APPENDIX 1

The West Partnership
Evaluation Report 2022-2023

Equity, Excellence & Empowerment

GLASGOW CITY REGION Education

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Foreword

I am pleased to present the West Partnership Regional Improvement Collaborative Evaluation Report 2022-23. This report details progress over the academic year towards achieving each of the outcomes and expected impacts detailed in the West Partnership Improvement Plan. The West Partnership has a clear vision: we want to embed the values of equity, excellence and empowerment in everything we do. In doing so, we aim to establish a culture where working collaboratively across our eight local authority areas allows us to build a *Networked Learning System* and continually improve learning experiences and outcomes for every learner across the Glasgow City Region.



This year, we have reached further across the range of staff teams represented within the partnership: Senior and middle leaders, teachers, practitioners, support staff, central teams, CLD colleague and more. We are more able to see the added value that the West Partnership Regional Improvement Collaborative brings and the impact it is beginning to make in classrooms and playrooms.

The report highlights some interesting illustrations which show significant and sustained impact in learning and teaching through the Improving Our Classrooms Programme; the impact on one participant of the professional support offered through the Thinking About Headship Programme and the methodology and progress made to date in the partnership's research into the impact of 1140 hours in early years. In addition, the voice of our children, young people and staff are captured and shared, allowing us to see practical applications and effects of working collaboratively with others across the West Partnership. We continue to have our work recognised by external evaluations carried out by the Robert Owen Centre for Educational Change, Glasgow University and use this information as part of our self-evaluation and planning process.

We continue to organise our work across three workstreams: Wellbeing for Learning; Leadership, Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment. Programmes are developed to ensure we are adding value to local and national offers and avoiding unnecessary duplication. Ensuring we are designing an offer which meets the need of colleagues, and in turn children and young people, is paramount. This report shows very good progress across all three workstreams again this year.

Face to face opportunities have increased this session as colleague tell us that collaboration takes place more easily when you are in the room together. However, our wide geographical reach also means we are sensitive to the time constraints of travel and make very effective use of digital technology in our delivery approach.

As I step down from my role as Regional Improvement Collaborative Lead, I do want to express my gratitude to colleagues across the partnership and beyond who have worked tirelessly, especially in the most trying of situations during the pandemic, to work together for the continued improvement of the experience we give our children and young people. Your commitment and passion are inspiring. I leave knowing the West Partnership will continue to flourish, adding a bespoke offer to the system and under the leadership of Mark Ratter, the new RIC Lead.

Tony McDaid

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Retiring RIC Lead

June 2023

Introduction

Our evaluation report provides an overview of the collective impact and added value of the West Partnership annual activity which is delivered through three core workstreams. These are:

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

Vision

The West Partnership has a clear vision: to embed the values of equity, excellence, and empowerment in everything we do, building a collaborative, networked learning system to improve learning experiences and increase attainment for every learner across the region.

Context

- 8 local authorities across the West of Scotland; East Dunbartonshire, East Renfrewshire, Glasgow City, Inverclyde, North Lanarkshire, Renfrewshire, South Lanarkshire, and West Dunbartonshire.

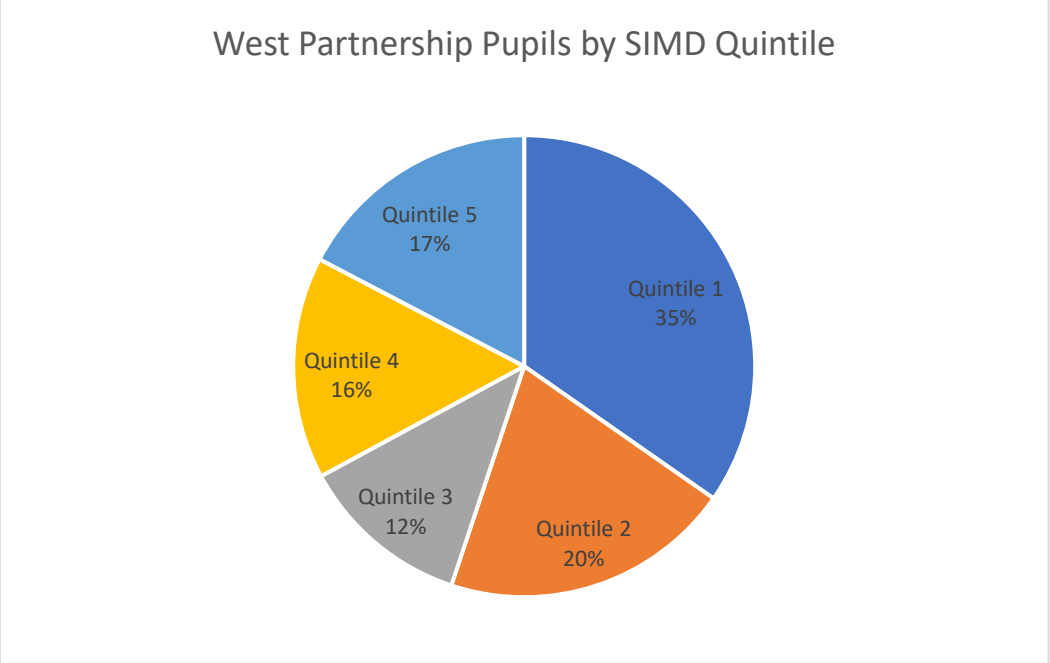
- 35% of Scotland's school population attend a West Partnership school.

- Over 1000 nurseries, primary, secondary, and special schools.

- More than 246,000 children and young people.

- Over 50% of all West Partnership pupils reside in SIMD quintiles 1 and 2.

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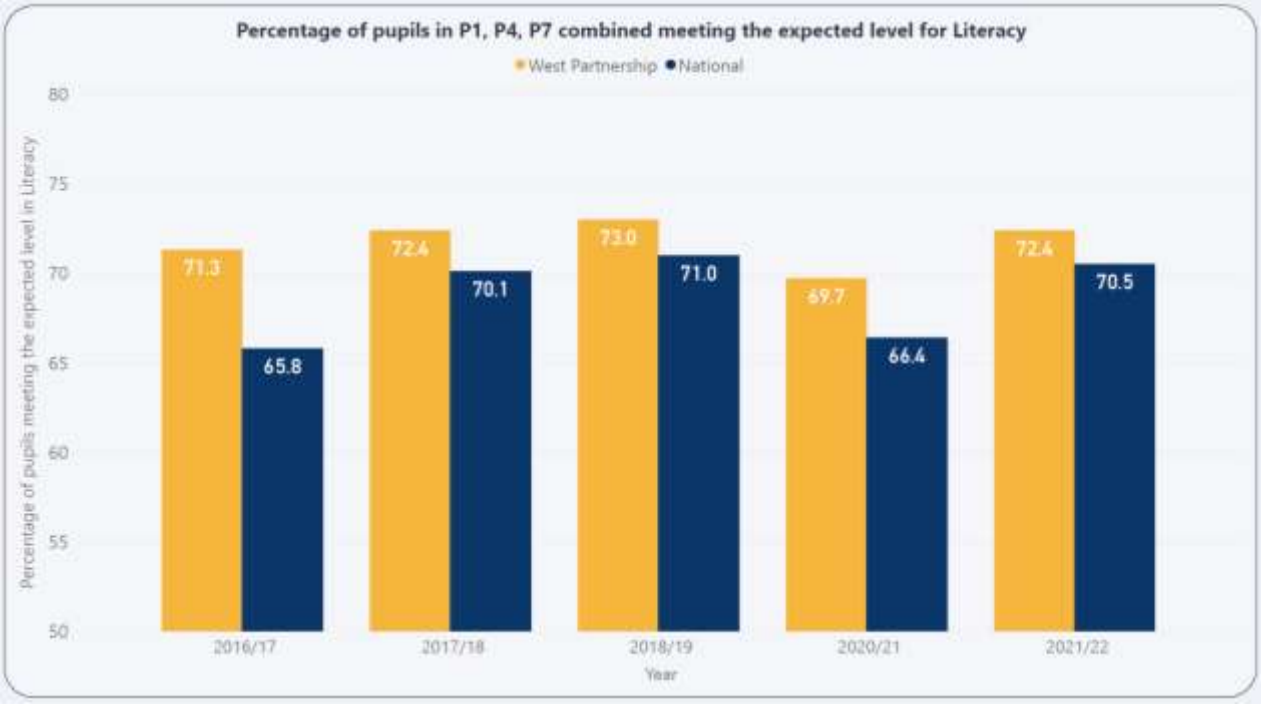
In terms of social media reach we have over:

- 6388 twitter followers
- 1000 newsletter sign-ups
- 14,985 website users

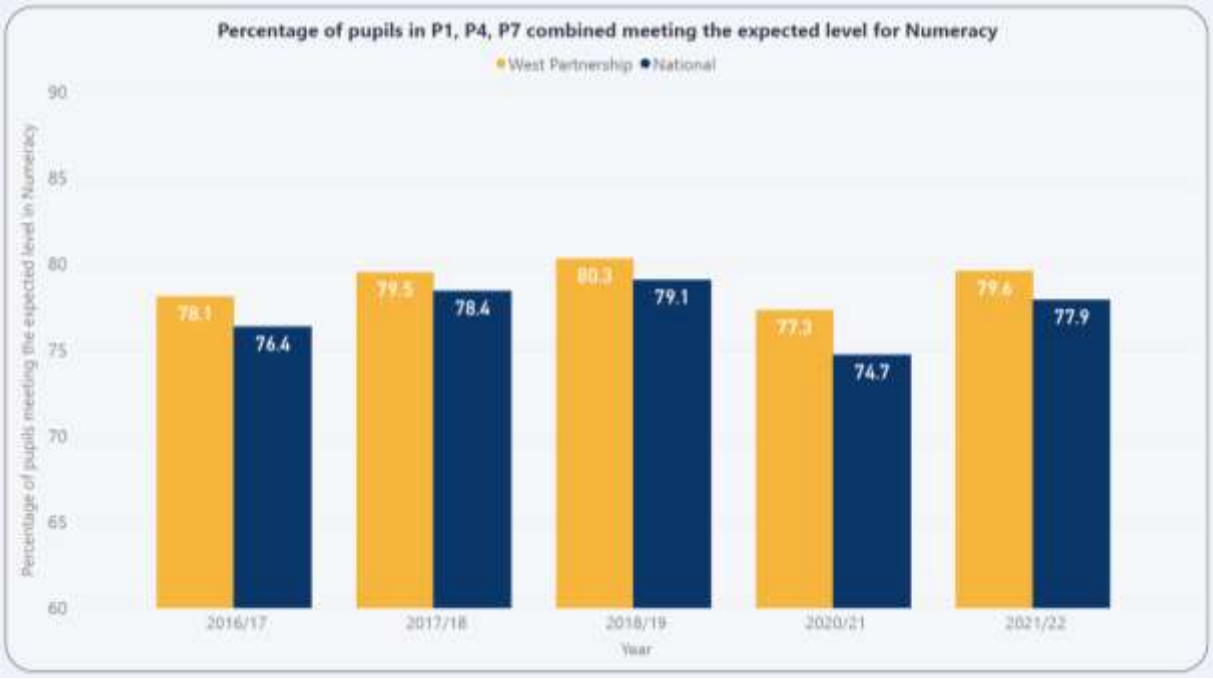
How did the West Partnership compare?

Broad General Education

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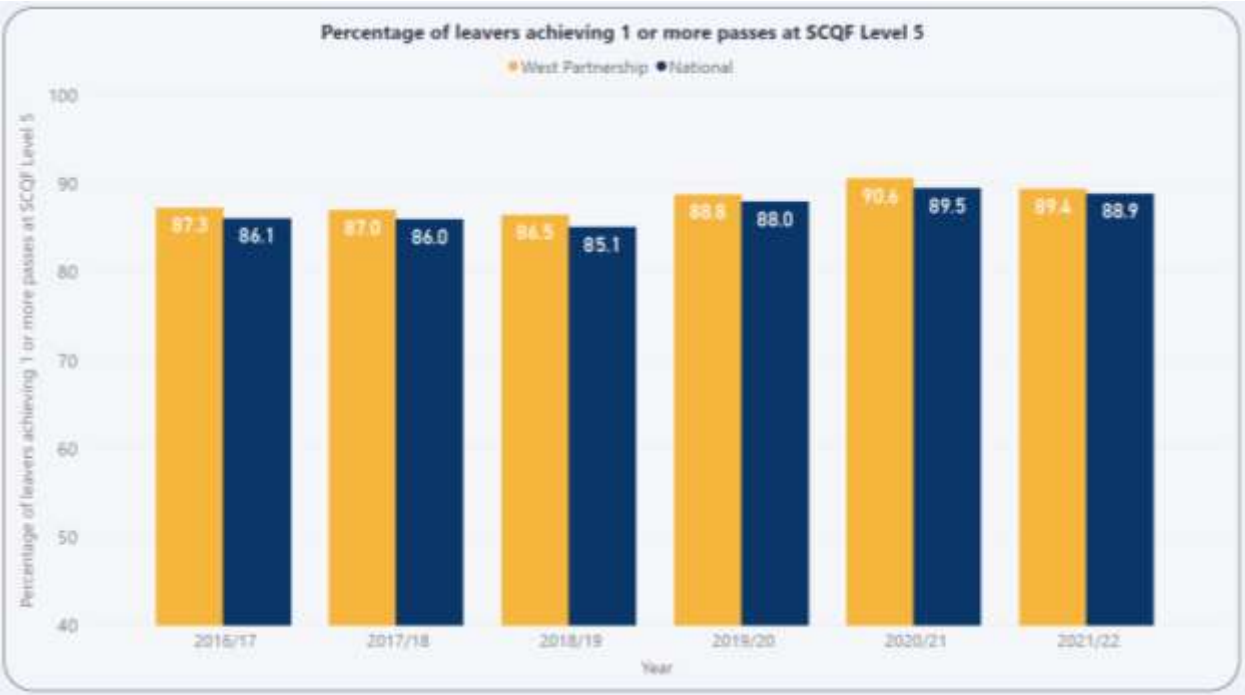
Data from 21/22 shows an increase in the number of primary pupils meeting their expected literacy levels at P1, P4 and P7. The percentage of West Partnership pupils meeting the expected level increased from 69.7% in 20/21 to 72.4% in 21/22. This figure is slightly below the last pre-pandemic session (18/19) but in line with the figures from 17/18. West Partnership primary pupils continue to be more likely than all Scottish pupils to meetthe expected level for literacy.



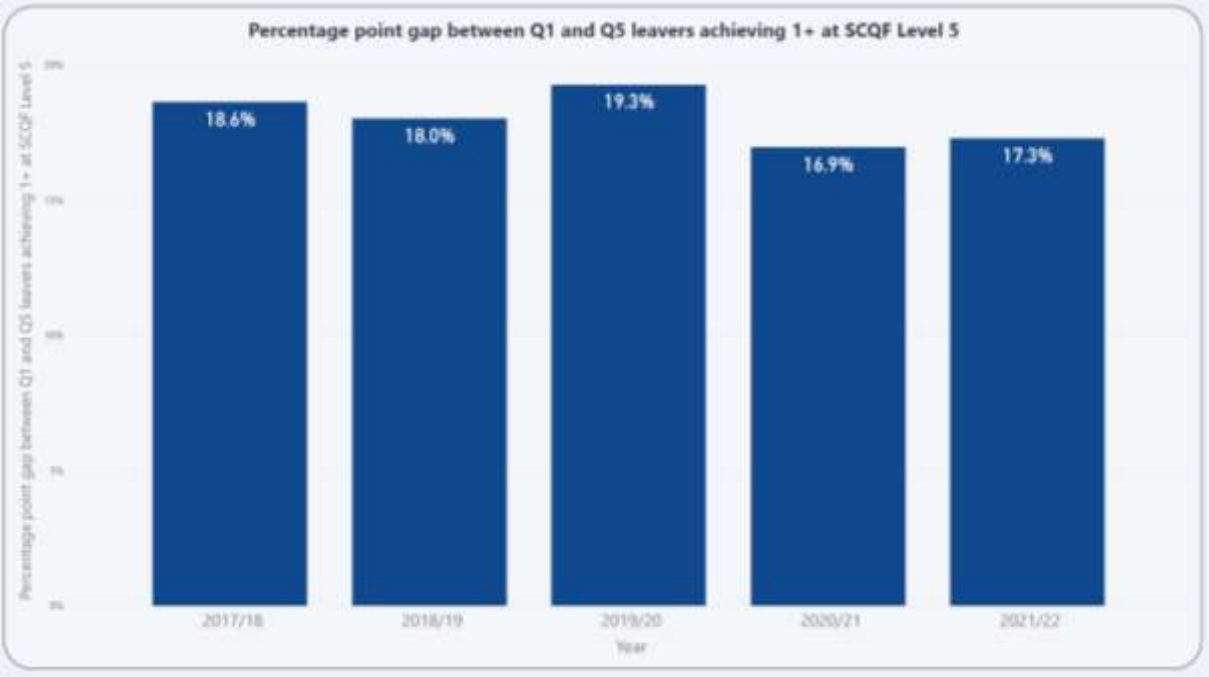
Data from 21/22 shows an increase in the number of primary pupils meeting their expected numeracy levels at P1, P4 and P7. The percentage of West Partnership pupils meeting the expected level increased from 77.3% in 20/21 to 79.6% in 21/22. This figure is slightly below the last pre-pandemic session (18/19) but in line with the figures from 17/18. West Partnership primary pupils continue to be more likely than all Scottish pupils to meet the expected level for numeracy.

