West Partnership

Collective Impact and Highlight Report

October 2022-January 2023

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Introduction

The purpose of this report is to provide a summary of West Partnership programme and workstream activity between October 2022 and January 2023. The collective impact of the partnership will be demonstrated through three key illustrations, one from each workstream. This report will tie into and build on the previous highlight reports which introduced and developed a three-driver model of improvement. In this highlight report, we demonstrate in practical terms how the work of the partnership is facilitating practice change which ultimately impacts positively on our children, young people, and wider school communities. Each workstream's illustration will provide an example which, when taken together with the other illustrations, maps out how our work supports change through collaboration and practitioner enhancement. The information in this report has been gathered from Workstream Lead Officer (WLO) highlight reports and the strategic analysis is conducted by the Data and Evaluation Officer. Further detail on each project is available on request.

Programme Overview

This session the WLOs have been focused on the delivery of their projects while gathering evidence of impact in line with their outcomes. There has been ongoing discussion about the sustainability and improvement planning to ensure the continuation of the partnership activity.

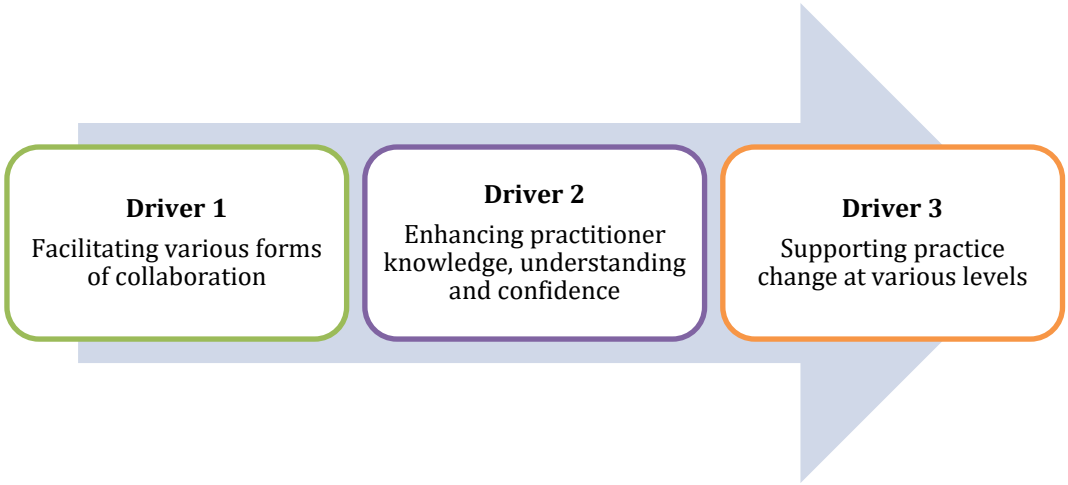
A session was hosted to review the West Partnership critical indicators. The critical indicators have been refined to better showcase the impact of the Regional Improvement Collaborative's (RIC's)'s work (appendix 1). The indicators have been aligned to the core West Partnership values; excellence, equity, and empowerment to demonstrate a stronger link between the qualitative and quantitative data.

A few measures have been removed. The S3 Broad General Education (BGE) measures have been removed as it was agreed that the BGE attainment was demonstrated sufficiently at the primary level. Furthermore, S3 data wasn't collected in 19-20 or 20-21, so comparisons had become limited. Exclusion indicators have also been removed as it is believed the complexity and understanding required cannot be measured by the simplicity of one percentage figure.

Reflecting on the previous critical indicators, it was agreed that equity measures could be strengthened. Despite having a focus on equity in our work, and reporting on attainment gaps in our annual evaluations, there was no specific indicator. As a result, equity versions of excellence-based measures that already exist have been added. Our attainment-based excellence measures have been repeated with a specific look at gaps between Scottish Index of Multiple Deprivation (SIMD) Quintile 1 and Quintile 5 pupils. Equity measures for BGE and senior phase attainment have been included as well as for initial positive destinations data.

