Item 4
5th March 2024

Glasgow City Region Education Committee

Report by: **Dr Lauren Johnston, Children's Services Manager / Dr James Bowness, Data & Evaluation Officer, Renfrewshire Council**

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West Partnership Interim Evaluation Report – January 2024

Purpose of the Report

To provide the committee with a half year interim evaluation update on covering the period August 2023- January 2024, including an overview from the three workstreams.

Recommendations :

The committee is asked to note:

- progress of the partnership in relation to the three drivers for improvement;
- progress of each workstream's programmes for the period; and
- progress of the reach of the partnership.

1.Background.

This paper summarises the key messages from the Interim Evaluation Report (appendix 1) and covers activity between August 2023- January 2024.

1.1 This interim evaluation comes approximately 6 months after the commencement of the academic session and is therefore an early indication of progress towards workstream outcomes.

1.2 The workstream lead officers for Curriculum, Learning, Teaching and Assessment and Wellbeing for Learning took up post with the West Partnership in August 2023. This update demonstrates the progress of the transitions between lead officers in these workstreams and the strong work undertaken to ensure continuity in these areas of activity.

2 Key Points

2.1 As of January 2024, the West Partnership had received just over 7100 sign ups across 55 separate sessions. Sign ups came from 3833 different practitioners where sign-up name data was collected. This accounts for 17% of all potential West Partnership practitioners. When modelling for sign ups where name information is missing, we predict that we have engaged with approximately 25% of all West Partnership practitioners.

2.2 Sign up data shows that we have engaged with just under 900 different establishments. The biggest contributing group was Primary schools (472) followed by early years establishments (236) and Secondary schools (105). We received sign ups from 87% of all primary, secondary, and special schools in our region.

2.3 Our sign-up data also demonstrates that just under 900 practitioners had registered for more than one event, often engaging in multiple activities across workstreams. We have also found evidence of clusters of engagement where individual establishments engage across practitioner roles and activities.

2.4 Qualitative evidence from each workstream (see appendix 1 for examples), continues to demonstrate how have provided opportunities for collaboration and knowledge/confidence enhancement. The three illustrations provided in the report provide a snapshot into how our activities support practitioners in different locations of the learner journey.

2.5 At a halfway point in the year, we have evaluations from 38 different activities which provide participants an opportunity to evaluate the impact of the session on their knowledge and/or confidence. From 2378 evaluations we found self-reported improvements from 1973 completed submissions. This data suggests that our activities are stimulating improvements in practitioner knowledge/confidence 83% of the time.

2.6 One significant risk regarding the uncertainty of future funding is detailed in Appendix 1. The report notes that considerable time on scenario planning has been undertaken to allow the partnership to be as prepared

as possible. An update on how this translates into the 2024-25 Improvement Plan, will be provided at the next committee meeting.

3. Recommendations

The Committee is asked to note:

- progress of the partnership in relation to the three drivers for improvement;
- progress of each workstream's programmes for the period; and
- progress of the reach of the partnership.