Senior Phase

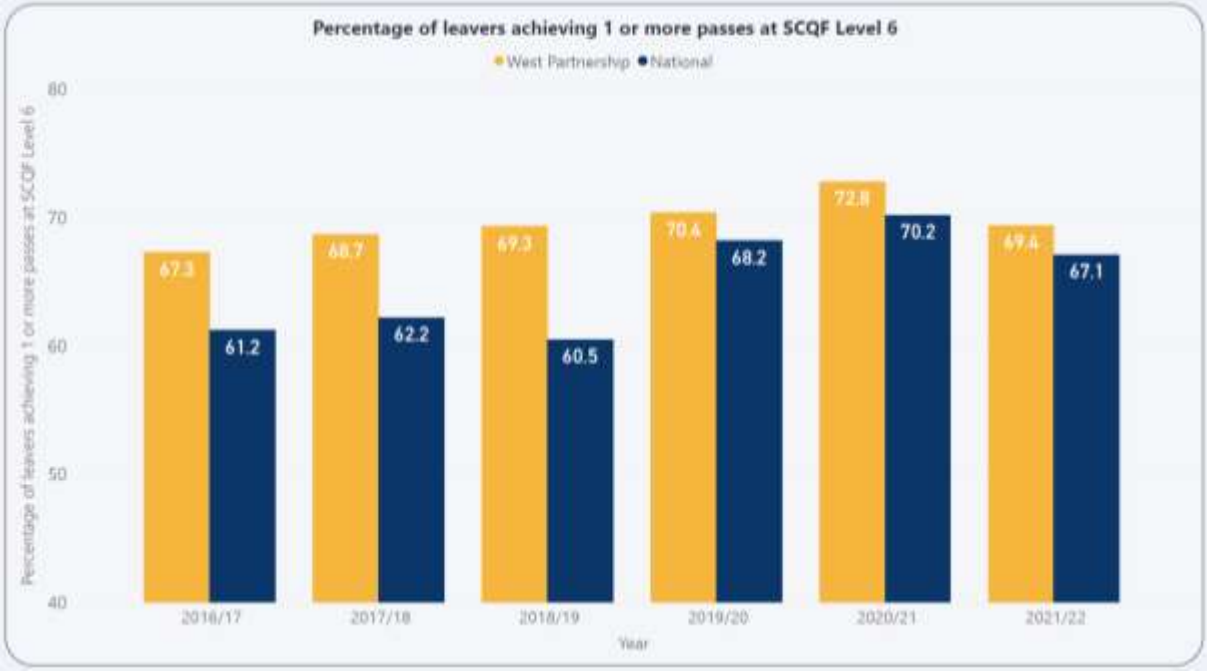
At the senior phase level, a variety of assessment models have been used over the previous three academic sessions. As such, caution should be noted in making year on year comparisons.



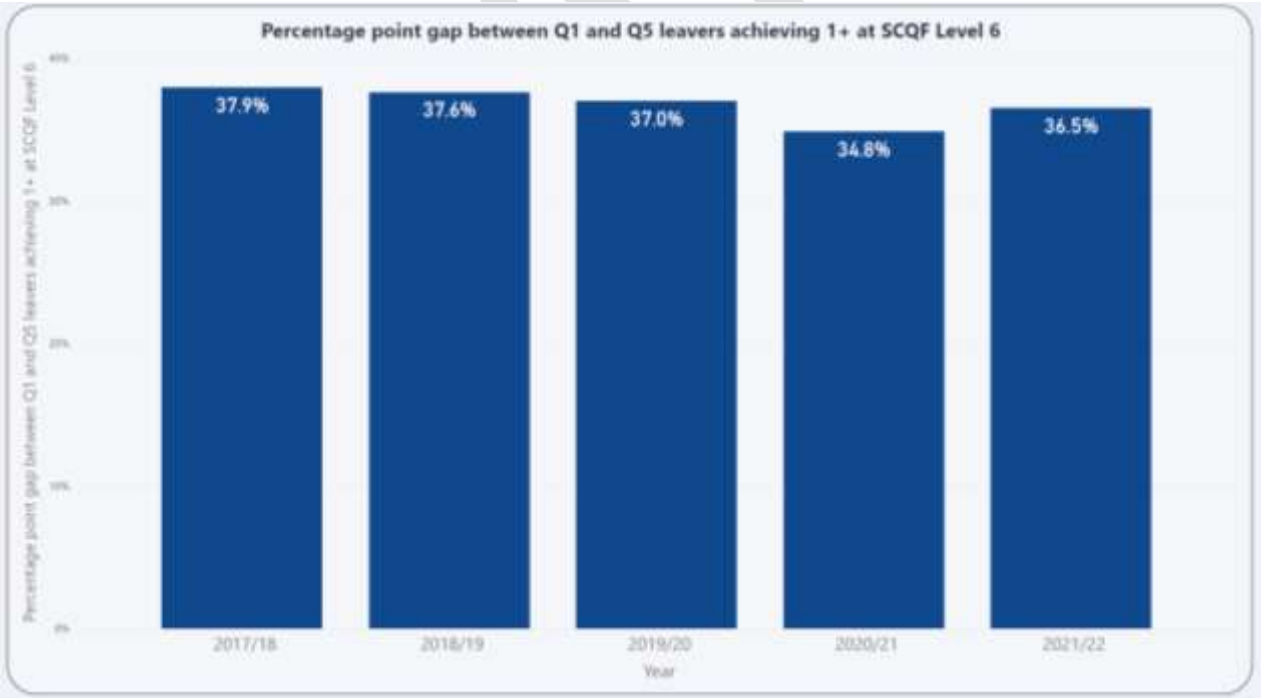
The percentage of leavers achieving 1 or more passes at SCQF Level 5 decreased by 1.2 percentage points to 89.4% from 90.6% in 20/21. Whilst a reduction on the previous year, the 21/22 figure remains higher than all other years since 2016/17. The West Partnership continues to have a higher percentage of leavers achieving 1 or more awards at this level compared to Scotland as a whole.



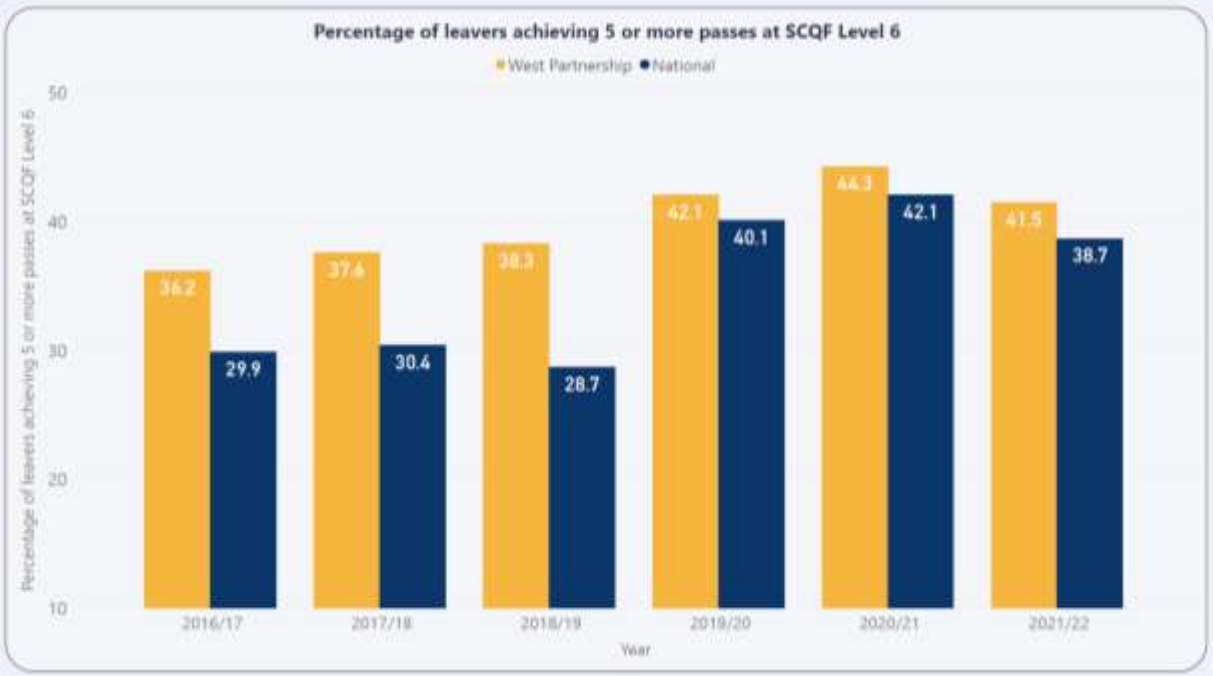
Progress towards closing the gap between SIMD quintiles 1 and 5 in relation to leavers achieving 1 or more passes at SCQF level 5 remains stable. Since 2018 the gap between quintiles 1 and 5 has decreased by 1.5 percentage points, moving from 18.6% in 2018 to 17.3% in 2022.



