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 our activities are having 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, Regional Lead Officer West Partnership

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

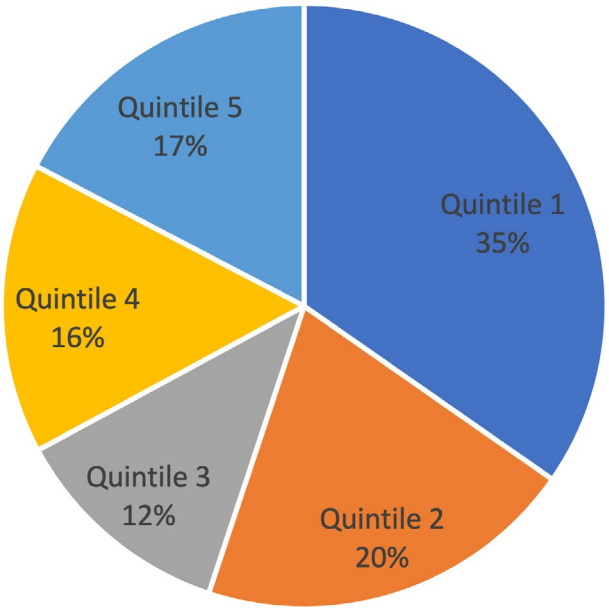


VISION

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.

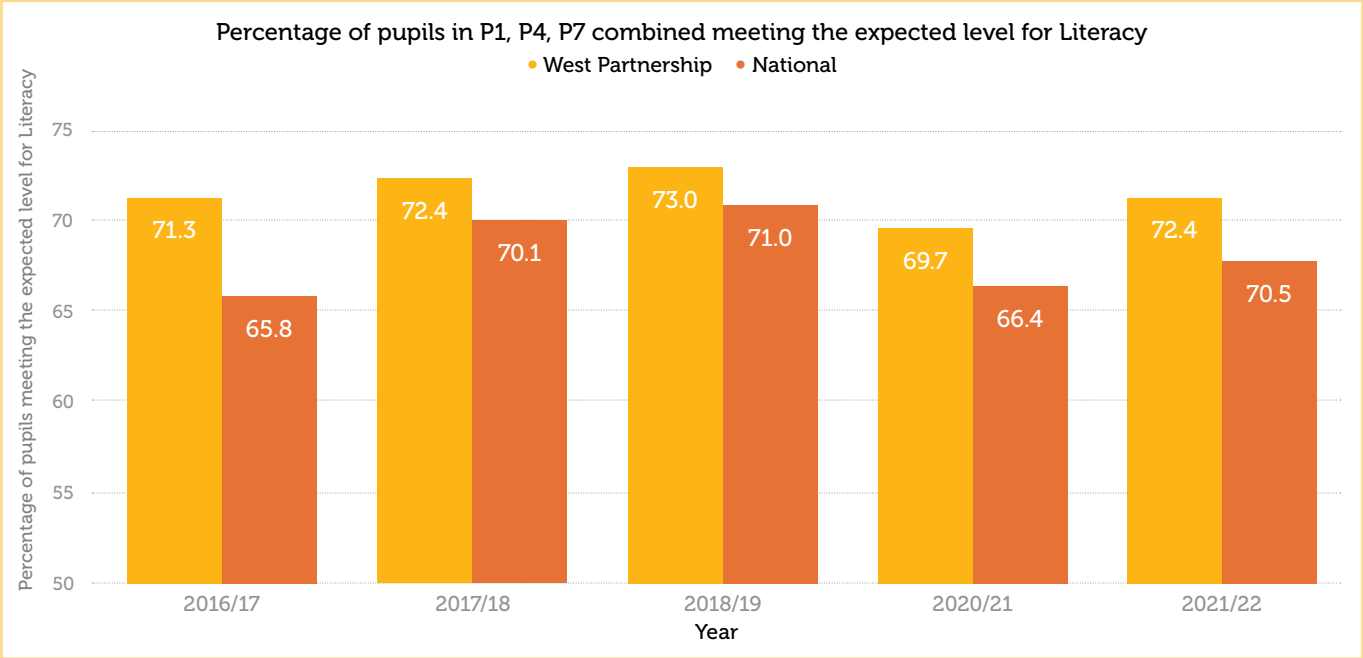
CONTEXT

- 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.

