioners as possible interact, learn and contribute across the West Partnership.

It is also important to consider national and international research. A number of reports on Scottish education were published during school session 2020-21 which have detailed recommendations which provide an opportunity to utilise the potential of the West Partnership. Many of the actions within our plan take these recommendations into account and are designed to support any future national changes.

The period of the pandemic has shown us that staff within schools and educational settings can achieve outstanding results, despite the most challenging of circumstances. However, appropriate opportunities to collaborate and work together are essential. Consequently, the West Partnership Improvement Plan 2021-22 is designed to build on our successes to date, and focus on the areas of recovery and renewal highlighted by key stakeholders as the most important.

Our three main workstreams of - Wellbeing for Learning; Leadership, Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment are designed to focus on the areas that matter and we will work closely across local authorities, as well as with colleagues from Education Scotland and the Robert Owen Centre for Educational Change, to achieve our key objectives.

Tony McDaid, Regional Lead Officer, West Partnership

WEST PARTNERSHIP VISION

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

The plan for 2021-22 also includes our vision for recovery and renewal as we meet the challenges of working through the Covid-19 pandemic and supporting improvement as part of the recovery process. We will work collaboratively within and across the system 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.

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

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

In the longer term, there is a commitment to ensure each educator in the West Partnership has the opportunity to engage and collaborate with colleagues and partners to bring about improvement in their class and playrooms.

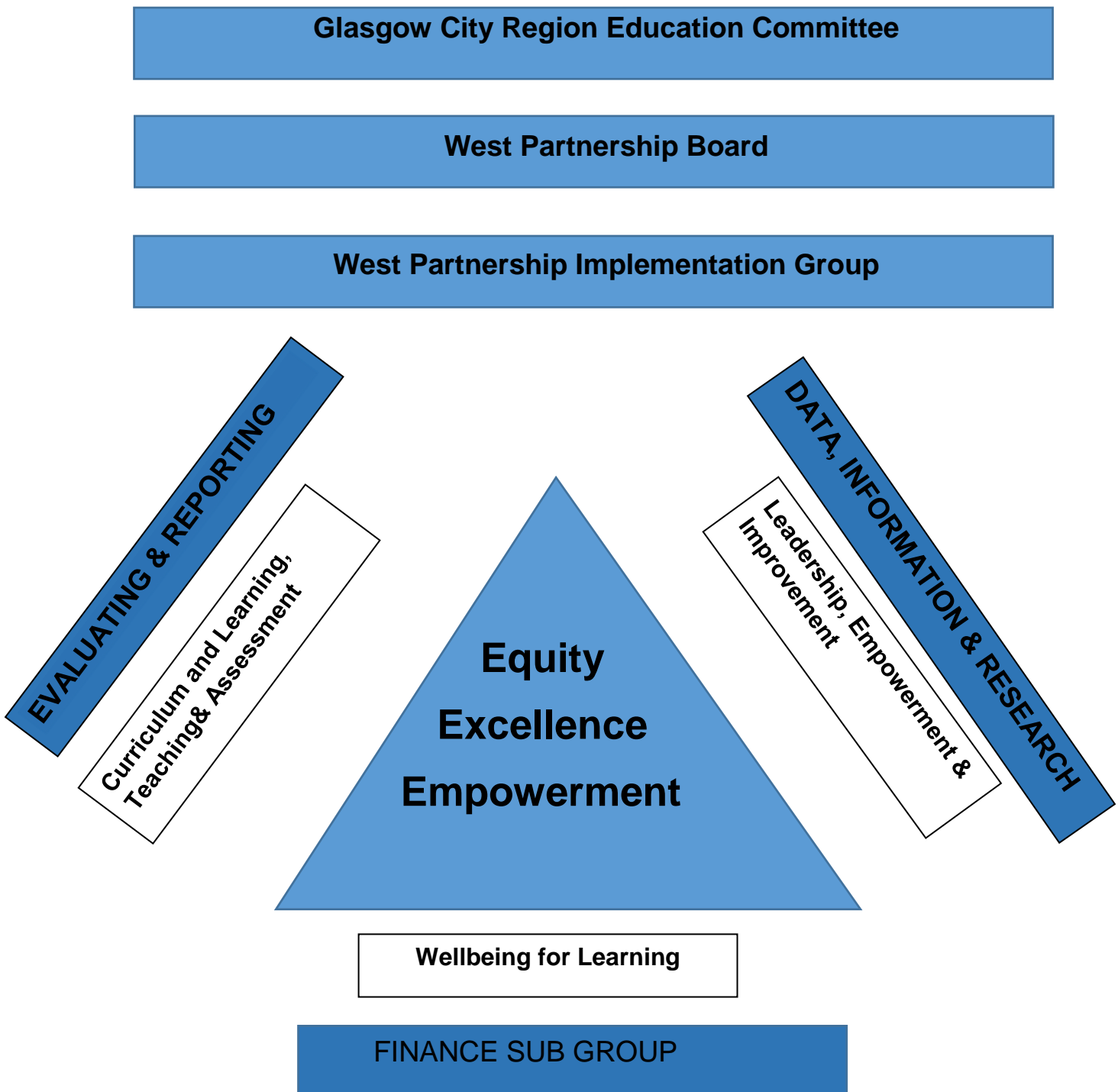
In the West Partnership, building collective agency to improve results and supporting individuals to work together to secure what they cannot accomplish on their own is a key focus. Our purpose, therefore, is to establish and facilitate networks of professionals to work collaboratively to achieve our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

