Appendix 1

Education Scotland Report - The West Partnership Improvement Plan 2022-23

1. Context for Planning and Progress

The West Partnership Regional Improvement Collaborative continues to have a clear vision, to embed the values of equity, excellence and empowerment in everything they do whilst building a culture of collaborative working across their local authority areas. Through this vision they strive to continually improve learning experiences and outcomes for every learner across the Glasgow City Region.

The West Partnership is the largest of Scotland's Regional Improvement Collaboratives with approximately one third of Scotland's school population. As such in order to truly deliver sustainable improvement the RIC is clear that change will require to be driven collectively. The West Partnership has acknowledged that this means ensuring that every stakeholder within the region is empowered to address the needs of each individual learner. Furthermore every stakeholder will require to be skilled in designing experiences which will enthuse and engage, and activate leadership of learning in all children and young people within the region.

Within the 2021-22 RIC plan, three workstreams - Wellbeing for Learning; Leadership, Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment were carefully designed following local authority consultation and stakeholder feedback. These workstreams reflected the RICs core priority to deliver high quality educational experiences to the children, young people and families it serves, whilst embracing flexible and responsive approaches to programme delivery. An increased use of digital technology during session 2021-22 enabled the RIC to provide an expanded offer across the West Partnership area, resulting in increased levels of practitioner participation.

The West Partnership continues to drive its communication strategy to maximise the promotion and reach of its offer. During 2021-22 over 3100 practitioners of the 19,000 within the West Partnership, participated in a RIC professional learning session with 85% reporting an increase in knowledge and 82% reporting increased confidence as a result of associated learning. The West Partnership Online School (West OS) which is incorporated into the recorded lesson element of Scotland's National e-Learning Offer (NeLO), continues to benefit all authorities across Scotland. Throughout session 2021-22 over 40,000 learners accessed WestOS with approximately 15,000 of these learners being specifically aligned to local authorities within the west region. All secondary schools reported usage of WestOS and 66% of primary settings reported engagement with the resource.

2. Impact of COVID-19 in session 2021-2022

As a result of having defined critical indicators in place since 2016, the West Partnership RIC continue to collectively track and monitor attainment of children and young people at local and regional level. Despite Achievement of Curriculum for Excellence (ACEL) data not being collected in session 2019/20 as a result of the

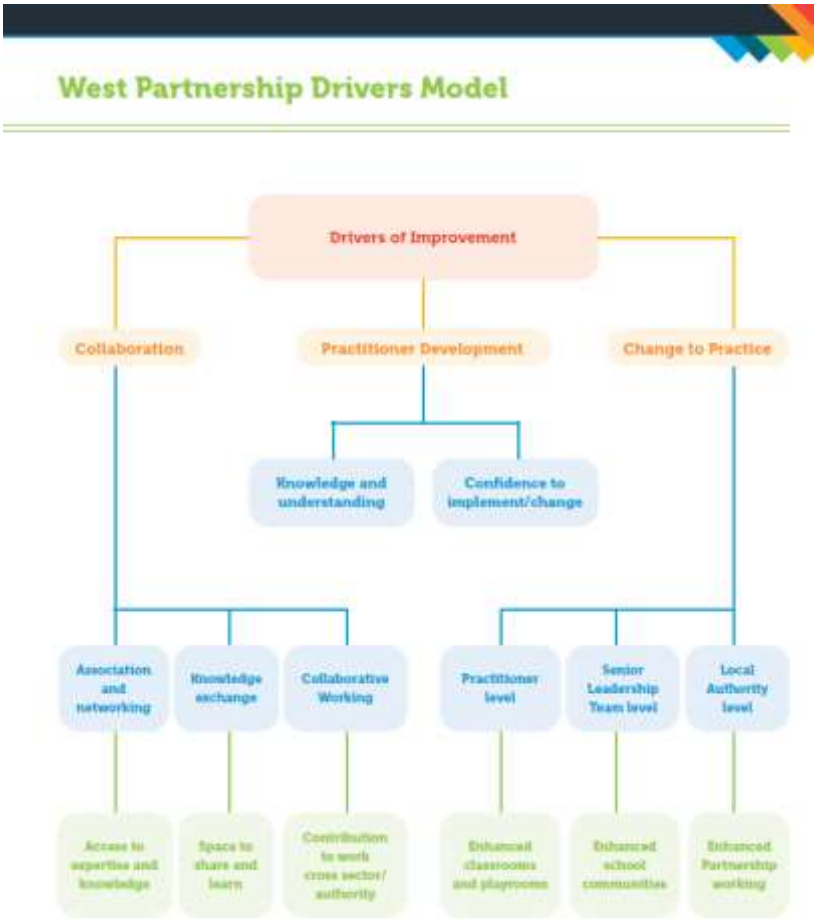
pandemic, data from session 20/21 noted a decrease in the number of primary pupils within the west meeting expected levels at P1, P4 and P7 in Literacy (a combined measure which requires meeting the expected level at Listening and Talking, Reading and Writing). Data from 20/21 shows a decrease of just over 3% percentage points (3.3%) when compared with pre-pandemic 18/19 cohorts.
Similar to Literacy, the latest data on primary pupils meeting the expected levels in Numeracy has fallen compared to pre-pandemic cohorts. A decrease of 3 percentage points was experienced in this measure with 77.3% of pupils meeting their expected level in Numeracy compared to 80.3% in 18/19. Primary pupils in the West Partnership continue to be more likely to meet their expected level in both Literacy and Numeracy when compared with the national figure.