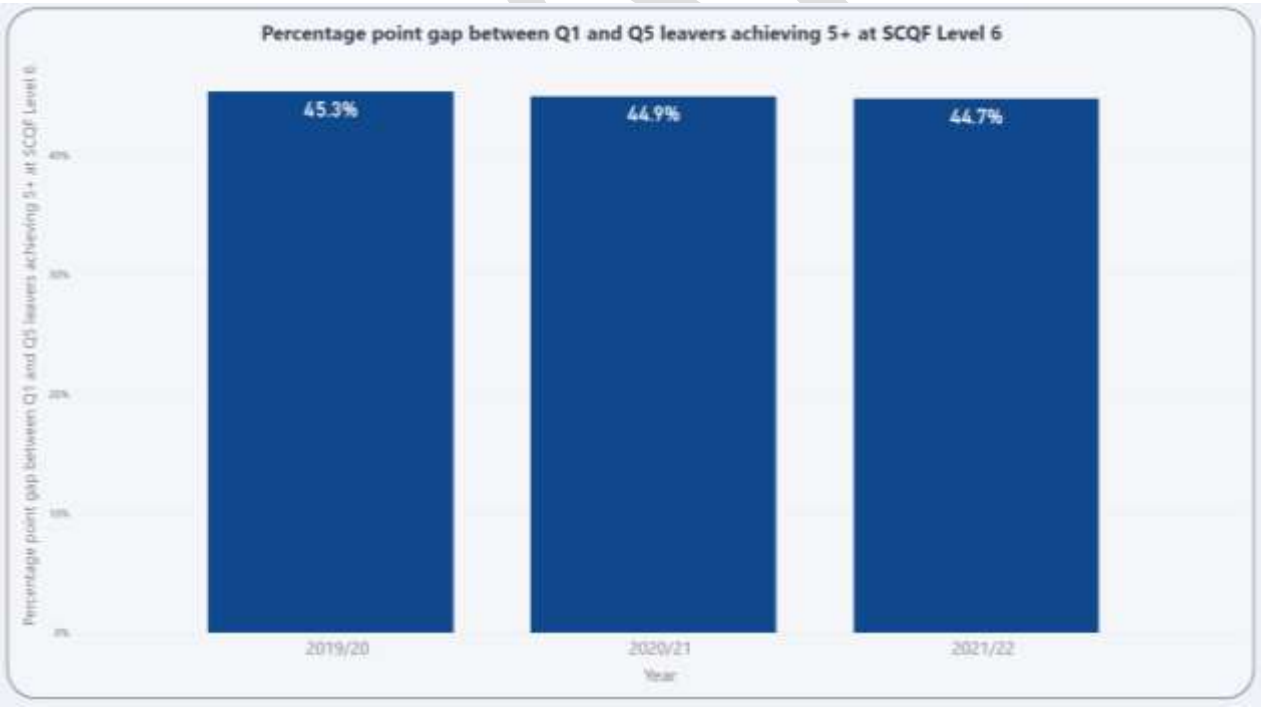
The percentage of leavers achieving 1 or more passes at SCQF Level 6 has fallen by 3.4 percentage points. The figure of 69.4% is now in line with the last session which had a traditional model of assessment (18/19). West Partnership pupils continue to outperform the national figure on this measure.



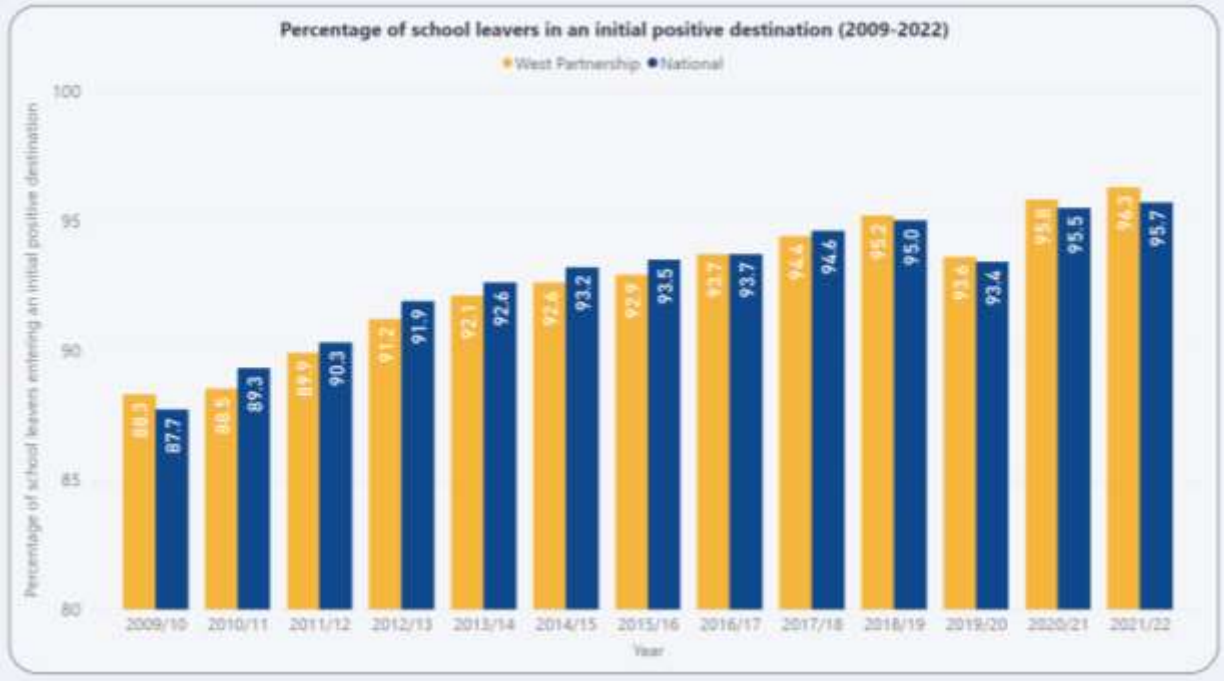
Progress towards closing the gap between SIMD quintiles 1 and 5 in relation to leavers achieving 1 or more passes at SCQF level 6 has reversed slightly from 2021. Since 2018 the gap between quintiles 1 and 5 has decreased by 1.4 percentage points, moving from 37.9% in 2018 to 36.5% in 2022.



