WEST PARTNERSHIP INTERIM EVALUATION 23/24– Appendix 1

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Introduction

In the pursuit of educational excellence, equity and empowerment, the West Partnership Regional Improvement Collaborative continues to stimulate collaboration, aiming to enhance practitioners and ultimately improve practice to improve the overall learning experience. This interim evaluation report provides a comprehensive snapshot of the collaborative's progress and impact in the 23/24 academic session thus far.

This report is structured into four distinct sections, each shedding light on different areas of West Partnership activity. The initial section focuses on participant engagement, assessing the depth and breadth of involvement from across our eight local authorities at a halfway point in the academic year. Whilst recognising that sustained and meaningful engagement is essential, this section demonstrates that the West Partnership has a significant reach into the local authorities and establishments within its locus. This evaluative task has also highlighted pockets of low engagement which can subsequently be harnessed to increase further the reach of our activities and communications as appropriate.

Subsequent sections delve into the core impact areas, highlighting achievements and challenges within each workstream. This second section examines engagement patterns across each workstream whilst also highlighting in more detail a key piece of work via an illustration case study. The nature of these illustrations

differs. From Leadership, Empowerment, and Improvement (LEI), we draw upon qualitative insights of practice change in a secondary school via the Improving Our Departments/Faculties programme. From Curriculum, Learning, Teaching, and Assessment (CLTA), we explore the impact of a series of professional learning events on enhancing pedagogy through play and enquiry. From Wellbeing for Learning (WFL), we explore the experience of almost 1000 practitioners who engaged in professional learning around 'inclusion in mainstream'.

The sections devoted to each workstream is followed by an overview of the quantitative data gathered from all sessions thus far. Here we explore the collective impact in relation to practitioner enhancement. We also explore other quantitative measures collated routinely through our professional learning. These include measures that aim to gather information around the efficacy of our activities and the likelihood of the session's insights having a real-world impact.

Participant Sign Up Data: Programme Reach So Far

The work of our Regional Improvement Collaborative intends on adding value to existing provisions offered by local authorities and Education Scotland. As such, it was never intended to be the case that RICs reach every practitioner. Nevertheless, our work can provide a means to avoid duplication whilst also up-scaling highly effective offers. The participant data provided in this section allows us to understand patterns of engagement whilst also identifying areas of non-engagement. This is not to suggest non-engagement is inherently negative; it may be the case that non-engagement is a result of existing provision filling a need. Insight of this nature is useful for our internal self-evaluation activities. Furthermore, exploring sign up patterns over a number of years allows us to map trends in reach. Data of this nature is linked directly to one of our critical indicators – the number of practitioners accessing professional learning opportunities provided by the West Partnership.

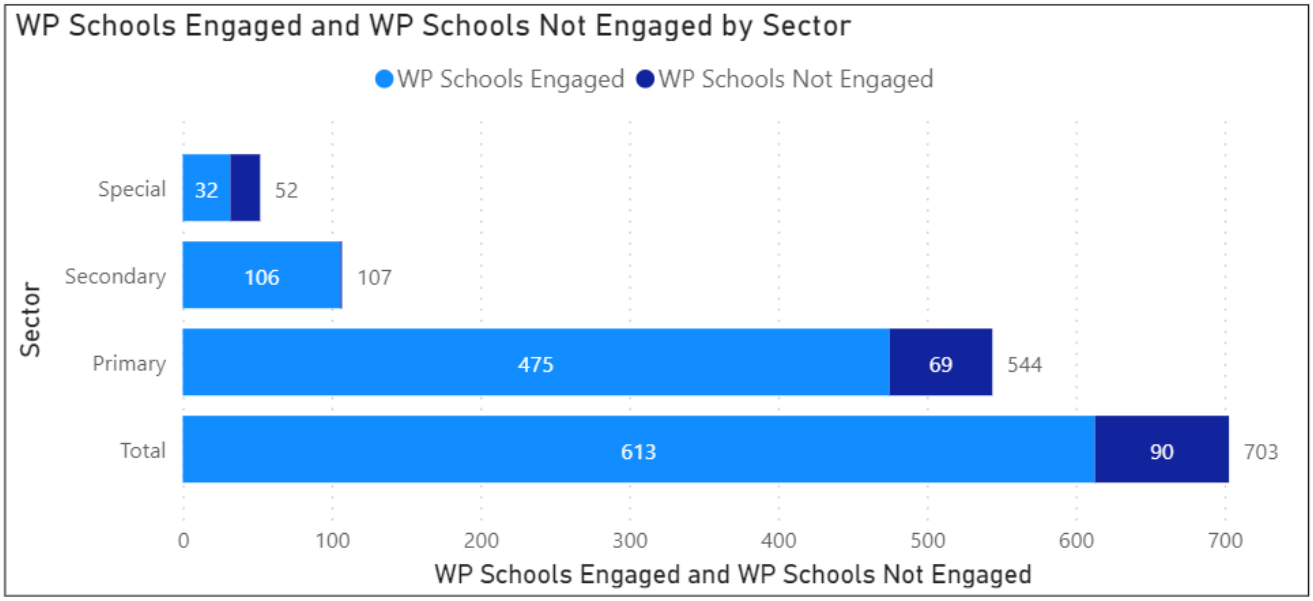
Programme Reach

To explore engagement patterns across our activities we have analysed all sign-up data received from activities within our current academic session. Our sign-up process captures routine information on those who sign up for most of our professional learning events. There are some cases where standard sign up information is unavailable. For example, several of our more in-person, hands on sessions are organised via a school leader or local authority central team member but delivered to a larger number of practitioners. In these cases, it isn't always practical to collect exact names and establishments. As such, overall numbers are included here but excluded from the data where information is missing. A full analysis of our sign-up data is available in Appendix 2. Key highlights and insights are detailed here.

