

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE28 September 2023Report by Director of EducationWEST PARTNERSHIP IMPROVEMENT COLLABORATIVE:
IMPROVEMENT PLAN 2023 - 2024**PURPOSE OF REPORT**

1. To inform East Renfrewshire's Education Committee of the contents of the West Partnership's Improvement Plan 2023 - 2024

RECOMMENDATION

2. Education Committee is asked to approve the report.

BACKGROUND

3. Regional Improvement Collaboratives (RICs) were established in 2017 as a national initiative to bring about improvement for all schools in Scotland. They are intended to bring together local authorities and Education Scotland, facilitating collaborative working and providing educational support to practitioners.
4. The Glasgow City Region Education Improvement Collaboration, known as the West Partnership brings together authorities from across the Glasgow City Region; East Renfrewshire is a member of the West Partnership.
5. Education Committee noted the progress of the West Partnership and the contents of its Improvement Plan in October 2022.
6. An evaluative report on the progress with the implementation of that plan is the subject of another paper to this Education Committee.

REPORT

7. The Partnership is required to produce an annual improvement plan which outlines the vision, purpose and key activities of the collaborative for the year ahead. The West Partnership Improvement Plan 2023 - 2024 (Appendix 1) sets out the key areas for collaborative action to bring about improvement across the Glasgow City Region.
8. Education Committee should note that the plan captures those areas where collaboration between the partners will be beneficial. Not all schools or local authorities will participate in all activities, but the plan sets out the partnership's offer to schools, based on what stakeholders have indicated they would benefit from.

9. As such the plan does not replicate or duplicate the individual local improvement plans of each partner authority, but enhances our own efforts to support and challenge schools to improve.
10. Over the past session, a comprehensive range of engagements with key stakeholders took place, complementing the ongoing evaluation activity; giving a clearer set of qualitative and quantitative data to ensure the 2023-24 Improvement Plan meets the needs of practitioners and officers across the West Partnership.
11. The feedback gathered from the stakeholder engagements, recommendations from the Robert Owen Centre evaluation and consensus building conversations with workstream sponsors, workstream members, programme participants and Education Scotland colleagues, all contributed to the Improvement Plan 2023-24.
12. Taking account of all consultation to date, there is clear consensus that existing programmes and activity are broadly meeting the needs of officers and practitioners across the West Partnership. It is suggested most programmes continue, following review and in some cases, augmentation.
13. The three main workstreams will continue to be: Wellbeing for Learning; Leadership, Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment. The Partnership will work closely with local authorities, as well as with colleagues from Education Scotland and the Robert Owen Centre for Educational Change, to achieve key objectives set out for each workstream.
14. The approach towards Specialist Networks that was introduced last year will continue. These Specialist Networks meet with a common purpose to enhance the work of the local authorities in themed areas such as curriculum, additional support needs and digital learning. East Renfrewshire is benefitting from the collaboration and support from the networks.
15. A revised Plan on a Page has been included which attempts to more clearly articulate: vision, values, purpose and priorities of The West Partnership.
16. The paper was considered and endorsed at the last Glasgow City Region Education Committee on 12 September 2023 with the recommendation that each Council area approves the report through its own local governance arrangements.

FINANCE AND EFFICIENCY IMPLICATIONS

17. The Scottish Government has advised that £6 million of funding has been made available nationally to support the work of RICs for financial year 2023/24. The West Partnership's has been provided with the same funding in 2023-24 as 2022-23, a total of £1,515,500.

PARTNERSHIP WORKING

18. In recent years, Education Scotland has facilitated a peer review process, leading to a report on progress which is presented to the Cabinet Secretary.
19. To assist in the process and strengthen approaches to self-evaluation, senior colleagues from across the Regional Improvement Collaboratives (RICs) have worked over the

course of the year to establish a draft self-evaluation framework. A version of this framework will be used as part of the evidence considered by the Scottish Government in their review of RICs.

RECOMMENDATION

20. Education Committee is asked to approve the report.

Mark Ratter
Director of Education
28 September 2023

Report Author

Mark Ratter, Director of Education
Tel.: 0141 577 8635
Email: Mark.Ratter@eastrenfrewshire.gov.uk

Convener Contact Details

Councillor Anderson, Convener for Education, Equalities, Culture and Leisure
Tel: 07341 640 825 Tel: 0141 577 3107
Email: andrew.anderson@eastrenfrewshire.gov.uk

Appendix 1

West Partnership Improvement Plan 2023-24

BLANK PAGE

The West Partnership

Improvement Plan 2023-24

**Equity, Excellence
& Empowerment**



GLASGOW
CITY REGION
Education

CONTENTS

CONTENTS AND PAGE NUMBERS TO BE ALIGNED TO FINAL FORMAT

CONTENTS	2
INTRODUCTION	3
WEST PARTNERSHIP VISION	4
GOVERNANCE AND OPERATIONAL STRUCTURES	5
OVERVIEW	5
REGIONAL EDUCATION COMMITTEE	6
WEST PARTNERSHIP BOARD	6
WEST PARTNERSHIP IMPLEMENTATION GROUP	7
FINANCE SUBGROUP	7
THE WEST PARTNERSHIP DELIVERY MODEL	8
THE WEST PARTNERSHIP APPROACH.....	8
THE ROLE OF THE WEST PARTNERSHIP CORE TEAM	8
THE ROLE OF CENTRAL OFFICERS, TEACHERS AND PRACTITIONERS	8
THE ROLE OF EDUCATION SCOTLAND'S REGIONAL IMPROVEMENT TEAM	8
SPECIALIST NETWORKS	9
DEVELOPING THROUGH CONSULTATION	10
EVALUATING THE IMPACT OF THE IMPROVEMENT PLAN	10
CRITICAL INDICATORS 2020-21	12
The West Partnership Plan on a Page 2022-23	14
WEST PARTNERSHIP DELIVERY MODEL.....	16
KEY ACTIVITIES & PROGRAMMES 2022-23	16

INTRODUCTION

As the new Regional Lead Officer, I am pleased to introduce the West Partnership Improvement Plan which sets out our priorities and key activities in 2023-24.



From the beginning of the West Partnership in 2017, we have recognised the fundamental importance of teachers and practitioners, local authority officers and communities working together to improve the experiences and outcomes of every learner across the City Region. The last two years have highlighted the importance of this as we continued to recover from the impacts of the Covid-19 pandemic.