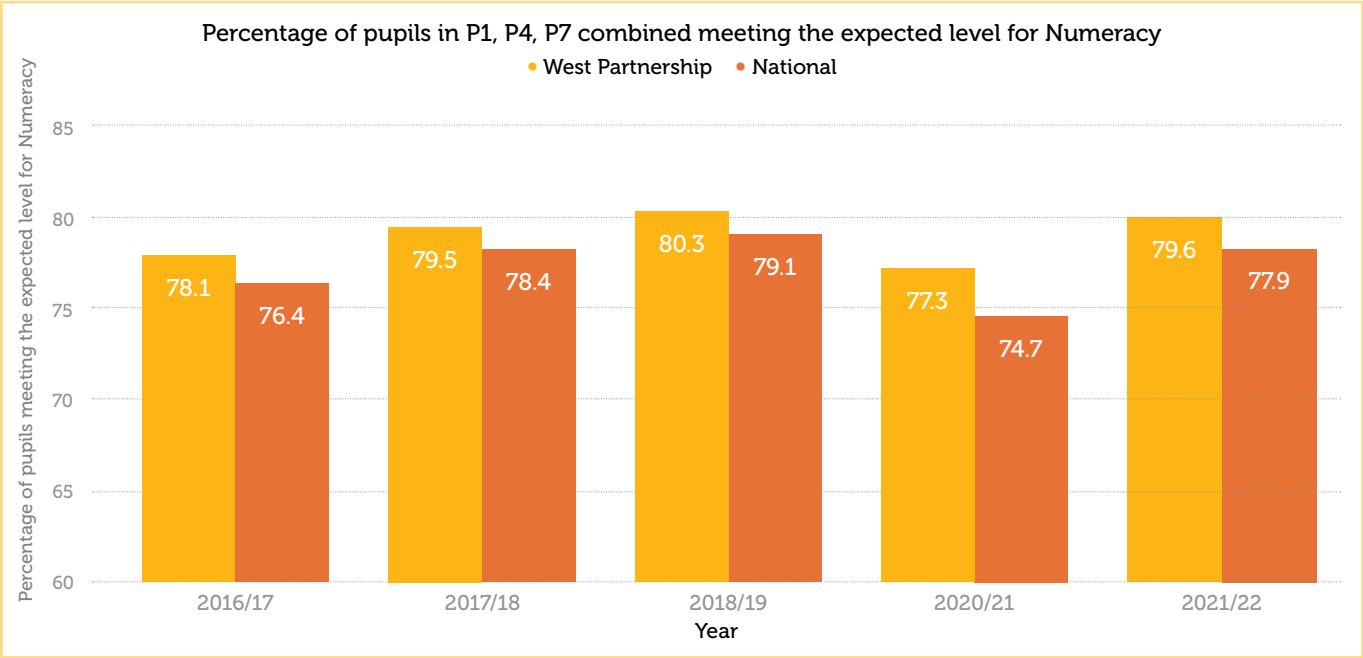


How does the West Partnership compare?

BROAD GENERAL EDUCATION



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 meet the expected level for literacy.