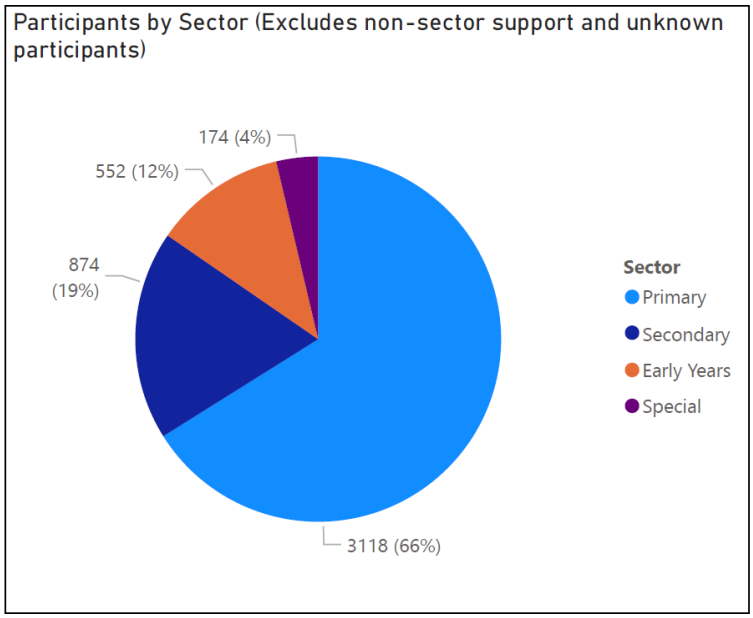
So far in the 23/24 academic session, our sign-up data suggests the following:

- Our activity has generated 7106 sign ups/engagements.
- Where name information is available, we have engaged with 3833 individual practitioners.
- Just under 900 practitioners (875) have signed up to more than one of our events.
- We have engaged with practitioners from 893 different organisations. This includes:
    - 236 early years establishments
    - 475 primary schools
    - 106 secondary schools and
    - 32 special schools

In total, since August, we have had engagement with 87% of all West Partnership schools. A visual breakdown of engagers/non-engagers is provided below:

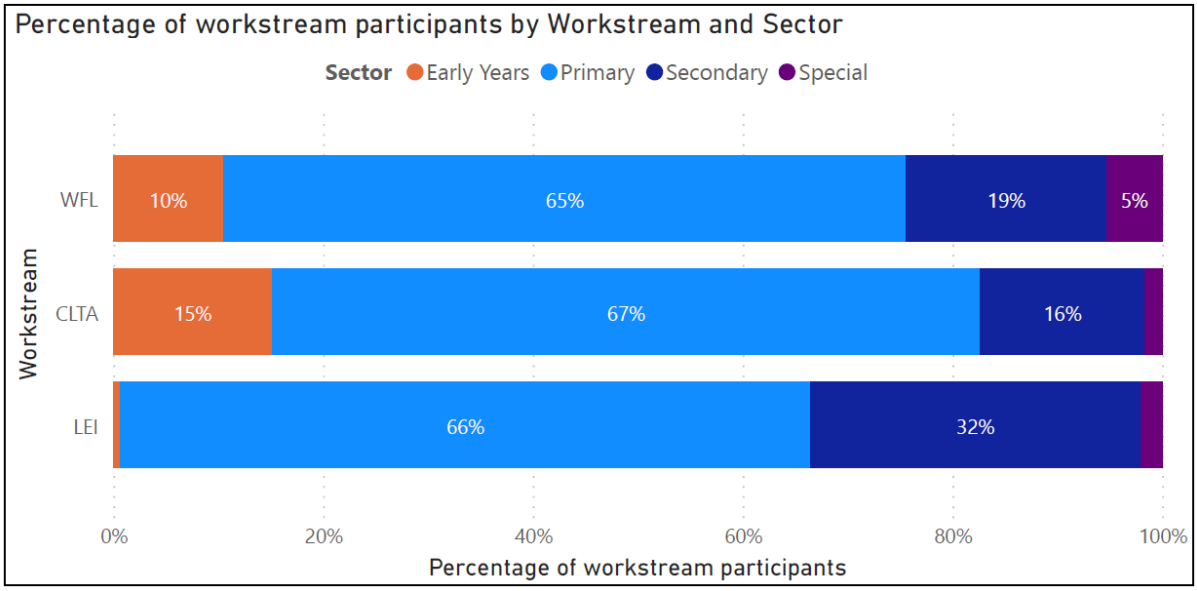


The graphic illustrates that only one secondary school in our region has not yet connected with us this session. Additionally, there are 69 primary schools and 20 special schools that are also absent from our sign-up data. A breakdown of our engagements by sector is provided below:



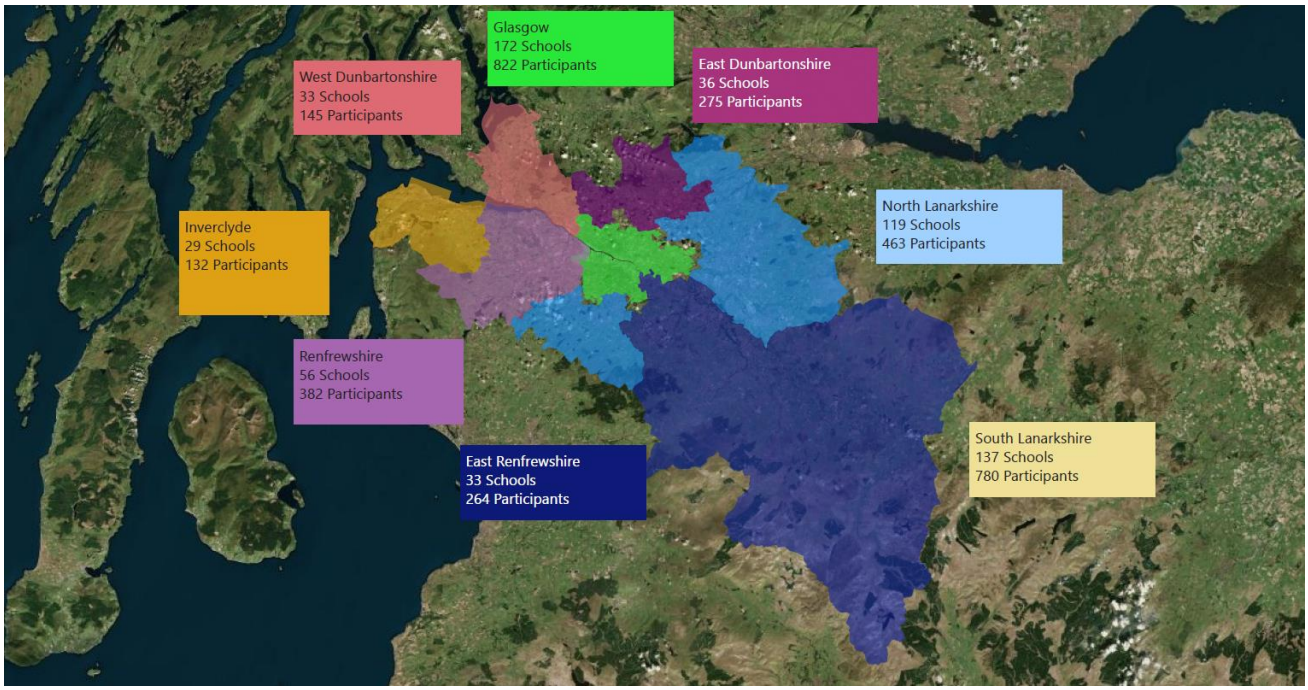
Our sector-specific sign-up data indicates that the majority of our engagements come from primary practitioners. We have connected with nearly 2,400 distinct primary practitioners, constituting at least 25% of all primary practitioners in the region.

Our data shows that we have engaged with at least 17% of all West Partnership practitioners in the first half of the academic session. Approximately 20% of all sign up participants have signed up for more than one event. Assuming this rate continues amongst those who have engaged in events which did not collect name information, we predict that we have engaged with approximately 25% of all West Partnership practitioners. The visual below provides a breakdown of our workstreams by sector:



The Curriculum, Learning, Teaching, and Assessment workstream exhibits the highest percentage of engagers with a primary background (67%). Meanwhile, the Leadership, Empowerment, and Improvement workstream shows the highest prevalence of secondary practitioners (32%).

Below is a geographical representation of our current outreach, encompassing primary, secondary, and special schools along with their practitioners. Not depicted in this visualisation are the early years, central teams, and family learning centres that have also participated in our initiatives during the 23-24 period.



More detailed information, including breakdowns by local authority, is available in appendix 2.

Leadership, Empowerment, and Improvement

Participation Data

The table below provides a sectoral breakdown of LEI participants so far in our 23-24 academic session:

Session	Early Years	Local Authority Central Teams	Primary	Secondary	Special	**Total**
Hexagon Coaching 23/24	2		18	4		**24**
IOC 23/24		2	96	48	3	**149**
IOD 23/24 *		1		31		**32**
IOS 23/24 *			33		1	**34**
TAH - HT Supporters			5	1		**6**
Thinking About Headship 23/24		1	39	8	2	**50**
Total	**2**	**4**	**191**	**92**	**6**	**295**

*1 * -sign ups denote departments/establishments rather than individual practitioner engagement*

In total, 295 participants have engaged with the LEI workstream. The figures provided here for Improving Our Departments (IOD) and Improving Our Schools (IOS) only counts those who have led improvement in each establishment. Given that these activities impact upon more than the individual participant, it is worth noting that on a wider level IOD involves 175 teachers (across 32 departments) whilst IOS impacts 323 practitioners (across 34 establishments). Improving Our Classrooms provides just over half of all participants with 149 individuals. Of these 295 participants, 94 have engaged with other West Partnership activities outside of the LEI workstream. The workstream has engaged with 190 different primary, secondary or special schools across all 8 local authorities.