Supporting Practice Change

In the last few highlight reports the partnership has developed its understanding of collective impact; that is, how the partnership in its entirety has impacted upon our system. The last report presented three illustrations that explained how the work of the partnership operates through three key drivers. These were summarised in the graphic model below:



This highlight report will again present illustrations from each workstream that exemplify how the West Partnership supports practice change. Where appropriate, our illustrations explicitly align to the individual drivers above whilst recognising that programmes are at different places with regards to establishing positive practice change. As such, these illustrations point to collaboration and practitioner enhancement as mechanisms by which practice change will occur.

The first illustration comes from our **Wellbeing for Learning** workstream. This example demonstrates how the programme uses collaboration between the West Partnership lead officer, local authorities (both inside and outwith the West Partnership region) and our supportive partners at Education Scotland to stimulate practice change led by children and young people. The illustration focuses on the **young leaders of learning programme** which aims to empower children and young people to directly impact their learning communities.

The second illustration involves two areas of work that sit within the **Curriculum, Learning, Teaching and Assessment** (CLTA) workstream. Firstly, recent work in **Assessment and Moderation** is discussed outlining how it has had an impact on the professional development of practitioners at various levels in our system. Evidence is provided from probationary teachers, school leaders and local authority central officers. Secondly, enhancing professional development in the CLTA workstream is again demonstrated through work completed in **the Equity and Excellence Leads** network. This part of the illustration focuses attention on how data literacy has been enhanced across our region.

The final illustration builds on a previous highlight report which explored the work in Improving our Classrooms, a key component of the **Leadership, Empowerment, and Improvement** workstream. This illustration presents recent data on how the programmes sessions have **enhanced knowledge and understanding amongst this year's cohort of IOC practitioners**. Included is a snapshot of what areas participants have chosen for their practice change case studies.

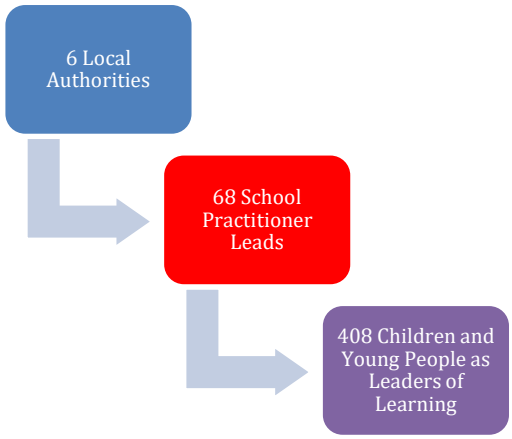
Illustration 1 – Wellbeing for Learning

Young Leaders of Learning – Collaboration to Empower Children and Young People

The Young Leaders of Learning (YLL) is a pre-existing programme, developed by Education Scotland. It is designed to support children and young people to have a say in their education and schools. The programme supports the empowered system and also the UNCRC. Enhancing learner participation has been linked to improved attainment, achievement, and wellbeing (Education Scotland, 2022).

The purpose of the programme is to help children and young people to be more actively involved in improving their schools by taking part in reciprocal visits to other schools to identify what is working well, areas for improvement and effective practice. The programme promotes the involvement of children and young people in collaborative school improvement activities.

Participating local authorities appointed a lead, who participated in training approved by Education Scotland. The WLO worked collaboratively with the Education Scotland lead on the delivery of training for local authority (LA) leads. This enabled LA leads to train and support both school and learner leads within their own authority area. The West Partnership also provided training for school leads and learners (P4-6 or S1-3) taking on the role as Young Leaders of Learning. A breakdown of participation numbers is provided in the visual below:



YLL's were asked what they thought they would get from participating and the following feedback was received. Data was collected on anonymously, therefore local authority cannot be identified:

> *"We will feel good that we've helped to make schools better for ourselves and others. We'll get more confident at helping other people. We'll learn skills that will be good for us later in life"*
>
> *"We will get more leadership experience and our school will improve"*
>
> *"Improve confidence, creating partnerships with other schools, taking on a leadership role in school, better understanding of other school communities, will help us on our Rights Respecting Schools Award journey".*

Upon a school's completion of training, the LA lead assigns partnerships within their local authority. Where some schools indicated that they would like to work with schools out with their own local authority, this was facilitated by the workstream lead officer and LA leads. YLLs work with their school leads to examine the school improvement plan and create a timetable for their visiting school, creating collaborative team building activities for the teams of YLLs coming together, showcasing good practice, organising appropriate focus groups, and planning an evaluation session. At the end of the day, the visiting team of YLLs give their feedback to the Senior Leadership Team of the host school. During training, YLLs are supported in how to give appropriate feedback. There is then a reciprocal visit at the partner school.