Through our collaborative efforts, we have embraced the benefits of this partnership and our Evaluation Report 2022-23 highlights the very good progress we have made towards achieving our vision of a networked learning system. The report demonstrates the way we have...grown the reach of West Partnership activities whilst maintaining the effectiveness of each offering. We are now beginning to see positive signs of recovery and progress through our critical indicators. For example, over the last 18 months, 91% of West Partnership schools who were inspected were labelled as good or better for leadership of change – up from 73% in the year before the pandemic. Furthermore, 88% judged as good or better for learning, teaching and assessment – an improvement on the 71% achieved in 2018/19. The impact of these leadership and curricula achievements permeates into our pupil-focused indicators, with a record 96.3% of school leavers entering a positive destination. The percentage gap between our 20% most deprived and 20% least deprived school leavers who enter a positive destination is also at a record low of 4.2%.

As we look forward, we know there is more we can do as a partnership to strengthen our collaborative working and increase the number of staff and learners benefitting from our shared endeavours; ensuring impact in all of our playrooms and classrooms. In addition to the feedback from our stakeholders, it is essential we take account of the national context particularly the National Discussion and Professor Hayward's Review of Qualifications and Assessment.

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

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

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

Mark Ratter, Regional Lead Officer, West Partnership

WEST PARTNERSHIP VISION AND CONTEXT

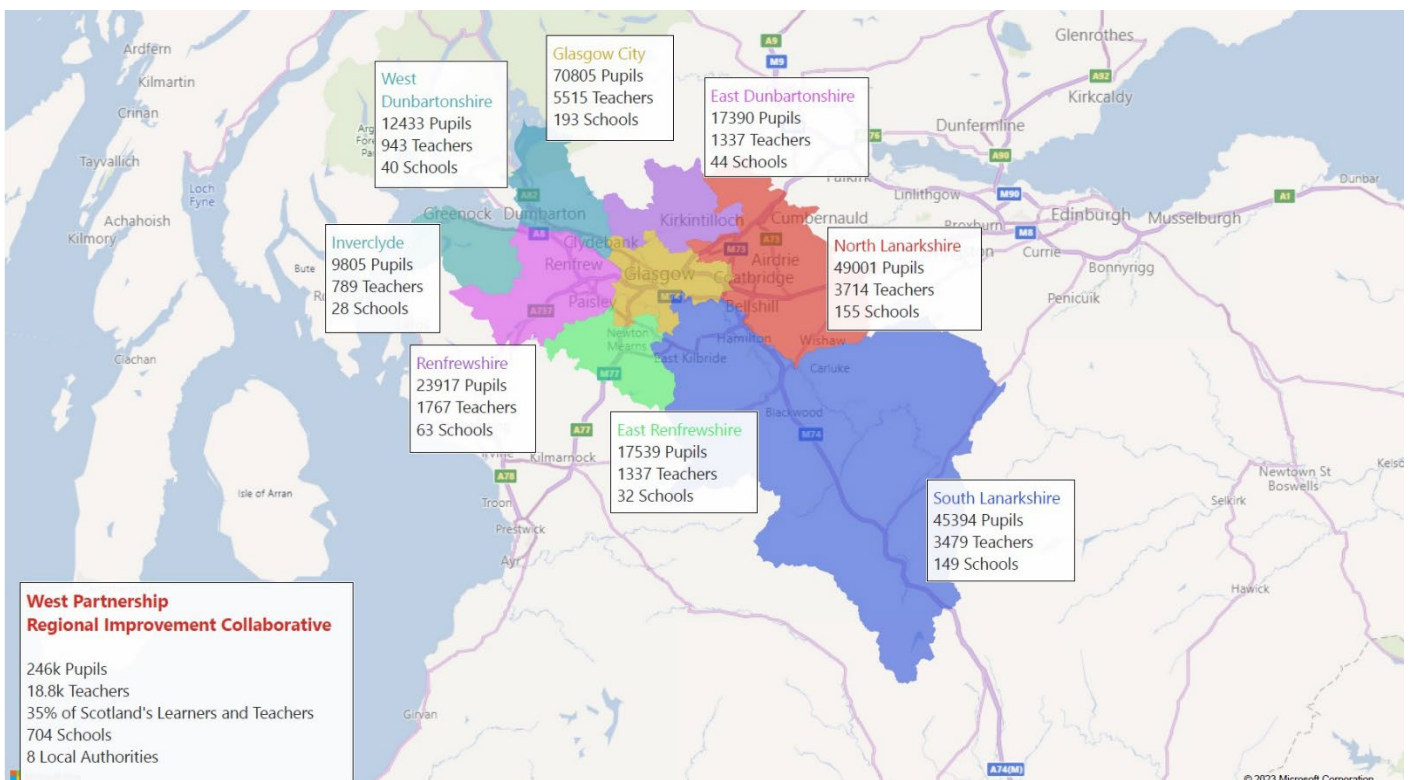
The West Partnership has a clear vision: to embed the values of equity, excellence and empowerment in everything we do, building a collaborative, networked learning system to improve learning experiences and increase attainment for every learner across the region.

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

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

In the 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 classrooms.