Improving Our Departments/Faculties – An Illustration of Practice Change

In May 2023, Vale of Leven Academy decided to introduce a bespoke version of the Improving Our Departments / Faculties (IODF) programme across the school. In December 2023 a West Partnership representative conducted interviews with two of the Depute Heads (DHT) and spoke to a focus group of six Curriculum Leaders. The discussions focussed on progress made and the impact of this change in the school to date using the questions below as a framework for discussion.

1. Why are you taking part and what do you hope to gain from participation?
2. How does engaging in IOD/F look for you? What have you done that's different to your usual improvement processes?
3. How is it working for you/the department or faculty/school so far? Consider:
    a. What is working?
    b. What isn't working?

A qualitative analysis of the data collected was undertaken and three inter-linked themes have been produced by the workstream lead officer across the discussions. To ensure the trustworthiness of these themes, this case study has been shared with those who engaged in the focus group/interview. This process provides a means of ensuring that qualitative interpretation resonates with the lived experience of our participants. A shared language describing the changes that have taken place was evident across the interview and focus group suggesting that there is a consensus on the direction of travel and improvement focus that the school is taking.

Self-evaluation structures and processes

The revised self-evaluation structures and processes that have been introduced across the school were actively included in all conversations by participants. Participants/Respondents were all positive about the introduction of the changes. Reasons given for this included being more organised, having a clear plan to follow and that this approach was helping everyone to see better how existing whole school structures work together.

The IODF timeline was described as a *"flexible structure"* that enabled those using it to see what was coming next and keep planned progress on track. The curriculum leaders highlighted that stripping back the departmental improvement plan, although initially challenging to do, has given them greater ownership and increased the plan's value to the department.

> *"…our departmental improvement plan is now more of a live document, with room for mistakes and regular updates on progress…"*
>
> Curriculum Leader A

There was strong agreement across the interviews and focus groups that these changes were having a positive impact on improvement activity and had brought a clear focus to improving learning and teaching across the school. This came with a recognition that further work would be needed to sustain the approach and a willingness from participants to do that.

Accountability, ownership, and culture change

Another significant result of the changes made in the school, described in the interviews and focus group, was that of increased accountability and a greater sharing of the responsibility for, and ownership of self-evaluation. Curriculum leaders commented that the changes had led to greater buy-in and ownership, one described this as *" helping all members of staff to get involved. It was just our job before."* This was echoed by the DHTs who spoke about more *"buy-in and accountability"* from individual departments.

DHTs stated that working with trios out with their link departments has allowed them to build a more in-depth understanding of departments across the school and to ask questions in a different way. All participants referred to this as a less *"top-down"* approach and reflected that this is bringing a positive culture change across the school.

> *"There's a culture shift because of this, it's more visible."*
>
> Curriculum leader B

The role of professional discussion

The third theme that was evident throughout the interviews and focus group was the high value that was placed on the time that had been set aside for professional discussion. Examples of this include intra-departmental discussion, inter-departmental discussion, and trio meetings of curriculum leaders. There was strong agreement from all who took part that this was a cornerstone of the success to date. Curriculum leaders described the trio meetings as beneficial and commented that discussions at those meetings transferred directly to conversations with department teams about improvement.

> *"(The trios) … good to hear what others are doing, get ideas, and a sanity check. Everyone is working on different things but there's a lot of cross-over. It keeps us on track."*
>
> Curriculum leader C

There was also recognition that making time within departments for professional discussion could be challenging, particularly in larger departments. Competing priorities and demands were cited as the main reasons for this although the increased flexibility in the allocation of collegiate time was welcomed.

The school is still in the early stages of implementing the changes to self-evaluation and improvement processes whilst also placing an increased focus on pedagogy. The evidence gathered from the interviews and focus group is very positive about the early impact of this work, particularly around the three themes outlined above. The revised structures and increased role of professional discussion are perceived as impacting positively on the school culture around self-evaluation. There is also strong support to continue this work beyond this academic session and a recognition that it will be important to consider the sustainability of the approach, ensure that there is a robust and shared rationale for what is being done and, perhaps most importantly, that the strong focus on pedagogy measurably improves the experiences and the outcomes for learners across the school.

