West Partnership Annual Evaluation Report 2022/23 – Progress noted.

2 There was submitted a report by the Senior Partnership Officer providing an update on progress made over the academic year 2022/23 towards achieving each of the associated target outcomes and expected impacts, as detailed in the West Partnership Improvement Plan and all as outlined in the West Partnership Evaluation Report 2022/23 which was appended to the report, advising that

(1) each year, the growing benefit of working collaboratively and systematically across the West Partnership area, and the difference this was making to staff, children and young people was clearly evident and the report captured the very good progress made within the West Partnership across the 3 main workstreams, namely, Wellbeing for Learning; Leadership, Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment, which was testament to the dedication and commitment of all staff who had worked to support our children and young people;

(2) throughout the report, there were very strong examples of how the Partnership was improving attainment and achievement for all (excellence) while closing aspects of the poverty related attainment gap (equity), shifting the ownership of change and enabling staff to take collective action to deliver on this (empowerment);

(3) included within the report was an overview of the strengthened evaluation model including the 3 drivers of improvement, showcasing progress in enhancing collaboration, improving knowledge and confidence and changing practice;

(4) 3 main illustrations which demonstrated impact in those 3 improvement areas had been included along with an overview of the work that had been completed in each workstream and critical indicators had been updated demonstrating progress across the region, with the West Partnership continuing to compare favourably against national figures across most measures;

(5) work had also been carried out to make a stronger link between the critical indicators and the values of excellence, equity and empowerment and furthermore, some critical indicators had been added in recognition of the commitment to closing the poverty related attainment gap; and

(6) progress had been further recognised externally through research carried out by the Robert Owen Centre for Educational Change, Glasgow University (ROC), with the ROC findings complementing that of the internal evaluation providing strong triangulation to internal evaluations, as detailed in the report.

After consideration and having heard Sharon Hayward, Senior Partnership Officer, the committee noted the report.