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

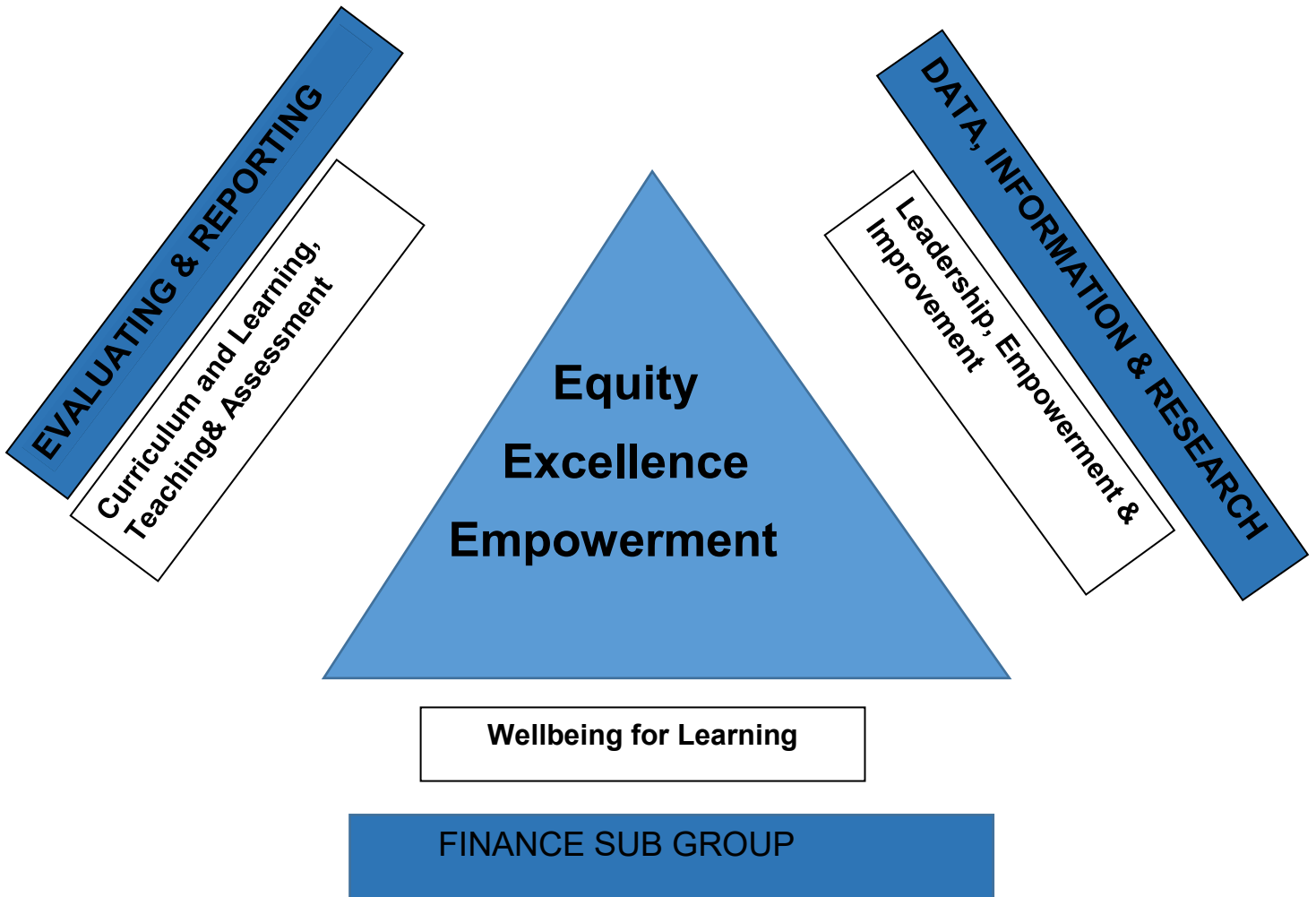
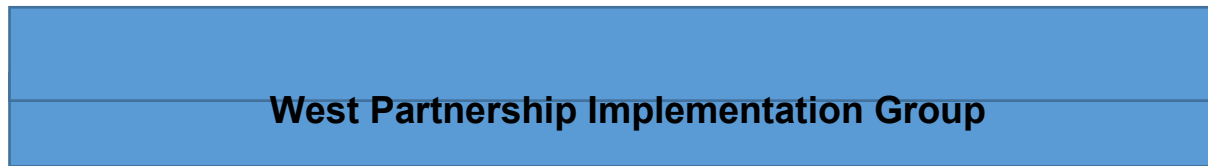
OVERVIEW

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.

The structure has been recognised as a key strength of the West Partnership in our formative years, whilst seeking to strengthen the strategic role of senior leaders to maintain our ongoing successes.

Glasgow City Region Education Committee

West Partnership Board



GLASGOW CITY REGION 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 elected by the membership, the Committee is also attended by the eight Directors of Education/Chief Education Officers and the Senior Partnership Officer, with other attendees invited as appropriate.

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, and 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 the University of Glasgow. Staff supporting the work of the West Partnership also attend by invitation.

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

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

This group is 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 University of Glasgow. Meeting quarterly, this provides 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 GROUP

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

THE WEST PARTNERSHIP DELIVERY MODEL

THE WEST PARTNERSHIP APPROACH

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

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

For 2023-24, the three workstreams are:

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

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

THE ROLE OF THE WEST PARTNERSHIP CORE TEAM

A small core team, led by the Senior Partnership Officer, has been appointed to lead and facilitate the operational aspects of the West Partnership Improvement Plan. They work collaboratively to ensure that the Improvement Plan is based on strong self-evaluation, implemented timeously, rigorously evaluated and reported upon to the Board and the Committee. They ensure that all activities and opportunities for colleagues across the collaborative, provide added value to what is on offer both locally and nationally.

THE ROLE OF CENTRAL OFFICERS, TEACHERS AND PRACTITIONERS

There is clarity that all colleagues who support learning across the eight connected local authorities are defined as The West Partnership, and not simply the core team. As such, all central officers, teachers and practitioners networking & sharing, collaborating and changing practice together are working towards the values and purpose of The West Partnership. A primary function of the core team is to provide systematic and supported opportunities to work collaboratively with these colleagues. The West Partnership Improvement Plan provides opportunities for colleagues to co-create programmes and activities, such as the forthcoming Secondary BGE Curriculum Programme, 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.

THE ROLE OF EDUCATION SCOTLAND'S REGIONAL IMPROVEMENT TEAM

The West Partnership values, collaborative work with colleagues from Education Scotland's Regional Improvement Team. This team provides a helpful external perspective drawn from good practice identified across the country. Education Scotland Workstream Links (WLs) meet regularly with West Partnership WLOs to discuss planning, evaluations and impact of various activities and programmes. They contribute to the delivery of some of these programmes, providing expertise from a national perspective. They also attend workstream meetings, providing a further opportunity to contribute to the strategic direction of the Improvement Plan. This year, a series of consensus-building conversations with WLs, provided a place to discuss both the 'what' and 'how' of Improvement Plan activities for the coming session.