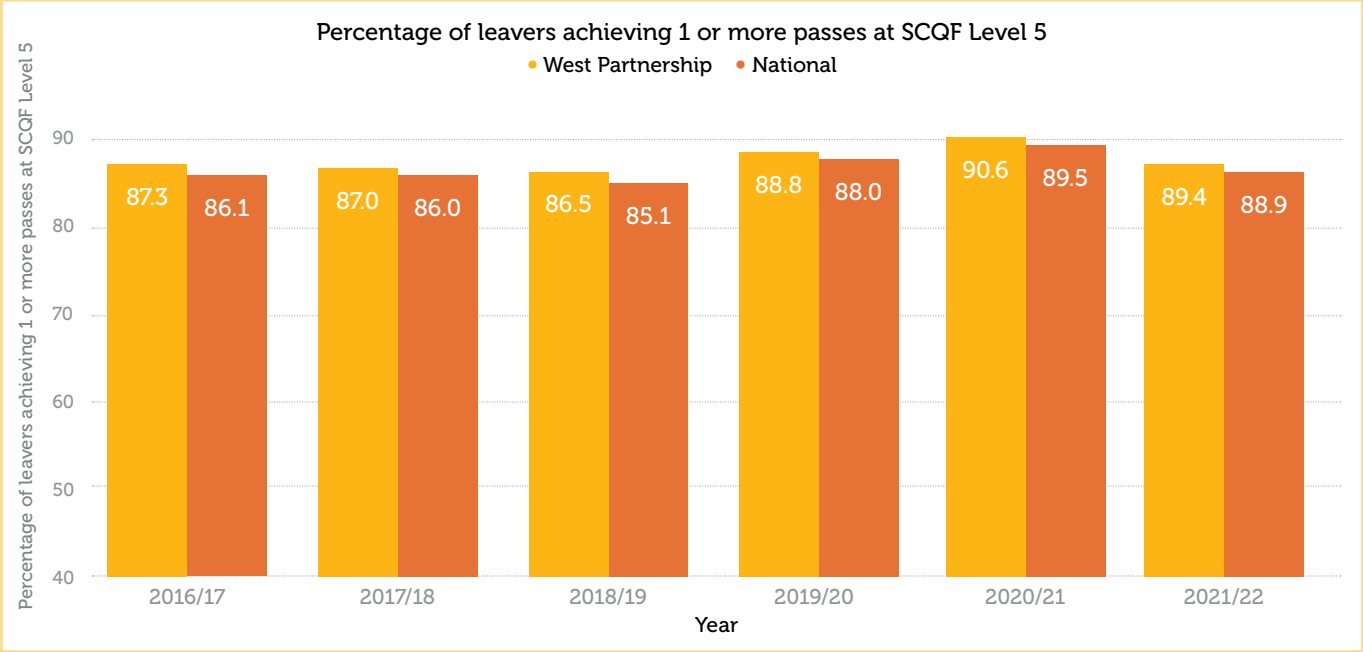


Data from 21/22 shows an increase in the number of primary pupils meeting their expected numeracy levels at P1, P4 and P7. The percentage of West Partnership pupils meeting the expected level increased from 77.3% in 20/21 to 79.6% in 21/22. This figure is slightly below the last pre-pandemic session (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.

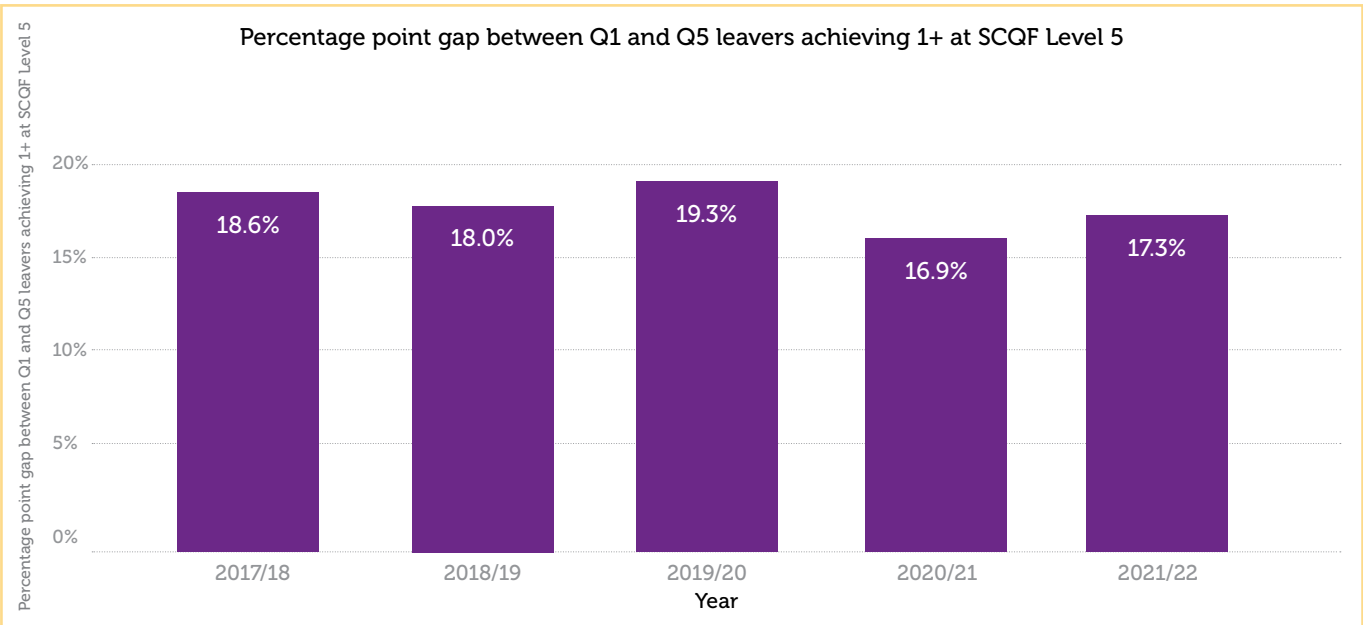
How does the West Partnership compare?

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.