Curriculum, Learning, Teaching, and Assessment

Participation Data

The table below provides a sectoral breakdown of CLTA participants so far in our 23-24 academic session:

Session	Early Years	Family Learning Centre	Local Authority Central Teams	Other	Primary	Secondary	Special	Unknown	Total
ASN Collaborative Planning Event								29	**29**
Assessment and Moderation - EDC Feedback					95	4			**99**
Assessment and Moderation - EDC Session 2					62			16	**78**
Assessment and Moderation Self-Evaluation Toolkit								473	**473**
Assessment in the BGE- input (Primary) Signup		1		7	1	275		1	**285**
CLTA Sec BGE						35	3		**38**
Effective Assessment - Secondary Probationers (GCC								31	**31**
Effective Assessment - West Partnership								25	**25**
Gaelic Get Together		5			1	18	3	4	**31**
Making Maths Count Conference Nov 23								311	**311**
Moderation Event (ASN)								22	**22**
Moderation in the BGE - Secondary								22	**22**
Moderation in the BGE - Secondary Probationers (GCC)								88	**88**
Pedagogy Partnerships- cohort 1					9	11			**20**
Pedagogy Partnerships Cohort 2				1		17	25		1	**44**
Primary Curriculum Programme 23-24					15				**15**
Principles of Effective Learning Through Play and Enquiry	1	262	29	44	1	490	2	19	8	**856**
SLC Moderation Model								20	**20**
Spotlight on Effective Practive - Cohort 1		8	4	20	1	154	139	6	1	**333**
Spotlight on Effective Practive - Cohort 2		4	1	7		113	71	2		**198**
West OS - Brian from HeadStrong Session 1								88	**88**
West OS - Brian from HeadStrong Session 2								88	**88**
West OS - Brian from Headstrong Session 3								178	**178**
West OS - Brian from Headstrong Session 4								168	**168**
West OS - Building Racial Literacy Pilot 1								8	**8**
West OS - Building Racial Literacy Pilot 2								8	**8**
West OS - Building Racial Literacy Pilot 3								8	**8**
West OS - Building Racial Literacy Pilot 4								8	**8**
West OS - Financial Education								52	**52**
West OS - National Art Galleries Session 1								59	**59**
West OS - National Art Galleries Session 2								68	**68**
West OS - National Art Galleries Session 3								67	**67**
West OS - National Art Galleries Session 4								67	**67**
West OS - STEM 1								116	**116**
West OS - STEM 2								116	**116**
Total	**1**	**280**	**34**	**79**	**4**	**1248**	**290**	**31**	**2150**	**4117**

In total, 4117 registrations to CLTA workstream activities have accumulated so far this session. For sessions where names are available, 1799 unique individuals have signed up to CLTA activities. Over 500 (523) of these participants have engaged with more than one West Partnership activity. Ten different activities have had over 100 registrations, with Principles of Effective Learning Through Play and Enquiry having 856 sign ups. The CLTA workstream has engaged with 441 different primary, secondary or special schools across all 8 local authorities.

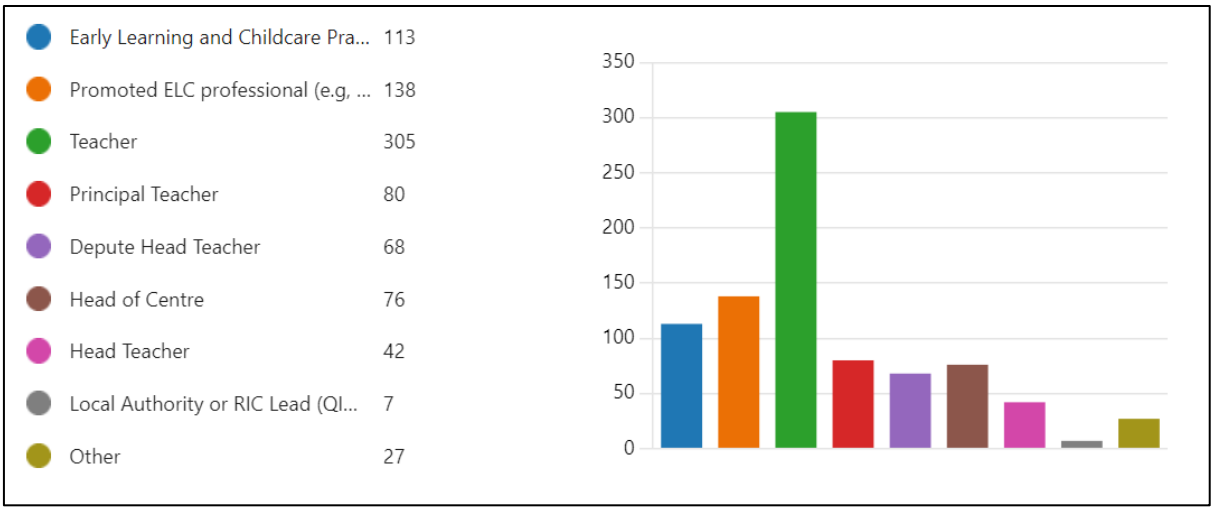
CLTA Illustration: Enhancing Pedagogy through Play and Enquiry

This session, the CLTA Workstream facilitated the delivery of a series of professional learning dedicated to the Principles of Effective Learning through Play and Enquiry. The series was developed collaboratively by the Early Years Specialist Network and delivery was supported by practitioners across our West Partnership Local Authorities and Education Scotland. Alongside the professional learning, an interactive web-based resource to support knowledge development and practice change was created. The rationale for this work was to support the development of a shared vision through creating an enabling environment which supports skilled and knowledgeable practitioners.