SPECIALIST NETWORKS

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

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

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

The groups planned for 2023-24 include networks for:

Family & Community Officers	Stand-alone ASN HT /Officers	Senior Inclusion Officers
Community Learning & Development Officers	Home Education Officers	English as an Additional Language Co-ordinators
Literacy Officers	Assessment Co-ordinators	Maths Officers

The West Partnership core team recognises the high quality work undertaken by a small number of West Partnership Networks which pre-date the establishment of the Regional Improvement Collaborative. Most notable are the Early Years and the Senior Educational Psychologists Networks. WLOs liaise and work alongside these networks to support cohesion and add value.

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 more than 25,000 headteachers, teachers and support staff working in around 1000 schools and early learning centres, in some of Scotland's most diverse and challenged communities.

Taking account of the on-going pressures on stakeholders, the West Partnership has had to be flexible and agile in its approach to stakeholder engagement as part of the improvement planning process. While regular evaluations are undertaken at the end of professional learning sessions or programmes, it was agreed that a set of 'consensus-building conversations' would be undertaken this session 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 2023-24.

The three Workstream Lead Officers, spoke with a wide range of stakeholders including: director sponsors, workstream members, Education Scotland WLs, programme and network participants. The conversations covered topics which included:

- Purpose of West Partnership;
- Motivation for engagement;
- Strengths of programme or network;
- Impact of provision (using the lexicon of the three newly-established drivers);
- Developments for improvement; and
- Communications.

Feedback has been synthesised and shared with the Board. It informs the plan for session 2023-24 and has served to produce a more co-created approach to the improvement planning process.

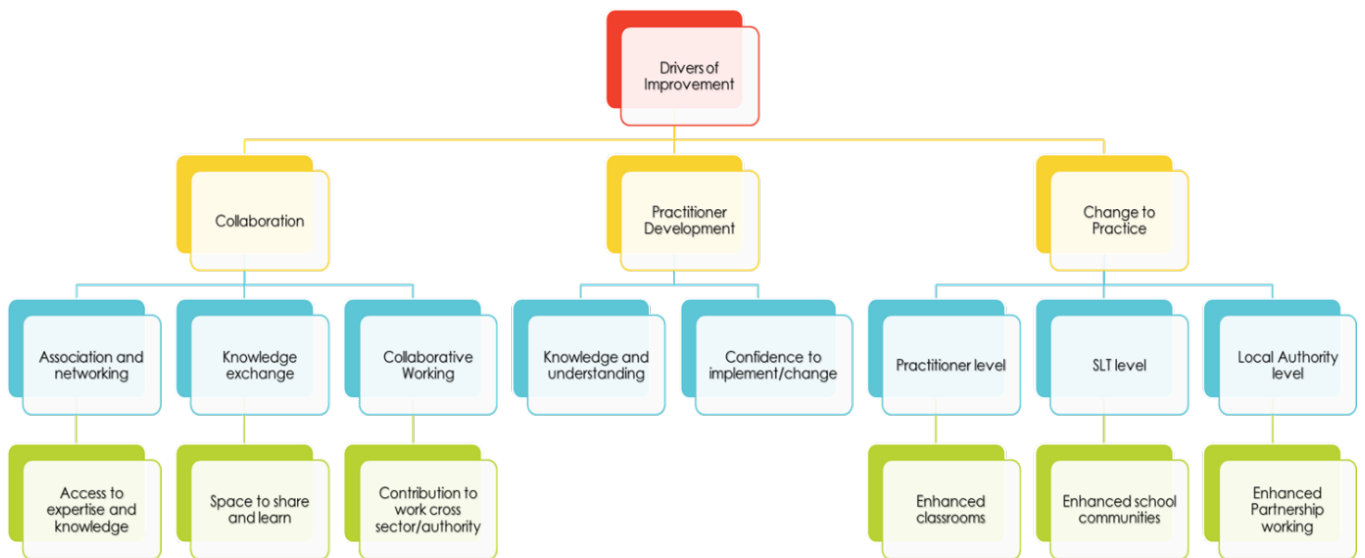
EVALUATING THE IMPACT OF THE IMPROVEMENT PLAN

The Evaluating and Reporting Lead Officer retains overall responsibility for evaluating and reporting on the progress and impact of the West Partnership's Improvement Plan.

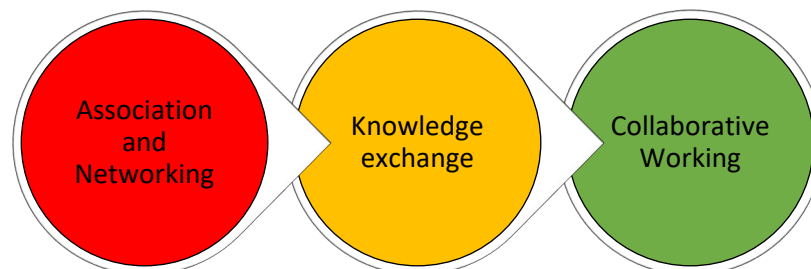
This work, supported by the data officer, is crucial in supporting the West Partnership to evaluate its activities and programmes, as well as using the quantitative and qualitative evidence to identify future priorities. Regular highlight and evaluation reports include updates on the progress and impact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

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

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



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



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

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

The West Partnership continues to engage the services of the Robert Owen Centre for Educational Change, University of Glasgow (ROC), as external evaluators. During last session, research was carried out by ROC. It offers insight into the progression of the West Partnership Regional Improvement Collaborative. Findings and recommendations in the interim report, have been discussed fully by the West Partnership core team and the Board and have influenced the Improvement Plan for session 2023-24.

CRITICAL INDICATORS

Our critical indicators below are used as benchmarks to assess the collective impact of the West Partnership. These should be thought of as measures which, if our work is effective, will improve because of our interventions. Our drivers of improvement explain the mechanisms by which we aspire to impact on our system – our critical indicators tell us if we are having an impact on the system.

This session we made a number of small changes to better link our critical indicators to our values as a Regional Improvement Collaborative. Firstly, in this evaluation report we have themed our critical indicators around our values of excellence, equity, and empowerment. Whilst many of our measures could arguably broach more than one of these values, we have labelled each by what we believe is their primary value.

Secondly, we have strengthened our commitment to equity through the addition of a few key measures. These related primarily to the poverty related attainment gap, which we had included in previous evaluation reports but not formally through our critical indicators. To demonstrate our commitment to The Promise, we have also included new measures on looked after young people.