In the Senior Phase, due to the change in assessment methodology, primarily the implementation of the alternative certification model, comparisons at the senior phase should be treated with some caution. However, analysis of regional attainment indicates that the percentage of leavers achieving 1 or more passes at SCQF Level 5 continues to increase. Just over 90% of West Partnership leavers in 2021 achieved at least 1 Level 5 award, an increase of 3.3 percentage points on the 2017 figure. The West Partnership continues to have a higher percentage of leavers achieving 1 or more awards at this level compared to Scotland as a whole. In addition, the percentage of leavers achieving 1 or more passes at SCQF Level 6 continues to increase, with just under three quarters (72.8%) of leavers achieving at least 1 award at Level 6. This continues a positive trend from 2017 when 67.3% of leavers achieved the same feat. As at SCQF Level 5, West Partnership leavers continue to outperform their national counterparts.

Continued improvement can also be seen in the percentage of West Partnership leavers achieving 5 or more passes at SCQF Level 6. Since 2017 the percentage of West Partnership leavers achieving this standard has increased from 36.2% to 44.3%, an increase of 8.1 percentage points. As in other senior phase attainment measures, a higher percentage of West Partnership leavers were noted as achieving this standard than their national peers. The percentage of West Partnership leavers entering initial positive destinations was noted at the highest it has been since records began, making up all of the losses experienced in the 19/20 academic year which was impacted by the pandemic. The figure of just under 96% (95.8%) continues the progression from 88.3% in 2010. For the third year in a row, West Partnership leavers were more likely than their national peers to be in an initial positive destination.
The percentage gap between SIMD Q1 and Q5 leavers entering a positive destination has decreased in comparison to 19/20 but is still slightly larger than the gap experienced by 18/19 leavers. Leavers in the 19/20 cohort were impacted by a lower number of leavers entering employment, a trend reversed in 2021 with 5.5 percentage point more leavers entering employment than in 2020.

3 Comments on Progress

During session 21-22, the evaluation framework used by the RIC was strengthened to further demonstrate the added value and collective impact of partnership activity. Through the development of clear workstream outcomes and measures, three common themes emerged from the evidence leading to the creation of the West Partnership's Three Drivers of Improvement Evaluation Framework.
These three drivers of improvement are defined and summarised below and will continue to play a key role in RIC impact reporting in session 2022-23.



<u>Driver 1: Facilitating various forms of collaboration</u>
The West Partnership recognise that collaboration is desirable in their system but also that it is necessarily varied with regards to its form. Some collaboration may involve short-term interactions whilst others demand sustained collaborative working around areas of interest.

<u>Driver 2: Enhancing practitioner knowledge, understanding and confidence</u>
The West Partnership contains over 19,000 practitioners. This is representative of 36% of all practitioners in Scotland. The RIC recognises the importance of their role in enhancing practitioner knowledge, understanding and confidence at all levels, from those newly qualified to those at the most senior level. As such the enhancement of practitioner knowledge, understanding and confidence is inherently linked to their collaborative work. The RIC continues to seek and identify the broad range of expertise and experience across its eight authorities and continues to invest in exchange of knowledge and sharing of practice as a key way to add value.