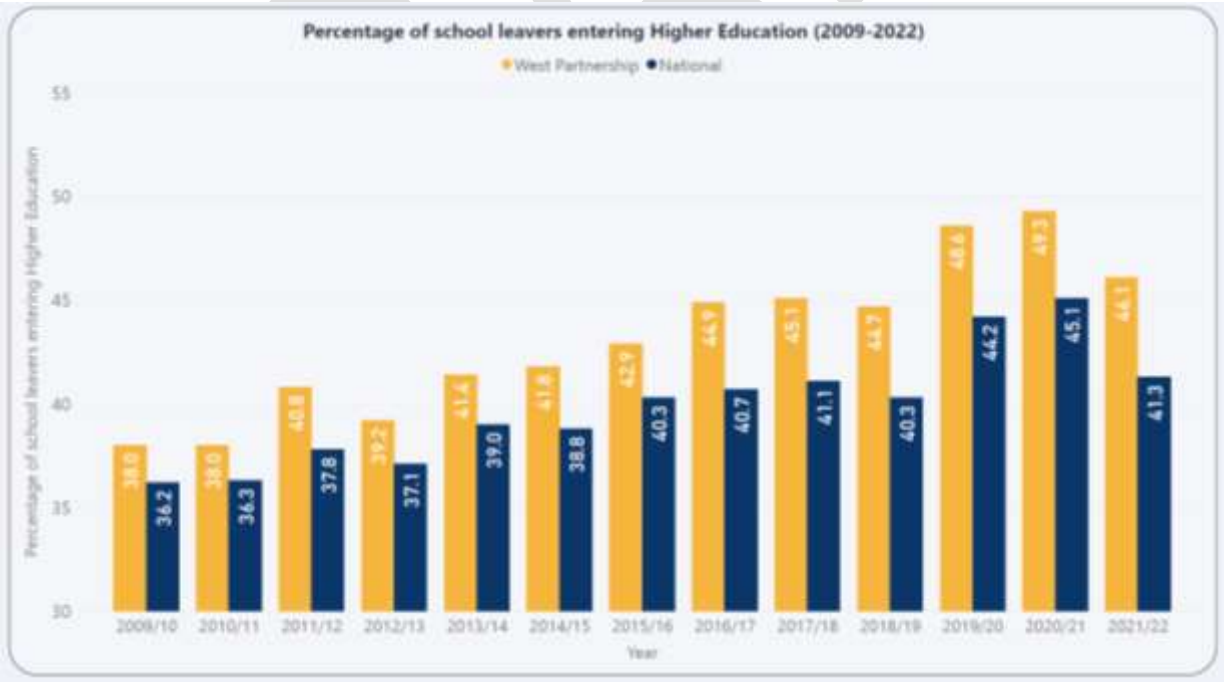
As in other measures at Level 6, the percentage of leavers achieving 5 or more passes has decreased against 20/21 figures. The figure of 41.5% for 21/22 is a 2.8 percentage point decrease from the high of 44.3% in 20/21. The 21/22 figure remains higher than the last non-disrupted session of 18/19. As in other senior phase attainment measures, a higher percentage of West Partnership leavers are achieving this standard than their national peers.



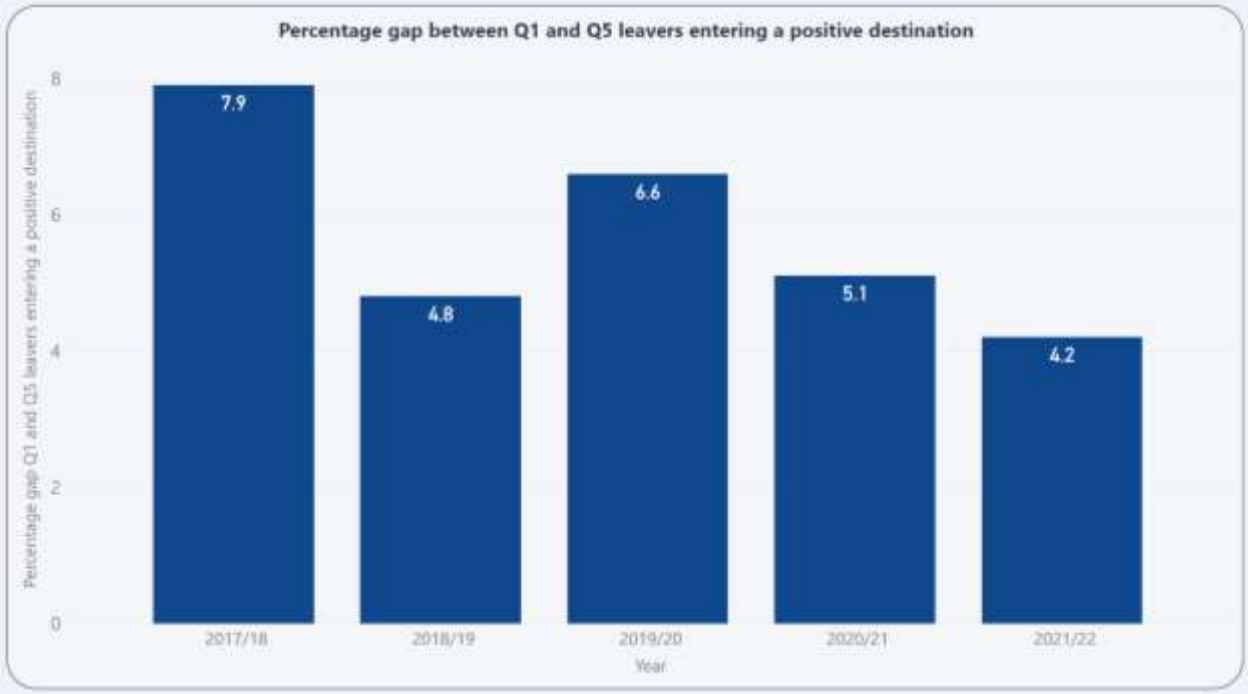
Progress towards closing the gap between SIMD quintiles 1 and 5 in relation to leavers achieving 5 or more passes at SCQF level 6 continues to slowly decrease. Data prior to 2019/20 is unavailable for this measure, but since 2020 the gap between quintiles 1 and 5 has decreased by 0.6 percentage points.



The percentage of West Partnership leavers entering initial positive destinations is at the highest it has been since records began. This continues a trend of year-on-year increases that was only interrupted in 19/20, when pandemic related disruption significantly reduced the percentage of leavers entering employment. The figure of 96.3% continues the progression from 88.3% in 2010. For the fourth year in a row, West Partnership leavers were more likely than their national peers to be in an initial positive destination.



The percentage of West Partnership leavers entering Higher Education has fallen to 46.1% in 21/22, down from historic highs of 49.3 in 20/21. This figure is higher than the last non-pandemic-disrupted session in 18/19. West Partnership leavers have consistently been more likely to enter Higher Education when compared to their national peers, a trend that continued in 21/22.



The percentage gap between SIMD Q1 and Q5 leavers entering a positive destination has decreased in comparison to 20/21 and is the lowest it has been in the last 5 years. Leavers in the 19/20 cohort were impacted by a lower number of leavers entering employment, a trend reversed in 2022 with 7.3 percentage point more leavers entering employment than in 2020.

Evaluation Framework – Three Drivers of Improvement

Our evaluation framework demonstrates the added value and collective impact of the partnership activity. Through the development of clear workstream outcomes and measures, three common themes have emerged from the evidence leading to the creation of the three drivers of improvement evaluation framework.

The three drivers of improvement are defined below and summarised in diagram 1.

Driver 1: Facilitating various forms of collaboration

We recognise that collaboration is desirable in our 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. This is necessary in meeting the needs of a range of practitioners, some of whom desire relatively light-touch association and networking opportunities whilst others require more hands-on sustained co-production activities on areas of shared importance.