Indicators	Excellence, Equity or Empowerment	2017- 18 Value	2018- 19 Value	2019- 20 Value	2020- 21 Value	2021- 22 Value
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	Excellence	72.4	73.0	**	69.7	72.4
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy		79.5	80.3	**	77.3	79.6
% of leavers achieving 1 or more awards at SCQF Level 6 or better		68.7	69.3	70.4	72.8	69.4
% of leavers achieving 5 or more awards at SCQF Level 6 or better		37.6	38.3	42.1	44.3	41.5
% of leavers achieving SCQF Level 5 or better in literacy		82.8	82.6	83.1	84.6	82.7
% of leavers achieving SCQF Level 5 or better in numeracy		70.2	69.2	70.8	72.8	71.3
Primary Attendance Rates		N/A	94.2	N/A	93.4	N/A
Secondary Attendance Rates		N/A	90.3	N/A	88.4	N/A
Initial School Leaver Destinations (Positive)		94.4	95.2	93.6	95.8	96.3
% point gap between Quintile 1 and Quintile 5 primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy	Equity	23.5	22.4	**	26.1	22.6
% point gap between Quintile 1 and Quintile 5 primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy		17.8	17.5	**	21.7	18.3
% point gap between Quintile 1 and Quintile 5 leavers achieving 1 or more awards at SCQF Level 6 or better		N/A	39.6	36.9	34.8	33.4
% point gap between Quintile 1 and Quintile 5 leavers achieving 5 or more awards at SCQF Level 6 or better		N/A	48.1	42.5	44.0	44.7
% point gap between Quintile 1 and Quintile 5 leavers achieving SCQF Level 5 or better in numeracy and literacy		N/A	34.7	35.7	34.4	34.0
% point gap between Quintile 1 and Quintile 5 leavers entering initial positive destinations		N/A	4.8	6.6	5.1	4.2
% of looked after school leavers achieving 1 or more awards at SCQF Level 6 or better		N/A	N/A	N/A	29.8% ¹	
% of looked after school leavers achieving 5 or more awards at SCQF Level 6 or better		N/A	N/A	N/A	8.9%	
Number of Practitioners accessing professional learning opportunities provided by the West Partnership		Empowerment	TBC	TBC	3185	3137
Percentage of practitioners reporting an increase in their knowledge following participation in West Partnership activities	NA		NA	NA	85.1	85.3
% of establishments evaluated as good or better for leadership of change	63		73	*	*	91 ²
% of establishments evaluated as good or better for learning, teaching and assessment	66		71	*	*	88 ³

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

² Based on 33 inspections taking place between May-22 to June-23

³ Based on 57 inspections taking place between May-22 to June-23

Review of Evaluation Processes

A review of reporting and evaluation processes and paperwork was conducted ahead of the new session. Some improvements have been agreed to further strengthen the approach. This includes minor updates to templates, regular progress and impact meetings which will include discussions on progress towards achieving workstream outcomes and a tighter monitoring of data planners to ensure that all data is gathered and analysed as scheduled. A session will be conducted with workstream lead officers on the evaluation and reporting cycle focusing on planning, appropriate methodologies and support available from the data team.

Self-Evaluation Framework

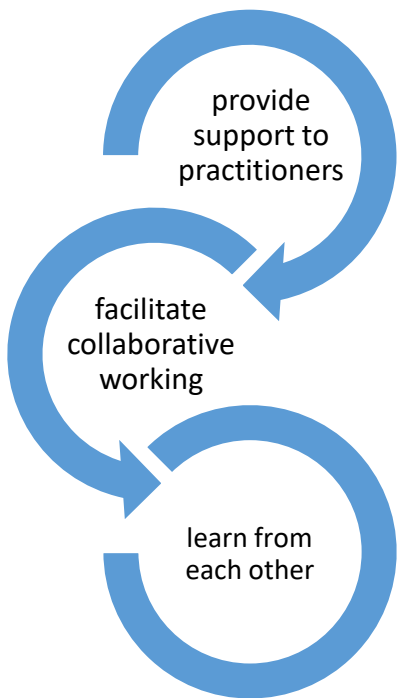
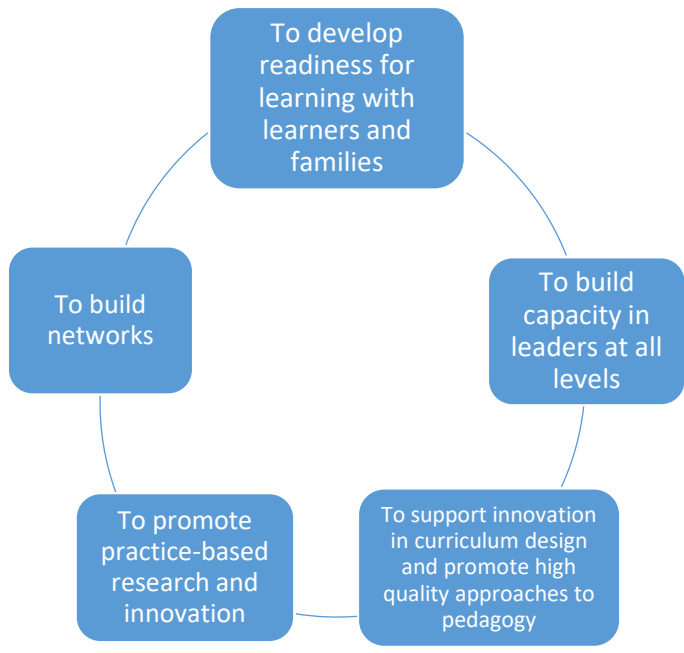
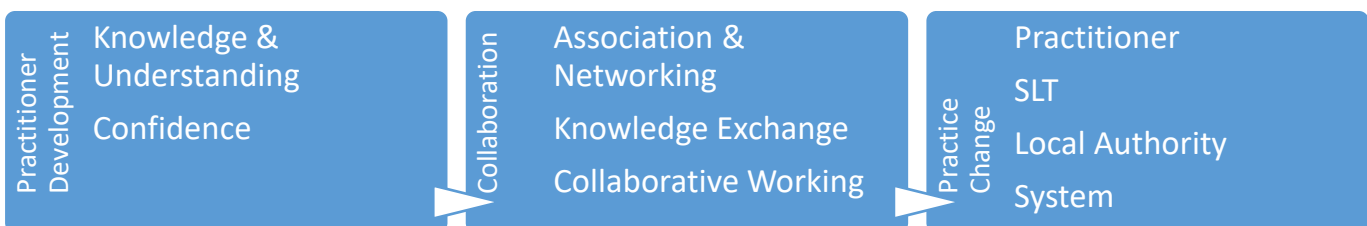
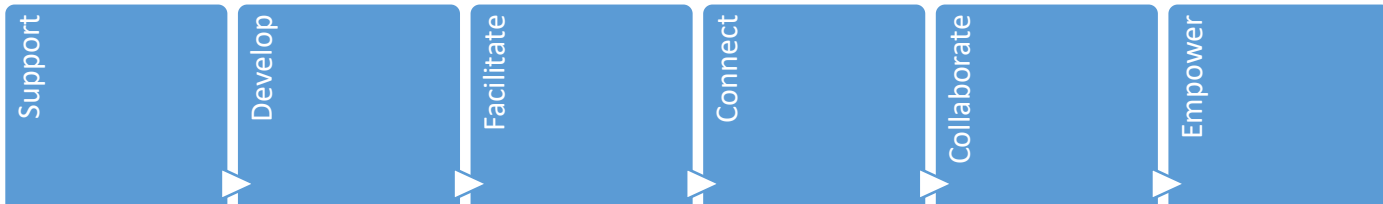
In order facilitate a shared focus on building confidence, clarity and coherence, a new self-evaluation framework has been developed. It makes use of Fullan and Quinn's 'Coherence Framework' (2016) and is organised around each of the four components:

- **Focusing Direction** – purpose driven goals that bring clarity of strategy and change leadership
- **Cultivating Collaborative Cultures** – Collaborating is not just about creating a place where people feel good but rather about cultivating the expertise of everyone to be focused on a collective purpose
- **Deepening Learning** – Shifting to a deeper understanding of the process of learning and how we can influence it. This requires knowledge building partnerships for everyone engaged
- **Securing Accountability** – Developing conditions that maximise 'internal accountability' and reinforce internal accountability with external accountability

The framework uses each of the four Coherence components listed above to evaluate RIC roles and responsibilities, with a clear focus on the Scottish education context in relation to policy, process and language.

Whilst the framework aims to build a shared understanding and expectations of the role of the RICs, it also facilitates local responses to the unique contexts and operating models within each of the regions. It is our intention to use the self- evaluation framework, when finalised, to support self and peer evaluation in the coming session.

The West Partnership Plan on a Page 2023-24

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

WEST PARTNERSHIP DELIVERY MODEL

KEY ACTIVITIES & PROGRAMMES 2023-24

Wellbeing for Learning	
Programmes / Activities	Specialist Networks
<ul style="list-style-type: none"> • Supporting Learners: <ul style="list-style-type: none"> - Keeping Trauma IN Mind –CAR - Inclusion in Mainstream – series - Attendance – CAR - Inclusive Practice in Early Learning and Childcare Settings • UNCRC (by sector) • Youth Participation: <ul style="list-style-type: none"> - Young Leaders of Learning - Youth Participation Training • Families and Communities <ul style="list-style-type: none"> - Youthlink Scotland Enquiries - Family Learning 	<ul style="list-style-type: none"> • <i>Stand-alone ASN Headteachers*</i> • <i>CLD Lead Officers*</i> • <i>Senior Inclusion Lead Officers*</i> • <i>PSHE EY/Primary/Secondary Officers*</i> • <i>Home Education Officers*</i> • <i>Attendance*</i> • <i>The Promise*</i> • <i>UNCRC Lead officers*</i>
Leadership, Empowerment & Improvement	
Programmes / Activities	Specialist Networks
<ul style="list-style-type: none"> • Hexagon Coaching • Thinking About Headship • Improving Our Classrooms • Improving Our Schools • Improving Our Departments / Faculties • FOCUS tool and CLPL • Focus on Improvement* 	<ul style="list-style-type: none"> • <i>SAC / Equity Lead Officers</i> • <i>Digital Officers</i>
Curriculum, Learning, Teaching & Assessment	
Programmes / Activities	Specialist Networks
<ul style="list-style-type: none"> • Assessment & Moderation • West OS • Secondary BGE Curriculum • Spotlight on Effective Practice • Pedagogy Partnerships • Primary Curriculum • Keep Scotland Beautiful: STEM the flow • Research on Impact of 1140 hours (lead by Evaluation Lead Officer) 	<ul style="list-style-type: none"> • <i>Assessment & Moderation Co-ordinators*</i> • <i>ASN Assessment & Moderation*</i> • <i>Maths Lead Officers*</i> • <i>Literacy Lead Officers*</i> • <i>Gaelic Lead officers*</i> • <i>BGE Curriculum*</i> • <i>English as an Additional Language Lead Officers*</i> • <i>Early Years Senior Officers*</i> • <i>Early Education Leads*</i> • <i>Tracking & Monitoring*</i> • <i>Digital Pedagogy*</i>

Rationale

The Role of the RICs

'Improving Scotland's Schools: an OECD Perspective' set out key recommendations to the Scottish Government in 2015:

'Strengthen the professional leadership of CfE and the "middle"- Having implemented CfE at the system level, the centre of gravity needs to shift towards schools, communities, networks of schools, and local authorities in a framework of professional leadership and collective responsibility

Focus on the quality of implementation of CfE in schools and communities and make this an evaluation priority - No matter how well designed a curriculum may be, this makes little difference unless it is successfully implemented in practice. This calls for full engagement from schools and teachers who are clear about direction and who work closely with learners, families, and communities. It calls for a strong role for the "middle", covering such organisations as local authorities, teachers' and head teachers' associations, and different networks and collaboratives, that each have prime responsibility for implementing certain aspects of CfE.

Develop a coherent strategy for building teacher and leadership social capital - Teachers who work in cultures of professional collaboration have a stronger impact on student achievement, are more open to change and improvement, and develop a greater sense of self-efficacy than teachers who work in cultures of individualism and isolation. Not all kinds of professional collaboration are equally effective. We suggest that collaboration in improving teaching, assessing CfE, and connecting schools to take collective responsibility for each other's improvement and results, should be top priorities

Strengthen evaluation and research, including independent knowledge creation - A strong research and evaluation system requires researchers, those with specialist analytical capacities, policymakers, and practitioners to work together. We believe that strong relationships with the evaluation and research communities and/or with independent and non-government agencies working at some arm's length from political decision-making would benefit Scotland's education system.'

