Glasgow City Region Education Committeee

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Item No: 4

Title: Evaluation of *Improving Our* Programmes Appendix 1

1.1 Evaluation was undertaken across IOC, IOS and the IOD/F pilot (both at department / faculty and whole school level). For the first time, focus groups were also conducted with IOC participants and mentors who went through the programme three or more years ago and with school leaders who have seen a number of teachers through the programme. Three themes emerged strongly across all the data.

1.2 Networking

Developing networks and working across boundaries is one of the central drivers of this work. This is a consistent theme in all evaluations. Participants highly value the opportunities to work with others, share experiences and practice and find solutions to common challenges. This may be beyond their classroom, school, sector and / or local authority, for example, it is common for IOC trios to still be in touch three or more years after completing the programme. There is scope to develop a stronger approach to networking across this work.

"Delivering Mentorship gave me opportunities to work across LAs which was invaluable. I got so much out of those opportunities. Mentoring is difficult, it's a trial run for leadership. It lets you find out if that's the kind of thing you want to do with a wide network of support."

Delivering Mentorship participant

1.3 Improved use of data

This is both a consistent and very strong theme in the evaluation evidence across IOC, S and D/F. This year 93% of the teachers in IOC reported both increased confidence and use of data, last session this number was 94%. Headteachers who have had multiple teachers go through the programme over a number of years described this as an empowering experience for teachers who were much more able to actively ask and answer 'so what?' and bring the solutions. The Fact, Story, Action approach to tracking is included in all the programmes. Almost all participants stated they intended to keep using it. This applies to individual teachers, whole departments / faculties and schools. This will continue to be a focus. It would now be beneficial to expand the examples of this framework in use.

'Teachers' participation in the IOS professional learning initiative enables them to carefully analyse their class data and plan children's next steps in learning well. Teachers are growing in confidence using the effective 'fact, story, action' approach to identifying the learning needs of individual children.'

St John the Baptist Primary School inspection report, IOS participant

1.4 Focus on improvement in the classroom

Participants in IOC, IOS and IOD/F very frequently described the programmes as being built around a strong focus on direct impact in the classroom that is based on local self-evaluation, evidence and data. They stated that this gave a very high level of relevance, practicality and impact to what they did as a result of taking part. The self-reported IOC evaluation data from the last two years demonstrates participants' perspectives on the impact on their practice and the learners they work with. This correlates with the case studies and presentations they submit.

Impact on students	2022-23	2023-24
Attainment	95% increased	94% increased
Student attitude to learning	94% stated improved	96% stated improved
Student engagement	95% stated improved	95% stated improved
Student confidence	100% stated improved	99% stated improved
Impact on teachers	**2022-23**	**2023-24**
Use of data	94% stated increased	93% stated increased
Understanding of focus area	94% stated improved	100% stated improved
Confidence to change practice	96% stated improved	98% stated improved
Skills as a teacher	96% stated improved	99% stated improved

"The ownership for improvement now goes back to the department so it's more real. We're still trying to make it more relevant. We have a bit to go with this. There is a clear link between our self-evaluation, learning teaching assessment and professional learning."

Principal teacher, IOD/F

IOC has been around for over ten years. Conversations with the focus groups described above suggest that the impact in the classroom can also be seen over the longer term.

"The skills from IOC are not optional, it was needed in my school, teachers felt empowered in their own classrooms as a result. They were able to talk robustly about what they had planned and trialled. This has given me a school of leaders. Staff have blossomed in terms of their pedagogy and their leadership."

Headteacher of a school where all staff have done IOC over the last 5 years

1.5 In summary, the *Improving Our* programmes are supporting practitioners to make changes to practice at classroom, department, and school level. Evaluative data continues to suggest that almost all participants benefit from engaging with the programmes. Qualitative data suggests that these benefits are stimulated through programme facilitated networking, improvements in the use of data and ultimately in improvements within the classroom.