The programme supports collaboration on several levels. In order to support LA leads, a network has been created. The programme has been running for some time in local authorities across Scotland however the West Partnership is the first RIC to adopt the programme. The WLO and an

Education Scotland Senior Officer meets with experienced leads from across the country to share their approaches to the programme and to learn from each other. LA leads also come together to share practice and support each other whilst schools are working more collaboratively within their own establishments and with others. For example, one Inverclyde based participating school noted that the collaborative programme has already had a positive impact on their pupils:

> *"The YLL programme has enabled our children to work together both as a group within our school and to work with children in another school within our authority. There has been an increase in their confidence, and it was lovely to see both of the schools working together. The children also have a better understanding and ownership of the project since going on our visit and we feel ready to receive our partner school for a visit too."*

Regarding next steps, the final two local authorities have registered for training which will commence in February, delivered by the WLO. An additional cohort of a mixture of schools will be hosted for school leads and YLL. Practitioners have asked for case studies from effective partnerships to be shared. As the programme grows, practitioners who have taken part in the process, should take a lead role in delivering training. A Young Leader of Learning has asked for another West Partnership session to share the impact of their work and this will be discussed further in February.

Illustration 2 - Curriculum, Learning, Teaching and Assessment

Assessment and Moderation

Recent West Partnership assessment and moderation work has involved delivering professional learning on effective assessment and the formal moderation process to a range of practitioners including probation teachers, early years staff, and primary and secondary teachers. As well as this, assessment guides to the four main approaches to assessment have been created along with exemplars, across all levels in the BGE. Three of these have so far been published on the website. Work has also begun to prepare for the West Partnership Moderation Event which will take place in February 2023. The work has fulfilled a key aim of the West Partnership, which is to enhance practitioners' skills, knowledge, and confidence at all levels, and at a range of stages within their careers. There has been several sessions delivered to probation teachers, which will further support their learning and practice in the classroom.

The work of the Assessment and Moderation Development Officer aims to ensure staff confidence is increased in using a range of assessments, that moderation is a regular process in establishments and that this will lead to improved outcomes for our young people.
This programme of work has enhanced practitioners' skills, knowledge and confidence at all levels by increasing collaboration within and across establishments, increasing the confidence of practitioners by providing comprehensive training sessions that are relevant to their needs and providing usable materials that are clear, straightforward, and exemplified.

Quantitative data from our evaluation sessions shows there was an increase in confidence amongst participants. We used a 5-point scale where 1 was the lowest and 5 was the highest, finding that confidence in using a range of assessments after the effective assessment input increased by 0.6 points whilst confidence in engaging in moderation after the moderation input had increased by 1.1 points. Overall, 64% of participants from Effective Assessment inputs reported an increase in confidence, with 36% saying it had remained the same. Those who remained the same had high levels of pre-session confidence and therefore had less room for improvement. Sessions on Moderation had 78% of participants claiming their confidence had increased.

Qualitative data from our sessions shows that participants felt as though their participation was enhancing in a number of ways:

> *"Working with [Assessment and Moderation Officer] and the West Partnership has really given me a clear idea of what good teaching practice looks like. As a probationer, having both the input from CLPL sessions and access to the assessment guides on the website, I have been able to build lessons and assessments that are now being used across the department. The role of pupil voice is one area that has particularly benefitted thanks to the WP… Finally, we have had so many avenues for collaboration and interdisciplinary learning opened up thanks to the input"*
> (Probation Teacher - Glasgow)

> *"[I am now going to] Give more thought to ensuring a range of assessments inform my practice."*
> (Primary Teacher – East Renfrewshire)