In response to these recommendations and in partnership with their local authorities and Education Scotland, The Regional Improvement Collaboratives began operating within Scottish education in 2017.

Within the 'Review of the Regional Improvement Collaboratives' (2021) the Scottish Government sets out the role of the RICs as intended to:

- provide educational improvement support to practitioners through dedicated teams of professionals - drawing on local authority staff, Education Scotland staff and others
- provide focus across all partners through a regional plan and work programme - aligned to the National Improvement Framework (NIF)
- facilitate and create the conditions to support collaborative working across the region.

This review also states that ‘RICs were not intended to be formal bodies within the education system. They intended to bring together local authorities and Education Scotland to develop different ways of working, bring together capacity across a region and add value through collective efforts.’

In ‘Putting Learners at the Centre: Towards a Future Vision for Scottish Education’ (2021), Professor Ken Muir also highlights the unique role that Regional Improvement Collaboratives play within the Scottish education system - ‘From the outset it was made clear that the establishment of RICs was not about creating new formal bodies, but was *about developing different ways of working, bringing together capacity from across an area and beyond, to add value through collective efforts.*’

The Current Context

- The Scottish education system is complex, with the education reform process bringing to light stakeholder confusion around roles and responsibilities within the system and a desire for greater clarity.
- Within a complex system there is an increased risk of duplication of effort. This is further exacerbated by lack of clarity around roles and responsibilities
- With increased pressure and demands across the education system, collaborative improvement activity can be perceived to be an ‘add-on’ to core activity
- Without collective responsibility, collaborative improvement activity leads to minimal impact

Building Clarity and Coherence

In response to the current context and to build greater clarity around the purpose and added value of the RICs, it is important to be clear about associated roles and responsibilities, as well as ensuring robust processes are in place to evidence improvement. As clarity grows, other parts of the education system build a shared understanding of the role of the RICs, leading to increased engagement, reduced duplication and ultimately, system wide improvement. In preparing for implementation of the Scottish education reform, the RICs are ideally positioned to ‘strengthen from the middle’ and close the gap between policy and practice. To maximise impact, the RICs have developed a research-based self-evaluation framework which aims to encapsulate their core purpose as set out by the Scottish Government, as well as recommendations arising from national reviews as outlined above. In order facilitate a shared focus on building confidence, clarity and coherence, the self-evaluation framework makes use of Fullan and Quinn’s ‘Coherence Framework’ (2016) and is organised around each of the four components:

- **Focusing Direction** – purpose driven goals that bring clarity of strategy and change leadership
- **Cultivating Collaborative Cultures** – Collaborating is not just about creating a place where people feel good but rather about cultivating the expertise of everyone to be focused on a collective purpose
- **Deepening Learning** – Shifting to a deeper understanding of the process of learning and how we can influence it. This requires knowledge building partnerships for everyone engaged

- **Securing Accountability** – Developing conditions that maximise ‘internal accountability’ and reinforce internal accountability with external accountability

The RIC Self-evaluation Framework uses each of the four Coherence components listed above to evaluate RIC roles and responsibilities, with a clear focus on the Scottish education context in relation to policy, process and language. Where relevant, the reflective questions are aligned to challenge questions within HGIOS4. Whilst the framework aims to build a shared understanding and expectations of the role of the RICs, it also facilitates local responses to the unique contexts and operating models within each of the regions. It is the intention of the RICs to use the self- evaluation framework to support self and peer evaluation and has the potential to support reporting processes at a regional and national level, building greater clarity around the role and purpose of the RICs, as well as understanding evidence of impact.

August 2023

1. Focusing Direction			
Component	Evidence	Questions	What does success look like?
Shared purpose drives action	<ul style="list-style-type: none"> • The RIC vision and values reflect the intention and purpose of Scottish RICs and is used to focus direction within each RIC’s context 	<ul style="list-style-type: none"> • What range of data and information are utilised to understand the context of the RIC? • To what extent do stakeholders have a shared understanding of the purpose of RICs as it aligns with local and national roles? 	<ul style="list-style-type: none"> • Universal clarity around purpose of RIC and ensures RIC focus on collaborative improvement activity targeting key local and national priorities • Avoiding unnecessary duplication of local authority and national offers • Collaborative activity, supported by the RIC, focusses on improved outcomes for learners
A small number of goals tied up to learner outcomes drives decisions	<ul style="list-style-type: none"> • All stakeholders have the opportunity to influence the RIC plan. 	<ul style="list-style-type: none"> • How effective are processes for involving stakeholders in the creation of the RIC plan? 	<ul style="list-style-type: none"> • Stakeholders have greater ownership of priorities

	<ul style="list-style-type: none"> • Agreed priorities reflect key local, regional and national priorities 	<ul style="list-style-type: none"> • To what extent has engagement with stakeholders and analysis of local, regional and national data informed RIC priorities? 	<ul style="list-style-type: none"> • Increased engagement in improvement activity leading to improved outcomes for learners
<p>A clear strategy for achieving the goals is known by all</p>	<ul style="list-style-type: none"> • Improvement strategy makes clear the RIC’s approaches to communication, collaboration, improvement and evaluation 	<ul style="list-style-type: none"> • How effective are RIC approaches to communication, collaboration and improvement? • How effective are approaches to evaluating and monitoring the impact and sustainability of collaborative working? 	<ul style="list-style-type: none"> • Meaningful collaboration leads to greater coherence across the region and improvement in key areas of focus
<p>Change knowledge is used to drive the RIC forward</p>	<ul style="list-style-type: none"> • Robust approach to planning, monitoring and evaluating progress 	<ul style="list-style-type: none"> • What processes and/or progress indicators are in place for monitoring, evaluating and reporting on the effectiveness and impact of RIC activity? 	<ul style="list-style-type: none"> • Practitioners report that collaborative improvement activity is leading to improved outcomes for learners

2. Cultivating Collaborative Cultures

Component	Evidence	Questions	What does success look like?
<p>A growth mindset underlies the culture</p>	<ul style="list-style-type: none"> • Professional learning is responsive to need within the RIC • Increasing numbers of practitioners are engaging in relevant RIC level collaborative enquiry/ professional learning, leading to impact 	<ul style="list-style-type: none"> • What processes are in place to ensure that professional learning is in response to need? • To what extent are practitioners reporting increased knowledge and confidence as a result of professional learning? 	<ul style="list-style-type: none"> • Planned opportunities to build trusting relationships, resulting in collaborative improvement activity at regional level