Driver 2: Enhancing practitioner knowledge, understanding and confidence

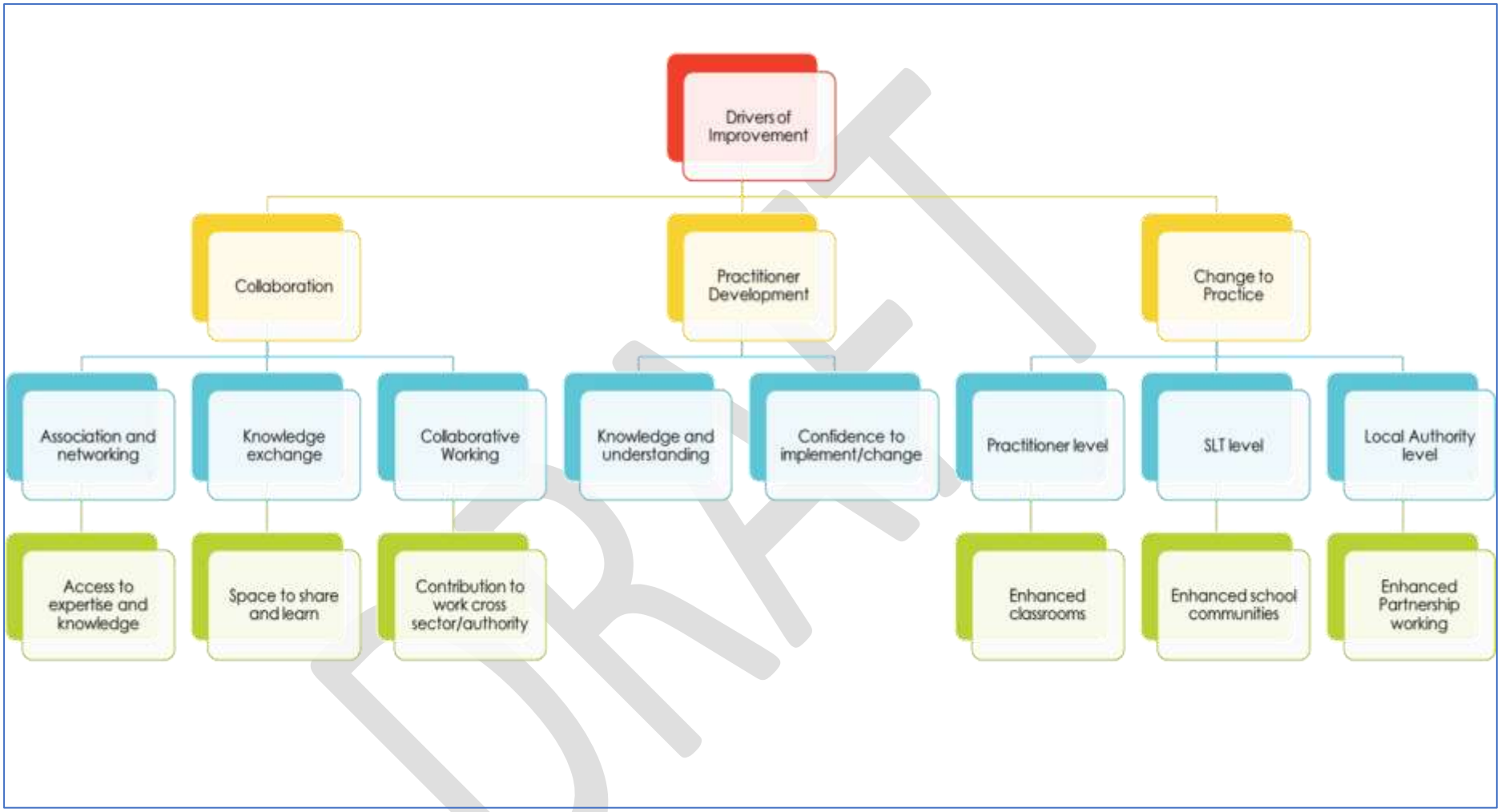
Our region contains just over 19,000 practitioners, some 36% of all practitioners in Scotland. We see our work as enhancing practitioner knowledge, understanding and confidence at all levels, from those newly qualified to those at the most senior level. The enhancement of practitioner knowledge, understanding and confidence is inherently linked to our collaborative working. There is a great amount of expertise and experience across our 8 authorities and the exchange of knowledge and sharing of practice is a key role that the partnership plans for and supports.

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Driver 3: Supporting practice change at various levels

Our collaborative work and our aim to affect practice change is supported through partnership activity. Practice change at all levels of the system is a key aspiration for the West Partnership. This extends from the way in which our teachers deliver in the classroom to the ways in which local authority central teams interact across our region. As such, we envisage partnership activity as facilitating practice change as a consequence of a dynamic offering which targets all practitioners irrespective of their role.

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Drivers of Improvement
Collaboration
Practitioner Development
Change to Practice
Association and networking
Knowledge exchange
Collaborative Working
Knowledge and understanding
Confidence to implement/change
Practitioner level
SLT level
Local Authority level
Access to expertise and knowledge
Space to share and learn
Contribution to work cross sector/authority
Enhanced classrooms
Enhanced school communities
Enhanced Partnership working

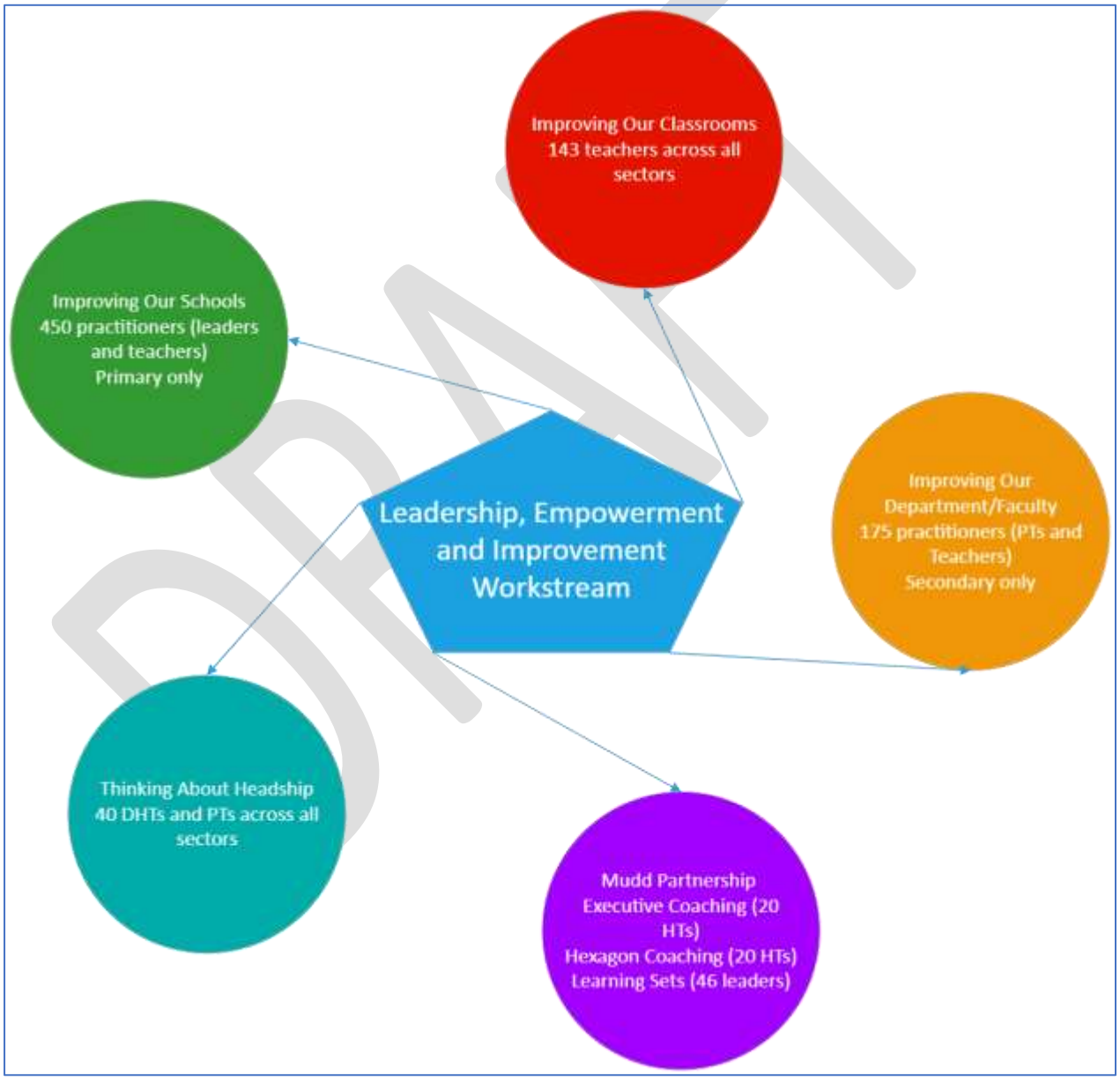
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Mapping

In the section below we provide a map of work which has been completed in each workstream. These maps give an overview of the breadth of work which has been completed.