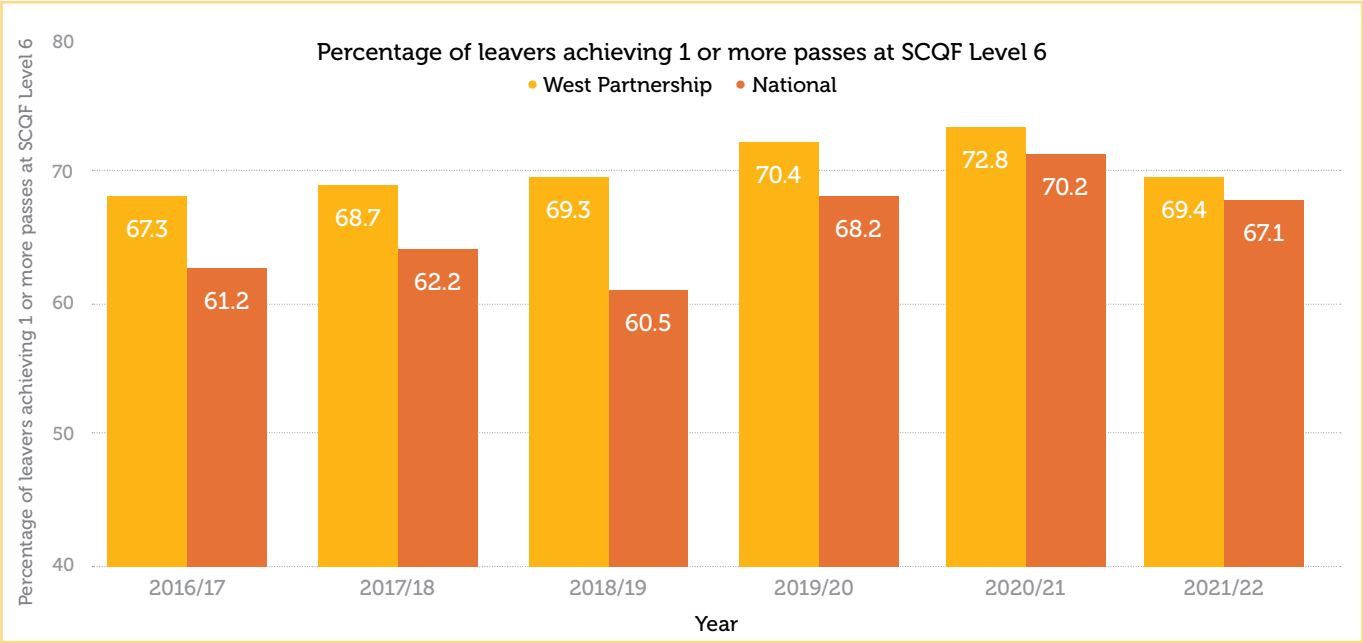
The percentage of leavers achieving 1 or more passes at SCQF Level 5 decreased by 1.2 percentage points to 89.4% from 90.6% in 20/21. Whilst a reduction on the previous year, the 21/22 figure remains higher than all other years since 2016/17. The West Partnership continues to have a higher percentage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



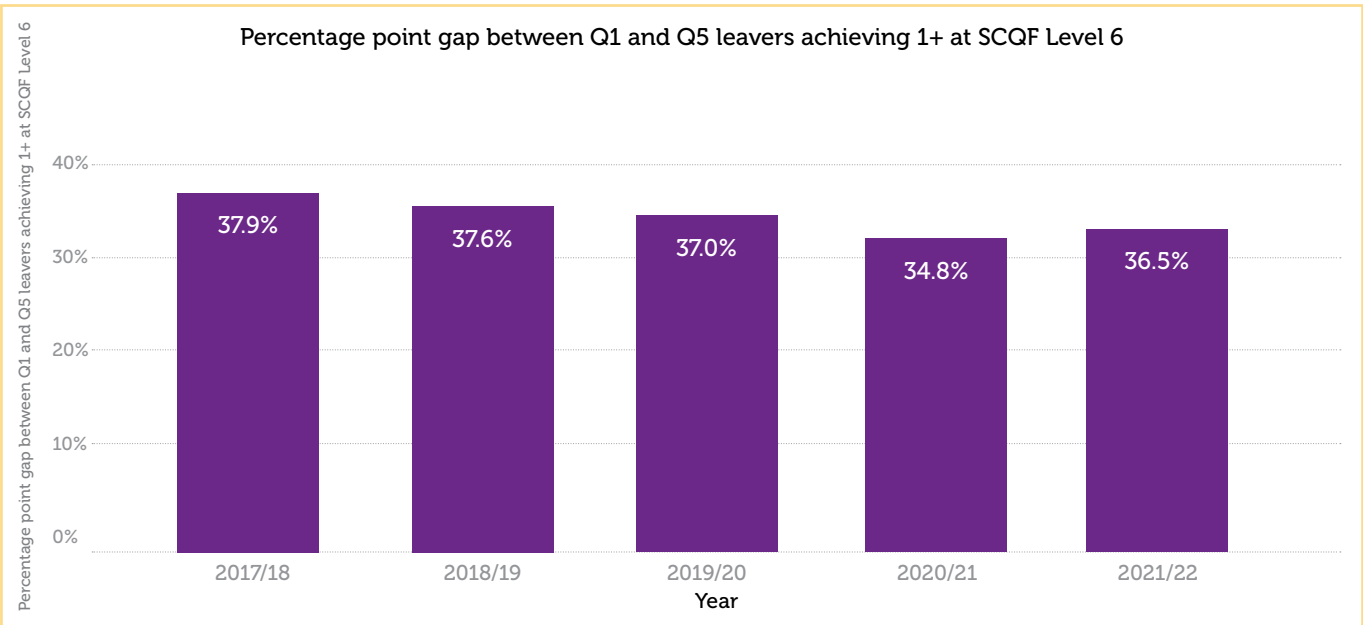
Progress towards closing the gap between SIMD quintiles 1 and 5 in relation to leavers achieving 1 or more passes at SCQF level 5 remains stable. Since 2018 the gap between quintiles 1 and 5 has decreased by 1.5 percentage points, moving from 18.6% in 2018 to 17.3% in 2022.

