**West Partnership**

**Report by The Robert Owen Centre, Glasgow**

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**Item 5**

**21st November 2023**

## Robert Owen Centre (ROC) – West Partnership (WP) Draft Evaluation Reports

1. The Committee is invited to:

   1.1 Discuss and note the attached three draft ROC – WP External Evaluation Reports, September 2023.
   1.2 Take note of the next steps.

2. **Background**

   The substantive evaluation report, *External Evaluation Report prepared for the West Partnership Regional Improvement Collaborative*, September 2023 and the two complementary reports, an Executive Summary and a Summary of Findings are from Phase 3 of the ROC – WP Evaluation, 2022-2023. The main aim of the final phase was to address the research questions fully and provide insight into definitions/criteria of 'impact' across the WP and the effects on main stakeholders from WP involvement. It includes the synthesised findings from Phases 1 and 2. (The Phase 1 report was tabled at the Board Meeting 31/03/2023 and the findings from Phase 2 are detailed in a summary report in the Appendix of the substantive evaluation document presented here).

3. **Key themes**

   The first key theme was the `recovery context`, which provided a background to the ongoing effects of the pandemic on both practitioners and children and young people (CYP). This informed the second key theme on demonstrating impacts from practitioner engagement in WP professional learning within and across schools and providing insights into definitions and criteria of impact from the perspectives of the key WP stakeholders. The third key theme provided similar insights on definitions and criteria, from the same stakeholders, but focused on impacts `beyond the school`.

4. **Key findings**

   **Recovery from the pandemic:**

   4.1 The effects of the pandemic are still being experienced throughout the system, particularly on CYP`s health and wellbeing, which has had a detrimental impact on attendance and subsequent attainment. There has also been disruption in the system due to illness-related staff absence.

   4.2 The WP's collective efforts have informed the development of programmes and strategies to tackle the ongoing challenges arising from the pandemic

and accelerated a collaborative culture and evidence-informed working across the Partnership.

**Impact within and between schools:**

4.3 There has been substantial progress regarding impact of the WP objectives at school and classroom level and across WP. Teachers` engagement with the WP has enhanced their professional learning, enabling them to positively impact on CYP`s experiences, achievements and attainment.

4.4 The WP promotion of learner-centred strategies with more emphasis on pupil voice has enhanced practice in curriculum, learning, teaching and assessment. These developments are supported by high-quality WP resources and programmes.

4.5 WP activities have an emphasis on self-reflection and self-evaluation, including Collaborative Action Research (CAR), which had led to increased evidence-informed practice and greater empowerment to innovate.

4.6 The WP activity has enhanced networked learning, cross-school and cross sector sharing of resources, tools and ideas. This has promoted attendance and a more sophisticated identification of needs of CYP through better use of data.

4.7 The learning from WP activity is being embedded in school improvement planning which is promoting the sustainability of effective practice and strategies in schools.

**Impact beyond the school:**

4.8 Practitioner and other professionals' engagement with the WP has positively impacted beyond the classroom, school and across local authorities (LAs), despite the ongoing challenges of the pandemic.

4.9 Examples of positive developments include family-centred work to improve transitions, attendance and wellbeing of CYP. Building relationships and engagement with parents/carers is seen as crucial to collaboratively supporting CYP`s learning.

4.10 WP potential for networking with other services and agencies, including sharing practice and knowledge to promote educational equity and WP leads and LA officers facilitating knowledge mobilisation and partnerships, were seen as key features in enhancing impact beyond schools.

**Concluding findings:**

4.11 Progress is not uniform across WP; such developments take time, particularly given the challenges that schools and LAs are currently experiencing, which

are major disruptive factors affecting all system change and educational improvement efforts.

4.12 Improved partnership working facilitated by the WP has supported the mobilisation of knowledge and expertise and created networks that are informing and enhancing practice in the classroom. This mobilisation of expertise is promoting systems change within and across the LAs.

5. **Summary**

The WP has made substantial progress regarding impact of the WP objectives at school and classroom level. This has been enabled by an increased practitioner awareness of, and engagement with, WP professional learning programmes and resources. This has had positive impacts on CYP`s experiences, achievements and attainment, in addition to adding value through promoting systems change within and across the LAs.

6. N**ext steps**

Upon approval/`sign-off`, subsequently launch and publicise the ROC - WP External Evaluation Reports through a range of media and networks.

The Committee is invited to:

- Discuss and note the attached three draft ROC – WP External Evaluation Reports, September 2023;
- Take note of the next steps.