Leadership, Empowerment, and Improvement

Across the last session, the Leadership, Empowerment, and Improvement workstream has delivered 5 programmes involving practitioners from all West Partnership local authorities. Projects in this workstream aim to produce highly effective development opportunities which mean that leaders of learning and school leaders are best equipped to deliver successful practice change. In total, the workstream has engaged with approximately 900 practitioners. A breakdown is included in the visual below:

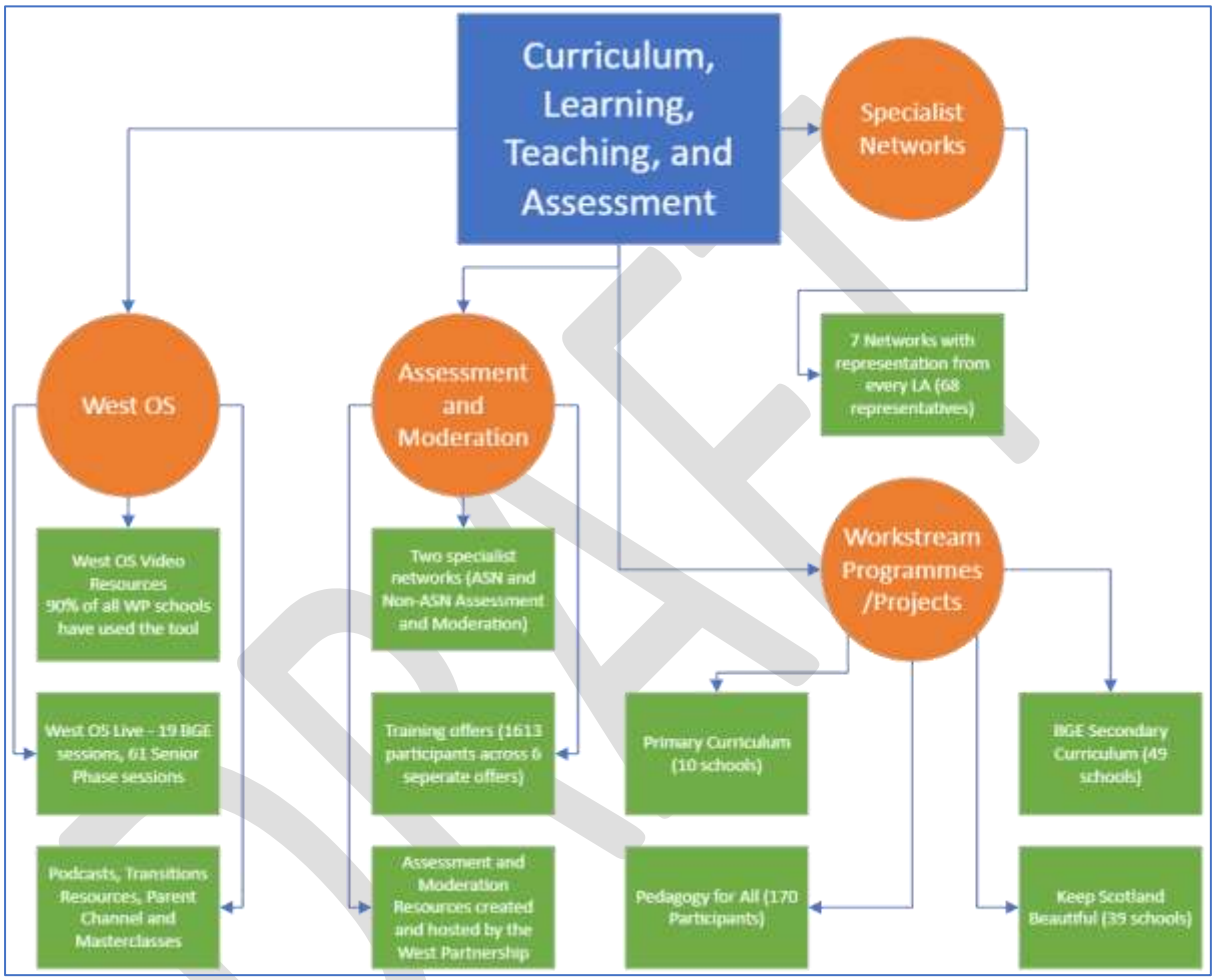


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Curriculum, Learning, Teaching, and Assessment

Across the last session, the workstream has delivered work across 4 broad areas. The workstream facilitates 7 specialist networks with 68 representatives from all 8 local authorities. Furthermore, Development Officers have delivered work specifically around West OS and Assessment and Moderation. Four workstream specific programmes have also been delivered.

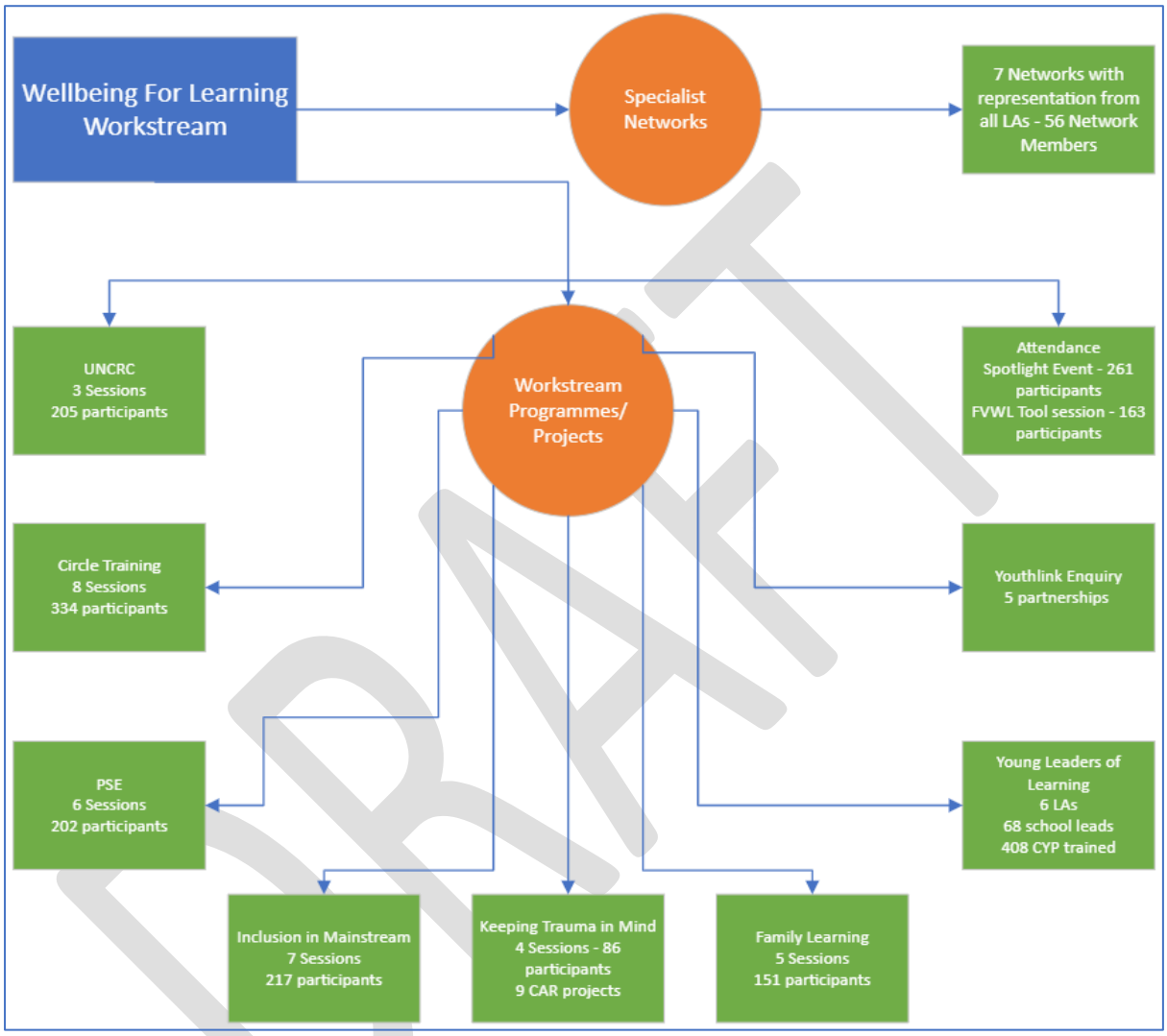
In total, the workstream has engaged with approximately 1900 practitioners. A breakdown is included in the visual below:



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Wellbeing for Learning

Across the last session, the workstream has delivered work via specialist networks and also centrally. The workstream has 7 specialist networks with 56 members from across all West Partnership local authorities. Nine programmes of work have been delivered centrally by the workstream. In total, just under 1700 practitioners have engaged in workstream related work. A breakdown is included in the visual below:



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Illustrations

Improving our Classrooms

Improving Our Classrooms (IOC) is part of the West Partnership's *Improving Our...* professional learning programmes. The others are *Delivering Mentorship* (Masters module), *Improving Our Schools*, *Improving Our Departments and Faculties*, and *Leadership of Learning Groups*. All have the same 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
- a relentless focus on equity and excellence for all children and young people; and
- expanding the networks of participants across the West Partnership area.