Connected to the themes of Realising the Ambition (Education Scotland, 2020) and relating to The United Nations Convention on the Rights of the Child (UNCRC) articles linked to the Right to Play, the professional learning sessions featured 4 twilight events (3 for all practitioners and 1 specifically for leaders).

- Session 1 - Child Development
- Session 2 - Child Centred Pedagogy and Play
- Session 3 - Transitions
- Session 4 - Implications for Leadership

In terms of reach, 856 practitioners from across the West Partnership registered to attend the sessions. Most of these practitioners (54%) were from the Primary sector, but over 350 early learning and childcare practitioners also signed up to the series. The series was open to a variety of practitioners which was reflected in the range of posts held by those who signed up to the series:



Over 300 evaluations from across the four sessions have been received to date. Data from these sessions suggest that practitioners have developed a deeper knowledge and understanding of early level curriculum in early years whilst also increasing in practical confidence. Across all 318 evaluations, 80% demonstrated an improvement in either confidence or knowledge/understanding. Some 75% of respondents said that what they had learned in the sessions would lead to change to practice. An overwhelming 97% of respondents said they would recommend West Partnership professional learning events after participating in the series.

Participants also left qualitative feedback. In alignment with the quantitative data discussed above, many practitioners qualitatively noted how the sessions had impacted on their knowledge/understanding and confidence. A selection from a range of practitioner types is provided below:

> *'Lots of valuable information that is relevant and useful, has allowed me to reflect on the needs of particular pupils and how I can support them. Great first session.'*
>
> (Principal Teacher, Primary)

> *'The event has made me more confident that our transition programme is successful, however I now have a few ideas to share with colleagues about nursery-school transitions for 2024.'*
>
> (Depute Headteacher, Primary)

> *'Some of the learning from this event helps to underpin and justify my practice. I am looking for uplevelling play activities to suit first level and took away some ideas.'*
>
> (Teacher, Primary)

> *'[I now] have the confidence to take forward ideas to make transitions seamless from nursery to primary.'*
>
> *(Promoted ELC professional, ELC)*

Respondents also noted qualitatively how the series would lead to practice change in their own settings. Again, this originated from practitioners in a range of roles demonstrating the ways in which the professional learning series can meet the needs of a variety of practitioners:

'I will consider the opportunities we have in school to develop movement and coordination. The development of the vestibular system was new to me and has made a lot of behaviours that we observe in school make more sense.'

(Principal Teacher, Primary)

'I am currently undertaking observations of types of play demonstrated by our young learners with colleagues in a working party as part of our school improvement plan. This will impact our planning and development of spaces throughout our school to best support the learning styles and needs of our learners.'

(Teacher, ASN Primary)

'We are well on the way to making good progress in play pedagogy in P1 and P2/1. This input helped me focus as a leader on evaluating practice and identifying next steps. Taking this further up the school is the next challenge. Seeing the process as a journey is the take away message.'

(Depute Headteacher, Primary)

With regards to next steps, the sessions will be recorded and available to be accessed through the West Partnership website. This will be ensuring sustainability of the work and continued accessibility for practitioners. The positive qualitative and quantitative data gathered through evaluations has led to the recognition of the success of this model of professional learning, particularly in relation to ensuring consistency of approach across the local authorities of the West Partnership. This series can act as a template for other specialist networks to deliver high quality effective professional learning.

Wellbeing for Learning

Participation Data

The table below provides a sectoral breakdown of CLTA participants so far in our 23-24 academic session:

Session	Early Years	Family Learning Centre	Local Authority Central Teams	Other	Primary	Secondary	Special	Unknown	**Total**
ASN HTs Curriculum Design and Refresh			1		1		20		**22**
Attendance CAR Launch			4		33	26			**63**
Children's Rights - What? Why? How?	24	7	1		104	26	10	2	**174**
Co-Regulation and De-Escalation Strategies	38	8	7		370	130	39	6	**598**
ESOL Family Learning	6		3	1	43	31			**84**
Family Learning - ASN	45	11	1	1	103	37	9	4	**211**
Inclusive Practices in ELC Settings	28	4		2	2		2		**38**
Keeping Trauma In Mind					5	5			**10**
Key Principles of Family Learning	27	5	1		78	33	3	1	**148**
Planning for Family Learning Series	13	6		2	63	25	5		**114**
Supporting Learners with ADHD	33	12	1	1	516	152	13	3	**731**
The Circle Framework - Primary					39				**39**
The Circle Framework - Secondary						27		2	**29**
The role of play when keeping Trauma in Mind	55	7	6	2	321		36	4	**431**
Total	**269**	**60**	**25**	**9**	**1678**	**492**	**137**	**22**	**2692**

In total, 2692 registrations to WFL workstream activities have accumulated so far this session. For sessions where names are available, 2218 unique individuals have signed up to WFL activities. Just under 700 (688) of these participants have engaged with more than one West Partnership activity. Seven different activities have had over 100 registrations, with Supporting Learners with ADHD having 731 sign ups. The WFL workstream has engaged with 489 different primary, secondary or special schools across all 8 local authorities. WFL activities have also engaged with 97 different early years establishments and 18 different family learning centres.