GOVERNANCE AND OPERATIONAL STRUCTURES

OVERVIEW

As part of evaluation and review procedures, the West Partnership continues to reflect on the effectiveness of the existing governance and operational structures, ensuring the Partnership continues to operate efficiently, while adding value to the provision of the eight partner local authorities.

Through a wide ranging review process, a revised governance and operational structure has evolved and been agreed by the West Partnership Board and endorsed 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.



GOVERNANCE AND OPERATIONAL STRUCTURES

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:



The Committee is responsible for scrutinising and endorsing the West Partnership Improvement Plan, receiving regular reports on the progress of the plan and its impact on stakeholders. Chaired by the Convener and elected by the membership, the Committee is attended by the eight Directors of Education/Chief Education Officers with other attendees invited as appropriate. This session will see the implementation of the revised structure with two additional non-voting members co-opted on to the Regional Education Committee. This will include a headteacher representative and Professional Association/Trade Union representative being co-opted.

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

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

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

GOVERNANCE AND OPERATIONAL STRUCTURES**WEST PARTNERSHIP IMPLEMENTATION GROUP**

Following feedback from the West Partnership core team and partners, a review has taken place of the purpose and efficacy of the previous Operational Delivery Group. In order to ensure efficiency and pace of progress, in the coming session, the Operational Delivery Group will be replaced by the West Partnership Implementation Group. This will be chaired by the Regional Improvement Collaborative Lead (RIC Lead) and attended by the Senior Partnership Officer, Senior Regional Advisor from Education Scotland and professorial representation from the Robert Owen Centre. Meeting quarterly, this will provide an opportunity for rich professional discussion on the progress of the West Partnership Improvement Plan and the contributions of the core team and partners.

FINANCE SUBGROUP

The West Partnership Board continues to be supported very well by the Finance Sub-Group. The Finance Sub-group meets quarterly and includes representatives from all eight local authorities, providing additional rigour and accountability as well as streamlining financial procedures across the Partnership. They have a 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.

THE WEST PARTNERSHIP DELIVERY MODEL

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

For 2021-22, the three workstreams identified are:

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

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

THE ROLE OF THE WEST PARTNERSHIP CORE TEAM

A small core team, led by the Senior Partnership Officer, has been appointed to lead and facilitate the operational aspects of the West Partnership Plan. They work collaboratively to ensure that the Improvement Plan progresses and that all activities and opportunities for colleagues across the Collaborative, provide added value to the offer both locally and nationally.