> *"[I now have] A clearer understanding of the moderation process allowing me to support colleagues in the process of moderation within our school and cluster".*
> (Secondary Teacher – North Lanarkshire)

> *"[Our local authority now has] increased CLPL offer to develop confidence, understanding and participation (moderation). [Our local authority is] developing more consistent professional judgements across literacy and numeracy in the BGE"*
> (Education Officer – Inverclyde)

Moving forward, the programme will incorporate feedback from sessions in order to plan next steps. When participants were asked if they required further support in assessment an average of 58.6% of participants have asked for more support on high quality assessments. To complete this feedback loop, the development officer will be running 'Effective Assessment Support' sessions for all staff in the new year with a focus on approaches to assessments and asking practitioners to consider their assessment frameworks. There will also be a roadmap to highly effective practice for assessment and moderation published in partnership with South Lanarkshire Council.

Equity and Excellence Leads – Enhancing data literacy

The Equity and Excellence Leads (EELs) and Lead Practitioner Attainment (LPA) Virtual Learning Network has improved networking opportunities, sharing of good practice, and has increased the confidence, skills and knowledge of representatives across the West Partnership. EEL and LPA practitioners have a particular focus on working with and supporting disadvantaged children and young people.

In September, 58 participants responded to an evaluation on the Equity and Excellence Lead Virtual Learning Network (VLN). The session focused on Improving Data Collection and Analysis. The topic of the VLN was in response to previous evaluations from session 21-22. All participants reported that their knowledge and confidence of collecting and analysing data within their EEL role had improved after the session. The majority reported that the VLN had improved networking and opportunities to share good practice within their role as an EEL. We also received the following qualitative feedback:

> *'I will use the information from today to enquire about further training available and to give feedback on what other local authorities have, as I feel this is so important for graduates across the board.'*
> *(*Equity and Excellence Lead, Renfrewshire Council)

'Conversations with other EELs and LPAs help me moderate and ensure I am understanding my role and the journey I am taking the team on.'
(Lead Practitioner Attainment, Glasgow City Council)

'The presentations were detailed and informative, showing the similarities of the role and the focuses which were more individualised to each council.'
(Equity and Excellence Lead, West Dunbartonshire Council)

Moving forward, plans will be made to gather case studies of particular areas where the work has led to practice changes.

Illustration 3 – Leadership, Empowerment, and Improvement

Improving Our Classrooms – Enhancing knowledge to drive practice change

Improving Our Classrooms (IOC) is a year-long programme for class teachers in the primary, ASN and secondary sectors. It has a clear focus on high quality self-evaluation at classroom level, leading to:

- improved learning and teaching
- use of data informed targeted interventions
- improved attainment and achievement; and
- a relentless focus on equity and excellence for all children and young people.

This is Masters Level (SCQF level 11) professional learning and participants who successfully complete the core IOC programme, which is assessed through a 5000 word case study of improvement (CSI), gain 30 Masters Credits. The programme is accredited by Glasgow Caledonian University (GCU). Successful IOC participants also receive Accreditation for Professional Learning from the General Teaching Council for Scotland.

This session's participants have completed a number of inputs which focused on different aspects of learning and teaching, curriculum and the use of data and self-evaluation. Evaluations of these sessions show that there has been an increase in their knowledge and understanding in relation to each of these areas. To measure the changes in knowledge/understanding we used a 5-point scale where 1 is the lowest and 5 is the highest. The size of the increase is variable. This can be seen in the table below.

Focus of professional learning	Pre	Post	Change
Metacognition	1.7	3.2	1.5
Creating a highly effective research question	1.9	3.1	1.2
Creativity in learning	2.2	3.3	1.1
Effective use of Success Criteria	2.8	3.7	0.9
Effective use of Learning Intentions	2.9	3.7	0.8
Effective use of questioning	2.7	3.5	0.8
Active learning	2.8	3.5	0.7
Effective feedback	2.7	3.4	0.7
Use of classroom data	2.6	3.2	0.6
Range of policies and other factors that influence your classroom practice	2.6	3.1	0.5
Differentiation	3	3.5	0.5
Use of digital technologies	2.5	3	0.5
Knowledge of the Scottish curriculum framework	2.8	3.1	0.3
Your use of effective self-evaluation	2.7	3	0.3

Average change based on responses to pre and post session evaluations across all IOC local authority groups.