Driver 3: Supporting practice change at various levels
Practice change at all levels of the system is a key aspiration for the West Partnership and is considered within all aspects of planning and activity.

Regular monitoring of progress and impact relating to workstream outcomes and the Three Drivers of Improvement, allow the West Partnership to produce termly Highlight Reports as part of their governance procedures. These reports are also published on the RIC website to share the direction and progress of the collaborative with the wider system.

Using these drivers the following themes identify a few of the key areas of progress made by the West Partnership during session 2021-22:

Leadership, Empowerment & Improvement: Improving our Schools
The RIC 'Improving our Schools (IOS)' programme focussed on improving attainment and achievement through:

- enhancing high quality self-evaluation across a school and in individual classrooms
- increasing the use of data to inform targeted interventions
- improving learning and teaching
- supporting the relentless focus on equity and excellence for all children and young people.

IOS was piloted in session 2021–22 with ten primary schools in five local authorities across the West Partnership. Nine out of the ten schools completed the programme with all nine noting positive changes in knowledge, confidence and understanding within the three groups of senior leaders, teachers and children. Leaders in all nine schools described examples where working together using the IOS model had led to improved classroom practice. Teachers shared their expertise through collaborative professional learning activities, peer to peer classroom visits and discussion.
All nine schools improved attainment for the children who were part of targeted Intervention groups.

Wellbeing for Learning: Keeping Trauma in Mind Programme
The Keeping Trauma in Mind programme was designed in partnership with Education Scotland's West Regional Improvement Team as an opportunity for colleagues from across the RIC to engage in professional learning relating to trauma. These sessions provided opportunities for participants to network with colleagues from across different sectors to understand the impact of trauma and to know how to adapt the way they work to make a positive difference to the lives of children and young people affected.

The demand and response levels to the programme offer was high, with 400 practitioners attending the professional learning sessions. Following analysis of participant registration details it was noted that from across all eight local authorities, 271 different establishments had registered. Furthermore the programme drew

participants from a wide range of sectors- Early Years, Primary, Secondary, ASN, CLD and Social work.
Two of the key aims of the programme were to increase the *knowledge* of participants; and to develop *confidence* to apply new knowledge. Following analysis of programme evaluation returns using a 5-point scale,
(with 1 being the least knowledgeable and 5 being the most knowledgeable) 87% of respondents reported an increase in their knowledge levels from across all CLPL sessions. The largest increases to knowledge were reported by Early Years practitioners, followed closely by Pupil Support Assistants.

Whilst evaluating the impact of the programme on practitioner confidence, 82% of respondents reported an increase in confidence in applying their new knowledge from the CLPL sessions. Moving forward, the West Partnership plan to further build on this feedback and offer a recall with selected participants who indicated an interest in engaging in a practitioner enquiry experience to further explore their learning.

Leadership, Empowerment & Improvement: Virtual Learning Networks (VLNs)
With themed links to the Wellbeing for Learning workstream, three VLNs were hosted in November and December 2021 in collaboration with Education Scotland. Despite the challenges being faced by schools during this period a high number of sign-ups and attendees was maintained. All three VLNs were focused on Supporting Learners and meetings began with an overview of UNCRC, The Morgan Review and The Promise. A further two discrete sessions for each topic were hosted based on feedback.

From the 129 feedback responses captured from the sessions, when asked how the discussions from the meetings would impact on participants practice, three main themes emerged. These included the sharing of newly acquired information with wider staff teams, provoked considerations linked to self-evaluation and practice change, and enhanced knowledge and awareness of particular spotlight themes.

4. RIC Plans for 2022-2023

In light of the extensive and detailed planning undertaken at the start of session 2021-22, the West Partnership Improvement Plan for 2022-23 broadly illustrates a continuation of existing priorities. It includes a response and focus for recovery and renewal whilst acknowledging the challenges of supporting improvement as part of the on-going Covid recovery process. The West Partnership plans to continue to work collaboratively within and across the system to ensure that they respond with agility to the changed circumstances in which we now live, providing support and developing flexible approaches to learning and teaching across the region.