Workstream Illustration: Supporting 'Inclusion in Mainstream'

As requested by senior leaders within the Senior Inclusion Specialist Network, a suite of eight professional learning sessions were created to support practitioners across the West Partnership with the theme of 'Inclusion in Mainstream'. This focus builds on a clear commitment to inclusion in Scottish education, evident in policies such as *Education (ASL) (Scotland) Act 2004*, ASL *(Scotland) Act 2009*, *Inclusive Education* and *Equity and Excellence for All: Guidance on the Presumption of Mainstreaming*. To meet the needs of all our learners we must ensure our workforce is expertly informed, provided with the opportunity to collaborate and able to benefit from the sharing of good practice.

The content of this offer was tailored to meet the needs of those working in all sectors and settings, enabling them to select those sessions that aligned with their improvement plans and/or professional learning requirements. The content of this offer was based upon rigorous self-evaluation and needs-based analysis and included a mix of day and twilight events on the following areas:

- Inclusion in the Early Years.
- Primary and Secondary CIRCLE training.
- Play in response to trauma.
- Strategies to support ADHD.
- Co-regulation and de-escalation strategies.

Running over 3 months, the Inclusion in Mainstream programme saw a total of 941 practitioners attend at least one session with an average feedback questionnaire return of 66%. All local authorities were represented and, depending on the content of the session, practitioners from each setting attended as outlined:

- 11% from Early Years
- 65% from Primary
- 12% from Secondary
- 1% from ASL

The interim evaluation of the Wellbeing for Learning 'Inclusion in Mainstream' programme demonstrates evidence of the program's positive impact on participants, particularly in relation to the drivers of Practitioner Development and Practice Change. Engagement with the programme has shown that participants feel they are better informed with the knowledge, skills, and tools needed to create a more inclusive and supportive learning environment for all children. Analysis of participation evaluations showed:

- 98% stated the sessions were useful;
- 99% said they were well organised;
- 96% said the length of the session was appropriate;
- 98% stated that they could put the learning into practice; and
- 98% said they would recommend West Partnership events.

A breakdown by session is provided below:

Session Name	Number of evaluations	Number of participants showing Improvement	Percentage Improved
Inclusion in EY Settings	27	24	89%
Play in Response to Trauma	159	149	94%
Primary Circle Day	38	37	97%
Secondary Circle Day	18	17	95%
ADHD Strategies	189	157	83%
Primary Circle Twilight	11	10	91%
Secondary Circle Twilight	5	5	100%
Co-Reg and De-escalation	125	111	89%
Totals	815	720	88%

Qualitative data from these sessions also demonstrates the impact the series has had on participants. Reflecting one of our key improvement drivers, participants noted how they had developed knowledge and understanding through participation:

> *'Greater depth of understanding regarding approaches and confidence in leading this with others.'*
> *'Better understanding of inclusion. Knowing what we do well and what we need to improve on.'*
>
> (Inclusion in Early Years Participants)

> *'Increased knowledge and understanding about the power of play to support the wellbeing of pupils, in particular, children who have experienced trauma. I will be more creative in my thinking!'*
>
> *'(Able to) consider the reasons children are acting during play in more depth, I have more knowledge on the expression of emotions through play'.*
>
> *'Having a clearer understanding of how different types of play can benefit children with trauma will enable me to try what suits individual children and the best approach to use in my practice to achieve positive outcomes.'*
>
> (Play in response to Trauma Participants)

> *'It provided me with a better understanding of how it's not just about what I do in the class, but the wider life of the learner should be considered when planning how best to support.'*
>
> *'The focus on the assets of ADHD makes me want to reframe how I approach differentiation. I felt presenters were knowledgeable and reliable!'*
>
> *'Understanding the point of view of the pupil was a key highlight I have taken from this session as it can often be forgotten that the pupil is not able to regulate like others and situations can arise. I will also implement the strategies provided to support the learner in engaging within the learning as well work on my teaching style to ensure I am creating an inclusive environment for all.'*
>
> (Strategies to Support ADHD Participants)

The Wellbeing for Learning Workstream quality assurance plan details how we will measure changes to practice which have an impact on the outcomes for children and young people. From the 8 sessions offered 42% of those who completed the questionnaire indicated that they would welcome further involvement with the West Partnership to facilitate this. The follow-up would include the creation of case studies and the collation of good practice examples based upon '*Equity and Excellence for All: Guidance on the Presumption of Mainstreaming'* core inclusive criteria for learners: present; participating, achieving, and supported.

Using core inclusive criteria to evaluate individual professional learning from the Inclusion in Mainstream programme adds an additional dimension to our understanding of practitioner development. Making connections within and across sessions promotes the holistic view necessary to 'get it right for every child'.