The variation is most likely explained by different factors including the amount of time that is allocated to focussing on each area and pre-existing levels of knowledge and understanding. Qualitative comments from sessions with a smaller increase would also indicate that some participants felt they had overestimated their pre-session knowledge and that there was more to learn and understand than they had realised.

Teachers are now creating the research questions which will form the basis of their case study. They select both a learning and teaching and curriculum focus based on analysis of their class data and evaluation of their own practice. Although not all are finalised yet, around 45 teachers have selected metacognition, a little under 30 chose feedback, around 10 questioning. Slightly fewer are focussing on learning intentions, success criteria and active learning with very small numbers for the other areas.

There is a very strong bias towards the selection of writing amongst primary participants with around 40 teachers selecting this as a curriculum focus. This is also the case in Improving Our Schools (IOS). Just under 15 chose reading and four listening and talking. The numbers focussing on numeracy are smaller at around 20, and almost entirely based on aspects of number, money and measurement. In the secondary participants' group, just over 10 are looking at an aspect of English, fewer than five for both Business Studies and Chemistry and one or two from a range of other subjects.

The patterns in the selection of curriculum focus broadly mirror those from last session's IOC cohort where writing was also the area chosen by the largest number of participants. There are also similarities in the features of highly effective practice. Metacognition and feedback were the top two selections last year. This further supports evaluation data from participants that indicates the focus of both IOS and IOC is relevant and appropriate to support improvement in the classroom.

Challenges and Slippage

Some programmes have reported a decrease in participation with many colleagues signing up to sessions and then not attending. This has been an ongoing challenge for the West Partnership. The WLO have engaged with sponsors and information has been presented to LAs on participation and engagement. Different strategies have been explored to ensure there is positive uptake. It is clear from evaluation data that where central officers have advertised programmes or suggested them directly to establishments or practitioners, a greater retention rate is found. Participation rates will continue to be monitored and data shared with local authority colleagues.

Next Steps

There will be a continued focus on the delivery of existing projects and programmes with a particular focus on gathering evidence of impact in driver 3: Supporting Practice Change. WLOs are exploring ways to follow-up with practitioners who have previously attended a West Partnership event to explore how their participation has led to practice change in the classroom and to better understand the enablers and barriers to change. The aim is to demonstrate how practice change has a direct impact on the outcomes of learners.

As WLOs return to their substantive posts over the coming months, sustainability and exit planning will continue to be supported by the Senior Partnership Officer and Programme Manager ensuring that there is a smooth transition for all West Partnership stakeholders and colleagues, with minimal impact on service delivery.

An evaluation report and improvement plan will be the focus of the next reporting cycle in the Summer.

Indicators	Excellence, Equity or Empowerment	2017-18 Value	2018-19 Value	2019-20 Value	2020-21 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
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy		79.5	80.3	**	77.3
% of leavers achieving 1 or more awards at SCQF Level 6 or better		68.7	69.3	70.4	72.8
% of leavers achieving 5 or more awards at SCQF Level 6 or better		37.6	38.3	42.1	44.3
% of leavers achieving SCQF Level 5 or better in literacy		82.8	82.6	83.1	84.6
% of leavers achieving SCQF Level 5 or better in numeracy		70.2	69.2	70.8	72.8
Primary Attendance Rates		N/A	94.2	N/A	93.4
Secondary Attendance Rates		N/A	90.3	N/A	88.4
Initial School Leaver Destinations (Positive)		94.4	95.2	93.6	95.8
% 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
% 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
% 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
% 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
% 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
% point gap between Quintile 1 and Quintile 5 leavers entering initial positive destinations		N/A	4.8	6.6	5.1
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
% of establishments evaluated as good or better for leadership of change		63	73	*	*
% of establishments evaluated as good or better for learning, teaching and assessment		66	71	*	*

Appendix 1: Critical Indicators