<p>Leaders model learning themselves and shape a culture of learning</p>	<ul style="list-style-type: none"> • Members at all levels of the system learn with and from one another • Leaders use inclusive language such as ‘our RIC’ • Practitioners are encouraged to engage in RIC activity which adds value to their context 	<ul style="list-style-type: none"> • To what extent are all local authorities engaging with RIC activity? • How well do local authority and RIC processes support engagement with collaborative improvement activity? 	<ul style="list-style-type: none"> • Reduced silo working and duplication of effort – greater collaboration over common themes • Improvement in national priorities through deeper collaboration at a local/regional level
<p>Collective capacity building is fostered above individual development</p>	<ul style="list-style-type: none"> • Connecting practitioners and learners under common themes / shared problems • Connecting practitioners and learners with opportunities to inform local/regional/ national policy 	<ul style="list-style-type: none"> • How well are RICs facilitating opportunities for practitioners, learners and leaders to connect and collaborate around common themes / shared problems/ policy? 	<ul style="list-style-type: none"> • Increased range of voices influencing local/regional / national priorities • Increased engagement in local/ national policy across the system
<p>Structures and processes support intentional collaborative work</p>	<ul style="list-style-type: none"> • There are agreed processes which facilitate meaningful collaboration with a focus on whole system improvement • Collaborative improvement activity avoids/reduces duplication of and adds value to activity within the RIC 	<ul style="list-style-type: none"> • To what extent do RIC governance structures support and challenge realisation of the RIC vision and plan? • How well do systems and processes support a growing collaborative culture? How do you know? • How rigorous are processes to effectively plan, monitor and manage RIC funds? 	<ul style="list-style-type: none"> • Evidence of increasing numbers of educators connecting, collaborating and improving • Evidence of increasing numbers of educators collaborating at a deeper level • Greater clarity around roles and responsibilities within the system

		<ul style="list-style-type: none"> • How well is the RIC offer communicated? How do you know? • To what extent are local authorities and national organisations collaborating in order to reduce duplication and create more coherence? 	<ul style="list-style-type: none"> • Educators feel more connected and less isolated • Wellbeing and learning of learners and educators improve • More effective and efficient use of resources
--	--	---	--

3. Deepening Learning

Component	Evidence	Questions	Impact
<p>RIC roles and responsibilities are clear to everyone and drive collaborative improvement activity</p>	<ul style="list-style-type: none"> • RIC Recruitment and induction processes in place • Regular supervision meetings with RIC central team members • Regular and impactful meetings with regional Education Scotland Team/SRAs • Positive, collaborative contributions from Education Scotland Team and other partners. 	<ul style="list-style-type: none"> • What processes are in place in order to ensure clarity around roles and responsibilities in improvement activity? • How well does implementation of recruitment processes result in the best candidate for the post? • To what extent are approaches to induction and mentoring supporting newly seconded staff? • How effectively is RIC activity building shared understanding and expectations within national priorities? • How are partnerships between RICs and Education Scotland Senior Regional Advisers and their teams helping to drive improvement? 	<ul style="list-style-type: none"> • Greater clarity of RIC roles, responsibilities within collaborative improvement activity • Shared ownership of priorities and deeper collaboration to improve outcomes • Improvement is evident at local, regional and ultimately national level
<p>A set of effective andragogy / professional practices is known and used by RIC</p>	<ul style="list-style-type: none"> • Central team members have a shared understanding of how to facilitate effective 	<ul style="list-style-type: none"> • To what extent are central team and programme contributors using effective andragogy/ professional practices 	<ul style="list-style-type: none"> • Practitioners reporting high levels of engagement and satisfaction in collaborative improvement activity

<p>central teams and programme contributors</p>	<p>collaborative improvement activity</p> <ul style="list-style-type: none"> Professional learning and collaborative improvement activities are evaluated effectively 	<ul style="list-style-type: none"> To what extent is professional learning based on the values and actions within the GTCS professional standards? 	
<p>Robust processes are used to improve practice over time</p> <ul style="list-style-type: none"> Research informed Policy informed Collaborative improvement activity over time External evaluations 	<ul style="list-style-type: none"> Effective cross-RIC collaboration Collaboration with colleges, universities and external partners A range of collaborative improvement activities over time- some of which may be accredited 	<ul style="list-style-type: none"> To what extent do we critically engage with research, policy sources and developments in learning and teaching to inform our regional improvement activity? Is an appropriate range of approaches being used which enable practitioners to learn with and from each other? How well are we looking ‘outwards’ and ‘forwards’ within our processes? 	<ul style="list-style-type: none"> RIC collaborative improvement activity is evidence and research-informed, and engages with a range of partners both within and across regions

<p>4. Securing Accountability</p>			
<p>Component</p>	<p>Evidence</p>	<p>Questions</p>	<p>What does success look like?</p>
<p>Capacity building and internal accountability is used to continuously improve results</p>	<ul style="list-style-type: none"> Monitoring of internal RIC outcomes and process measures to illustrate progress over time and identification of next steps Monitoring of regional progress within NIF measures in order to identify next steps 	<ul style="list-style-type: none"> How well do we use evidence from tracking and monitoring of collaborative improvement activity to measure progress over time? How well do we use regional progress within national global measures to inform RIC improvement activity? 	<ul style="list-style-type: none"> Improvement in RIC measures over time Evidence of clear links between local, regional and national priorities Ultimately, improvement in NIF measures, over time

		<ul style="list-style-type: none"> • How reliable is our evidence of impact on learner outcomes? 	
<p>External accountability is used to support progress</p>	<ul style="list-style-type: none"> • RIC external accountability processes- eg <ul style="list-style-type: none"> ➢ Education Scotland ➢ Scottish Government ➢ External partners 	<ul style="list-style-type: none"> • What sources of external accountability are used to inform RIC progress and to what effect? • To what extent do we engage with peers and external partners to provide support, challenge and help identify appropriate next steps? 	<ul style="list-style-type: none"> • Accountability processes contribute to the identification of next steps and build greater coherence

DRAFT