THE ROLE OF CENTRAL OFFICERS, TEACHERS AND PRACTITIONERS

A primary function of the core team is to provide systematic and supported opportunities to work collaboratively with colleagues at all levels from across all eight local authorities. The West Partnership Improvement Plan provides opportunities for colleagues to co-create programmes and activities, as well as participate in those planned and delivered by the core team. This provides a unique setting for collaboration, builds capacity and grows connection, all leading to our vision of a networked learning system.

SPECIALIST NETWORKS

As part of the extensive Stakeholder Consultation Exercise this session, a renewed format will be introduced for the work of some of the networked groups, supported by the West Partnership. These Specialist Networks will comprise of representatives from across the eight local authorities who meet with a common purpose and remit.

The group will create its own short action plan comprising 2-3 priorities which have been self-generated from existing local authority priorities. This will be allow the work of the West partnership to support ongoing local authority activity, rather than simply add to the burden of central officers.

The West Partnership core team will support this collaborative approach to overtaking the action plan.

This key contact will also be responsible for supporting the evaluating and reporting on progress and impact as part of governance procedures.

Specialist Network have been planned across all three workstreams with special consideration given to contribution made by Community Learning & Development colleagues, third sector staff and partners in each. The groups planned for 2021-22 include networks for:

- Family & Community Officers
- Stand-alone ASN HT /Officers
- Community Learning & Development Officers
- Senior Inclusion Officers
- Health and Wellbeing Officers
- PSHE Primary / EY representatives

- PSHE Secondary representatives
- Home Education Officers
- Equalities Officers
- Assessment Co-ordinators
- Senior Phase Assessment officers
- Maths Officers
- Literacy Officers
- Digital Officers
- Early Learning & Childcare Officers

THE WEST PARTNERSHIP APPROACH

We are well aware that working in collaboration supports meaningful professional learning and can contribute to improved practice. Importantly, the past eighteen months have shown that even the most challenging of circumstances can be overcome through helping each other.

Our approach within the West Partnership is underpinned by the development of a network learning system; a system that enables collaboration, encourages 'connectedness' and supports practitioners at all levels. Our work is built around collaborative learning and practitioners are supported to develop ways of working together that are effective and build upon well-established research based models of delivery. We will continue to work in partnership with the Robert Owen Centre for Educational Change and the Education Scotland Regional Improvement Team to ensure these approaches to collaborative learning make the greatest difference for our practitioners and learners.

SCHOOL TO SCHOOL PARTNERSHIPS

One new development we will undertake this school session will be the introduction of School to School Partnerships. These partnerships will allow schools to support each other in professional practice through school improvements using a collaborative learning approach. This approach can be seen in all three workstreams.

DEVELOPING THROUGH CONSULTATION

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

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.

Taking account of the pressures on stakeholders as a result of supporting families and learners during the pandemic, meant the West Partnership has had to be flexible and agile in its approach to stakeholder engagement as part of the improvement planning process. While regular evaluations are undertaken at the end of professional learning sessions or programmes, a Stakeholder Consultation Exercise was also completed to provide a more holistic review and reflection of the West Partnership's activity during the last session, and allow this feedback to inform the plan for session 2021-22.

A set of seven focus group interviews were supported with feedback being sought on themes which included:

- Pathways and motivations for engagement
- Purpose of West Partnership
- Strengths
- Impact of provision
- Development needs
- Communications

Feedback has been synthesised and discussed with the core team and the Board. A range of supportive reflections highlighted strengths including the West Partnership's ability to:

- use high quality and credible colleagues to organise and deliver activities;
- react and respond flexibly and with agility to emergent needs, many of which were consequences of the pandemic;
- use of technology, to ensure accessibility;
- provide space to network and collaborate;
- draw upon partners with expertise in particular areas; and
- encourage evidence and research in practice.

It informs the plan for session 2021-22 and all recommendations have been agreed with planned responses in place, embedded within the improvement plan. Two clear areas for focus emerged:

1. Clarify and develop the West Partnership communication strategy.
2. Review and refine the West Partnership offer, particularly the HOW of the offer.