Practitioner Enhancement – A Programme Overview

Practitioner Enhancement Table

In several of our programs, a primary objective is to increase practitioner knowledge and confidence. This serves as a pivotal focus within our improvement initiatives, fostering collaborative opportunities that empower practitioners and stimulate changes in practice. Accordingly, a substantial portion of our activities includes the assessment of knowledge and confidence levels before and after professional learning. Consistently, each workstream employs a standardised scale, enabling us to aggregate data at the program level. Workstream activities at times collect pre and post information for both knowledge and confidence or for one or the other. One way of combining this data is to explore where participants express an

improvement in any of these potential measures. The table below indicates the points where this information has been gathered during the current academic session:

Workstream	Percentage of Practitioners Enhanced
Curriculum, Learning, Teaching and Assessment	
Assessment and Moderation (Various)	46%
Principles of Effective 1	84%
Principles of Effective 2	73%
Principles of Effective 3	75%
Principles of Effective 4	73%
Secondary BGE	56%
Spotlight 1	80%
Spotlight 2	63%
Spotlight 3	77%
Spotlight 4	76%
West Partnership Maths Conference	98%
Leadership, Empowerment and Improvement	
Differentiation	83%
Effective Feedback	89%
Effective Questioning	98%
IOC Assessment	78%
IOC Day 1	97%
Learning Intentions and Success Criteria	86%
Metacognition and Creative Classrooms	96%
Towards CSI	99%

Workstream	Percentage of Practitioners Enhanced
Wellbeing for Learning	
ADHD Strategies	83%
ASN HT	65%
Attendance CAR	90%
Children's Rights - What, Why, How	85%
Co-Reg and De-esc	89%
Family Learning ASN	74%
Family Learning Enquiry	89%
Family Learning ESOL	100%
Foundations of Family Learning	70%
Inclusion in EY Settings	89%
Keeping Trauma in Mind CAR	89%
Play in Response to Trauma	94%
Primary Circle Day	97%
Primary Circle Twilight	91%
Secondary Circle Day	95%
Secondary Circle Twilight	100%
YLL - LA/Staff Training	100%
YLL - Pupil Input (LA/Staff Training)	94%
YLL - Pupil Input (LA/Staff Training) (SLC)	100%

Across all workstreams, 2378 completed evaluations with pre and post data for either knowledge or confidence (or both) has been collected from 38 different activities. Just under 2000 (1973) of these evaluations demonstrated improvement in at least one area. As such, West Partnership activities which have explicitly aimed to enhance practitioners' knowledge and confidence have succeed in 83% of cases.

Programme Risks or Slippage

The key risk faced by the partnership relates to uncertainty around Scottish Government funding for the coming year and the removal of said funding thereafter. This provides two distinct challenges. Firstly, while considerable time has been spent creating a range of scenario plans for the session 2024-25, this will only be useful when the level of tapered funding for 2024-25 is known. Secondly, the uncertainty around which scenarios are agreed upon for the coming session, poses particular issues around staffing; both retaining those whose posts may well be funded and ending secondments for those whose posts can no longer be funded in a timeous manner before the end of the financial year.

Next Steps

Over the coming months, WLOs will continue supporting projects and activities ensuring that all follow-up evaluations have been completed. We will continue to collect sign up information and use the data analysis completed so far to identify where we can target improved engagement. Our team will be responsive to what will undoubtedly be a time of significant change when tapered funding arrangements are announced/implemented and as we prepare the system across the West Partnership for 2025-26, when no government funding is available to support this work.

Interim Evaluation Conclusions

This interim evaluation has provided comprehensive data at the program level, shedding light on the extent of our outreach and the enhancement of practitioners. The evaluations conducted across our three workstreams vividly showcase the wide-ranging impact of our initiatives. The instances provided illustrate how the West Partnership has influenced practitioners and establishments at various stages of the learner journey. Our CLTA illustration, in collaboration with the Early Years Specialist Network, received robust evaluations from practitioners eager to delve into the use of play and inquiry to enhance pedagogy. The WFL illustration, extending beyond Early Years, focuses on "Inclusion on Mainstream" and garnered

positive responses from participants across sectors, with nearly 9 out of 10 (885) reporting enhancements from attendance. The LEI illustration, based on a secondary school in West Dunbartonshire, exemplifies how our efforts can instigate transformative changes in practice within an institution. Beyond the narratives presented, the interim evaluation has unveiled key figures regarding our reach:

- 87% of all West Partnership schools have engaged with us, offering valuable insights into patterns of non-engagement;
- Approximately 17% of all potential practitioners, totalling 3833 individuals, have actively engaged with us;
- Around 23% of our sign-ups have participated in more than one event in this session;
- Tentatively, we estimate our true reach (considering non-named sign-ups) to be approximately 25% of all potential practitioners in our region;
- Primary sector practitioners exhibit the highest engagement, although there are still over 100 primary schools that have not participated this session; and
- Our outreach extends beyond primary, secondary, and special practitioners, with active engagement from early years, central team, and family learning centre professionals when appropriate.

Concerning our practitioner enhancement driver, this interim evaluation indicates that across all workstreams, practitioners perceive our work as supporting their knowledge and/or confidence. At the midpoint of the year, we have accumulated just under 2400 evaluations measuring knowledge and/or confidence, excluding additional evaluative data collected without such measures. From what we have collected, 83% of evaluations have demonstrated practitioner improvements.