Within the West Partnership Plan 2022-23 the RIC notes their continued commitment to set an ambitious and aspirational agenda to close the poverty related attainment gap (equity) and improve attainment and achievement for all (excellence). The RIC aims to achieve this though creating the conditions for authentic empowerment, resulting in a shift in the ownership of change that enables all staff to take collective

action to deliver their ambitious vision. The RIC will continue to work in partnership with the Robert Owen Centre for Educational Change and Education Scotland's West Regional Improvement Team in session 2022-23 to ensure approaches to collaborative learning continue to make the greatest difference to the practitioners and learners they serve.

The work of the West Partnership during 2022-23 will predominantly be delivered through the structure of three key workstreams, each led by a Workstream Lead Officer (WLO), seconded to work with the West Partnership core team.

Similar to the RIC plan for 2021-22, the three workstreams for 2022-23 are:

- Wellbeing for Learning;
- Leadership, Empowerment and Improvement; and
- Curriculum and Learning, Teaching & Assessment.

Further information on the purpose, priorities and drivers of the RIC plan and the activities and programmes that each workstream plans to offer, is detailed within the following 'The West Partnership Plan on a Page 2022-23' and the 'West Partnership Delivery Model' illustrations below.
The West Partnership will continue to be provided with support from key link contacts from Education Scotland's West Regional Improvement Team for each workstream within the RIC Plan 2022-23. These links will work in close partnership with RIC Workstream Lead Officers to assist with improvement planning direction, programme content and delivery. Thus resulting in a connected national, regional and local professional learning offer and an enhanced networked learning system across the west.

The West Partnership
Plan on a Page 2022-23



OUR VISION

By building a networked learning system, improve learner experience, attainment and achievement across the West Partnership.

OUR VALUES EQUITY · EXCELLENCE ·EMPOWERMENT

OUR PURPOSE



OUR PRIORITIES

- To develop readiness for learning with learners and families
- To build networks
- To build capacity in leaders at all levels
- To promote practice-based research and innovation
- To support innovation in curriculum design and promote high quality approaches to pedagogy

OUR DRIVERS:



TO ACHIEVE OUR PRIORITIES, WE WILL:

SUPPORT · DEVELOP · FACILITATE · CONNECT · COLLABORATE · EMPOWER

West Partnership Delivery Model
Key activities & programmes 2022-23



WELLBEING FOR LEARNING

- **Youth Ambassadors: PSE & Transition**
- **Supporting Learners including CLPL for:**
  - Support Assistants
  - Inclusion in Mainstream
  - GIRFEC
  - PSE (EY, Primary & Secondary)
- **Family Learning Collaborative Enquiry**
- **Families & Communities:**
  - Youthlink Scotland Collaborative Enquiry
  - CLPL for youth workers
- **Keeping Trauma in Mind Collaborative Enquiry**
- **UNCRC, including Young Leaders of Learning**
- *Family & Community Officers**
- *Stand-alone ASN Headteachers**
- *CLD Lead Officers**
- *Senior Inclusion Lead Officers**
- *HWB (previous workstream group)**
- *PSHE EY/Primary/Secondary Officers**
- *Home Education Officers**
- *Senior Educational Psychologists**

LEADERSHIP, EMPOWERMENT & IMPROVEMENT

- **Executive Coaching**
- **Learning Sets**
- **Hexagon Coaching**
- **Thinking About Headship**
- **Improving Our Classrooms**
- **Improving Our Schools**
- **Improving Our Departments**
- **FOCUS**

CURRICULUM & LEARNING, TEACHING & ASSESSMENT

- **Assessment & Moderation**
- **EY / Primary Curriculum**
- **Secondary BGE Curriculum**
- **West OS**
- **Pedagogy**
- **Play Pedagogy**
- **School to School Partnership**
- **Upstream Battle on the Clyde**
- **Gaelic for practitioners**
- **Research on Impact of 1140 hours (lead by Evaluation Lead Officer)**
- *Assessment & Moderation Co-ordinators**
- *ASN Assessment & Moderation*
- *Maths Lead Officers**
- *Literacy Lead Officers**
- *Gaelic Lead officers**
- *BGE Curriculum**
- *English as an Additional Language**
- *Early Years Senior Officers**
- *Early Education Leads (Virtual Leadership Network)**