Plans to respond directly to stakeholder recommendations are in place.

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. Additional opportunities to work more collaboratively have been undertaken this session, with Education Scotland Workstream Links being invited to participate with the core team and partners in an Improvement Plan Development Day. In addition, Education Scotland Workstream Links have contributed to discussions on both 'what' and 'how' of Improvement Plan activities for the coming session.

EVALUATING THE IMPACT OF THE IMPROVEMENT PLAN

The Evaluating and Reporting Group continues to retain overall responsibility for evaluating, measuring and reporting on the progress and impact of the West Partnership's Improvement Plan.

This work is crucial in supporting the West Partnership to evaluate its activities and programmes as well as using the quantitative and qualitative evidence to identify future priorities. The Evaluating and Reporting Group also has responsibility for evaluating and reporting more widely on the achievements and attainment of learners across the West Partnership collectively. Evaluation reports include updates on the progress and impact 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 West Partnership professional learning events / programmes, and the important longer term impact on participants and learners allow us to gather evidence to demonstrate the added value of collaboration.

To assist in this process, new workstream planning processes will focus more acutely on outcome based planning and reporting, not only on progress but on impact in the classroom or playroom too. Evaluation strategies and approaches will be planned by the Workstream Lead Officers at the start of each professional learning session/ programme to ensure appropriate and robust evidence is gathered systematically and evaluated. This will serve to strengthen the very good work done in this area by the Evaluating and Reporting Group.

The West partnership continues to engage the services of the Robert Owen Centre for Educational Change, Glasgow University (ROC), as external evaluators. During last session, research was carried out by ROC entitled *Progress and Challenge: Reflections on the development of the West Partnership 2018-2020*. It offers insight into the progression of the West Partnership Regional Improvement Collaborative. Findings and recommendations have been discussed fully by the West Partnership core team and the Board and have influenced the Improvement Plan for session 2021-22.

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. A range of personnel from within and across the West Partnership have met with Colleagues from Research Scotland to assist in the evidence collection for this review.