IOC is a Masters level, year-long programme for teachers in all sectors. Those who successfully complete IOC are awarded 30 Masters Credits and GTCS Professional Recognition. In 2022-23, 100 teachers from eight local authorities submitted case studies. These are focused on their class data, the learners they work with and their own practice. Two examples of case studies are provided below:

Question	Does active learning lead to improved attainment in National 5 Reading for Understanding, Analysis and Evaluation for a target group of S4 pupils?
Impact	Attainment increased in the target area for all young people. They were also more engaged and asking more questions. This approach is now being used across year groups and across the department.

Question	Can the use of retrieval practice lead to improved strategy skills when adding and subtracting within 20 for a target group of EAL learners in P3?
Impact	All children could identify and use a greater number of strategies. This was the case in the target group and beyond in the class. The group's engagement and attendance also increased.

Participating teachers were asked to evaluate the impact of their participation in IOC on both the learners they work with and their own practice. An overview of this data, based on 83 practitioners, is presented below.

Impact on children and young people

Attainment	Confidence	Engagement	Attitude to learning
95% saw an increase **4%** said they didn't yet have enough evidence **1%** saw no increase	**100%** saw an improvement	**95%** saw an improvement **5%** said it stayed the same	**94%** saw an improvement **5%** said it stayed the same **1%** said it decreased

Impact on teachers

Use of data	Confidence to change practice	Skills as a practitioner	Understanding of area of improvement

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94% said they were using data more **6%** said their use of data was the same	**96%** said they were more confident **4%** said this was unchanged	**96%** said their skills had increased **4%** said this had stayed the same	**98%** said their understanding increased **2%** said it stayed the same

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My Thinking About Headship Journey

In addition to the Improving Our Classroom illustration, an insight from a Thinking About Headship participant from South Lanarkshire is shared below. The case study below was produced by DHT Hazel Buchanan and is an example of how work in the Leadership, Improvement, and Empowerment workstream can enhance practitioner knowledge, skills, and confidence.

Appendix One will be Inserted

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Evaluating the impact of 1140 Hours

In the 2022/23 session we also saw the commencement of research into the impact of the 1140 hours early years policy. The research aims to understand what impact the policy has had on children and families within our region. Research also aims to gather insight into the experience of practitioners in the area and central authority teams who are involved in the delivery of early learning at a local authority level. Excellent progress has been made so far. A taste of our initial findings can be found in the visual below:

Appendix 2 will be inserted

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Pupil and Practitioner Voice

This section provides a range of quotes from pupils and practitioners who have engaged in partnership activity this year. The quotes provide an insight into the impact that the activity has had on learning, improving practice, increasing knowledge and confidence as well as strengthening relationships and network through collaboration.

"I really enjoyed making really great friendships in the STEM group. We have worked really well together through our whole project and are looking forward to doing more challenges together in the future."

(P7 pupil, Keep Scotland Beautiful)

"As a group we all agree that this challenge has been an extraordinary experience for all of us and it opened our eyes to how bad pollution is in Scotland and all over the world. It has helped us build up our communication and team working skills. We are happy to be part of a solution that is affecting our generation and making a better future for ourselves and generations to come."

(S3 pupil, Keep Scotland Beautiful)

"The STEM the Flow project has allowed me to see how small impacts locally can impact the planet on a bigger scale, and how we can take action and stop plastic damaging the environment and hurting wildlife."

(S3 pupil, Keep Scotland Beautiful)

"*We loved the interviewing task where we had to interview pedestrians in the park, I enjoyed hearing their opinions and discussing the conditions of the park. Lots [of people] said litter was a problem and they want it to improve."* –

(S1 pupil, Keep Scotland Beautiful)

"Good to see how other schools do youth work"

(Glasgow City Council, Youth Work School Partnerships Participant)

"Very interesting and detailed session. Answer to Q3 relates to needs of my own establishment"

(South Lanarkshire Council, Youth Work School Partnerships Participant)

"Develop additional ways to gather and evaluate impact of collaborative working."

(Renfrewshire Council Participant, Youth Work School Partnerships Participant)

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Critical Indicators

Our critical indicators below are used as benchmarks to assess the collective impact of the West Partnership. These should be thought of as measures which, if our work is effective, will improve because of our interventions. Our drivers of improvement explain the mechanisms by which we aspire to impact on our system – our critical indicators tell us if we are having an impact on the system. At the same time, we recognise that our critical indicators are influenced by a significant number of variables which makes it difficult to assign direct causality from our work to our indicators. Nevertheless, we see our work as a contributory factor which should influence these outcomes.

This session we made a number of small changes to better link our critical indicators to our values as a Regional Improvement Collaborative. Firstly, in this evaluation report we have themed our critical indicators around our values of excellence, equity, and empowerment.

Secondly, we have strengthened our commitment to equity through the addition of a few key measures. These related primarily to the poverty-related attainment gap, which we had included in previous evaluation reports, but not formally through our critical indicators. To demonstrate our commitment to The Promise, a new measure has been included on looked after young people.

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Indicators	Excellence, Equity or Empowerment	2017-18 Value	2018-19 Value	2019-20 Value	2020-21 Value	2021-22 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	72.4
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy		79.5	80.3	**	77.3	79.6
% of leavers achieving 1 or more awards at SCQF Level 6 or better		68.7	69.3	70.4	72.8	69.4
% of leavers achieving 5 or more awards at SCQF Level 6 or better		37.6	38.3	42.1	44.3	41.5
% of leavers achieving SCQF Level 5 or better in literacy		82.8	82.6	83.1	84.6	82.7
% of leavers achieving SCQF Level 5 or better in numeracy		70.2	69.2	70.8	72.8	71.3
Primary Attendance Rates		N/A	94.2	N/A	93.4	N/A
Secondary Attendance Rates		N/A	90.3	N/A	88.4	N/A
Initial School Leaver Destinations (Positive)		94.4	95.2	93.6	95.8	96.3
% 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	22.6
% 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	18.3
% 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	33.4
% 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	44.7
% 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	34.0
% point gap between Quintile 1 and Quintile 5 leavers entering initial positive destinations		N/A	4.8	6.6	5.1	4.2
% of looked after school leavers achieving 1 or more awards at SCQF Level 6 or better		N/A	N/A	N/A	29.8%[1]	
% of looked after school leavers achieving 5 or more awards at SCQF Level 6 or better		N/A	N/A	N/A	8.9%	
Number of Practitioners accessing professional learning opportunities provided by the West Partnership		TBC	TBC	3185	3137	4467
Percentage of practitioners reporting an increase in their knowledge following participation in West Partnership activities		NA	NA	NA	85.1	85.3

[1] In 2023 the West Panership Board agreed to include two measures which look specifically at the outcomes of looked after children. As this is a smaller population within the West Partnership, these values will only be updated biannually, with 2 years of data combining to form a more reliable sample. As such, the latest data is a combination of 20/21 and 21/22 academic sessions.

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% of establishments evaluated as good or better for leadership of change	Empowerment	63	73	*	*	91[2]
% of establishments evaluated as good or better for learning, teaching and assessment		66	71	*	*	88[3]

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[2] Based on 33 inspections taking place between May-22 to June-23
[3] Based on 57 inspections taking place between May-22 to June-23

Conclusion

The partnership continues to make very good progress in driving forward equity, excellence, and empowerment. The internal evaluation framework has enabled the partnership to build a bank of evidence to demonstrate the impact on children, young people, and practitioners. Our progress has been further recognised externally through research carried out by Glasgow University's Robert Owen Centre (ROC) for Educational Change. In their *Phase 1 Defining and Understanding Impact report (2023)* the ROC findings complement that of the internal evaluation providing a strong triangulated approach to evaluation. The key findings included:

- Strengthened relationships across authorities
- Accelerated improvements across the system
- Grown capabilities' in and across the system, with school practitioners and LA officers working across multiple boundaries
- Increased opportunities for practitioners to learn and try new approaches to practice
- Collective agency being built

There is a collective commitment and relentless focus across the West Partnership to ensure that we are getting it right for every child and young person. We are achieving this through embedding a culture of equity, excellence, and empowerment and by enhancing the work of each local authority to improve our schools and outcomes for our learners continuously.

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