CRITICAL INDICATORS 2019-20

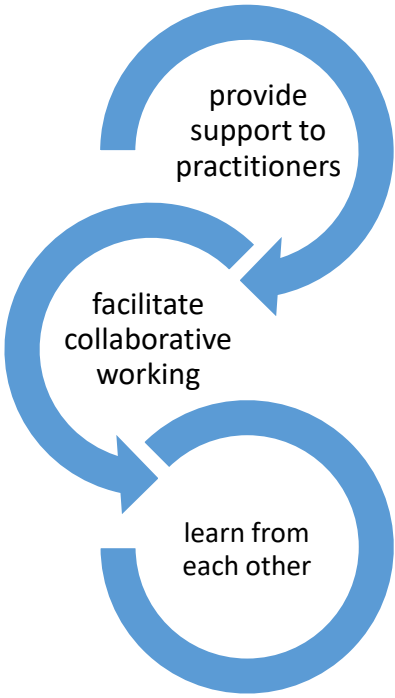
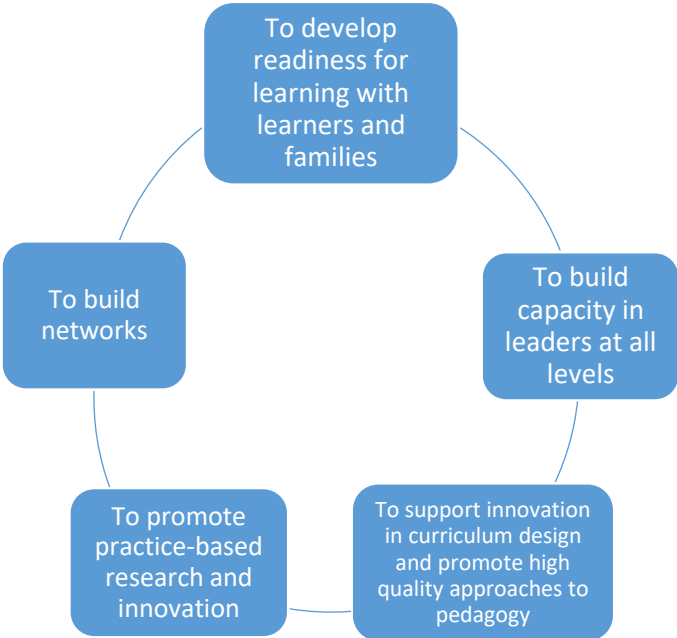
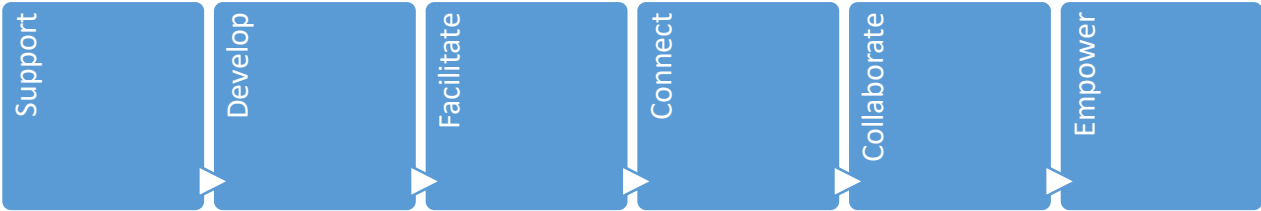
Indicators	2016-17 Baseline	2017-18 Value	2018-19 Value	2019-20 Value	2020-21 Target
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	71.3	72.4	73.0	**	78
% of primary pupils (P1, P4 and P7 combined) achieving 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	70.4	74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	36.2	37.6	38.3	42.1	35
% of leavers achieving SCQF Level 5 or better in literacy	81.9	82.8	82.6	83.1	86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70.2	69.2	70.8	76
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	TBC	TBC	TBC	3185	TBC
% 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	N/A	6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A	23.7	N/A	45
Primary Attendance Rates	94.6	N/A	94.2	N/A	95
Secondary Attendance Rates	90.7	N/A	90.3	N/A	92
Initial School Leaver Destinations (Positive)	93.6	94.4	95.2	93.6	95
% of establishments evaluated as good or better for learning, teaching and assessment	57	66	*	***	75

*Impacted by Covid

**BGE data not collected

*** Limited number of inspections completed in 19/20

The West Partnership Plan on a Page 2021-22

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

WEST PARTNERSHIP DELIVERY MODEL 2021-22

<p>Wellbeing for Learning</p>	<ul style="list-style-type: none"> • Youth Ambassadors • Supporting Learners with ASN** • Families & Communities • Family Learning • UNCRC • <i>Family & Community*</i> • <i>Stand-alone ASN*</i> • <i>CLD*</i> • <i>Inclusion*</i> • <i>HWB (previous workstream group)*</i> • <i>PSHE Primary / EY*</i> • <i>PSHE Secondary*</i> • <i>Home Education*</i> • <i>Family & Communities*</i>
<p>Leadership, Empowerment and Improvement</p>	<ul style="list-style-type: none"> • Leadership Coaching • HT Learning Sets • Leadership Hexagon Coaching • Leadership Mentoring • Leadership for Learning • Thinking About Headship • VLN-Deputes and Headteachers** • Improving Our Classrooms-digital and whole school models • FOCUS • <i>Equalities (Teaching in a Diverse Scotland)*</i>
<p>Curriculum and Learning, Teaching & Assessment</p>	<ul style="list-style-type: none"> • Assessment & Moderation • EY / Primary Curriculum • Secondary Curriculum –Sharing the Change** • Subject Specialist Networks • West OS • Pedagogy** • Play** • <i>Assessment & Moderation*</i> • <i>Senior Phase Assessment*</i> • <i>Maths*</i> • <i>Literacy*</i> • <i>Digital Learning & Pedagogy*</i>

*Items in italics are delivered through facilitated specialist networks as described on page 10 & 11

** Programmes will include supported elements of school to school partnership using a collaborative learning network approach.