How does the West Partnership compare?

SENIOR PHASE



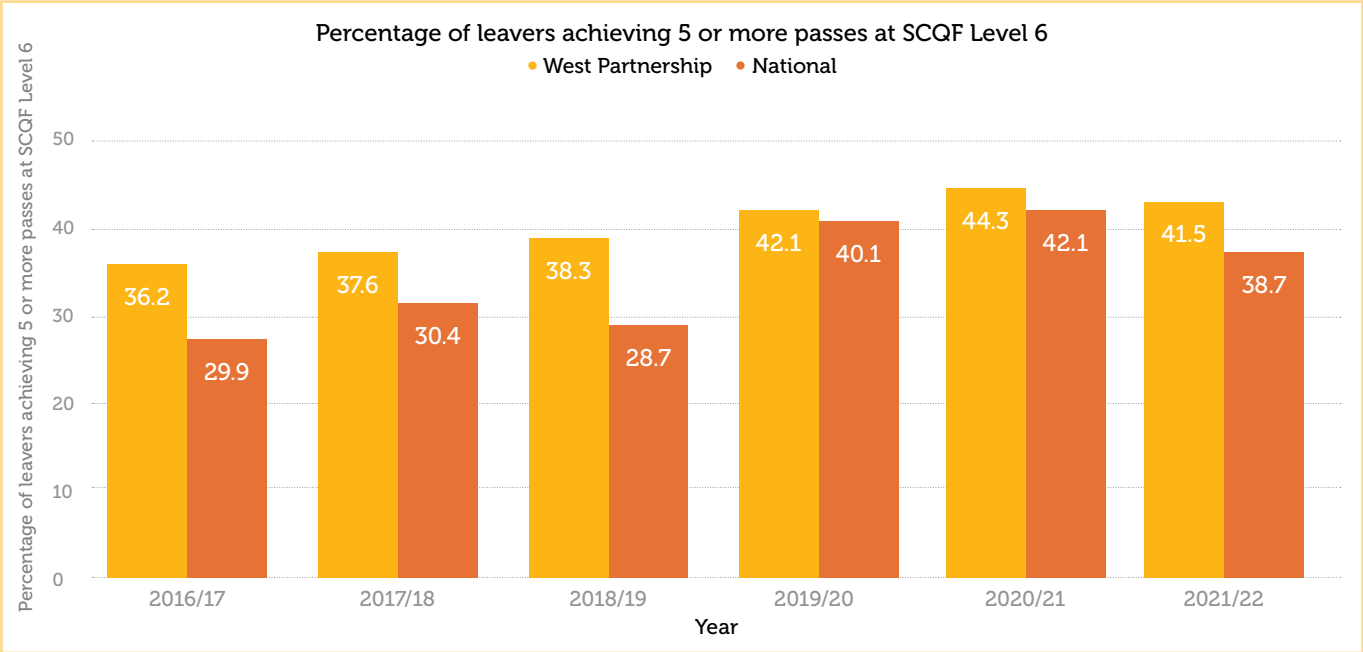
The percentage of leavers achieving 1 or more passes at SCQF Level 6 has fallen by 3.4 percentage points. The figure of 69.4% is now in line with the last session which had a traditional model of assessment (18/19). West Partnership pupils continue to outperform the national figure on this measure.



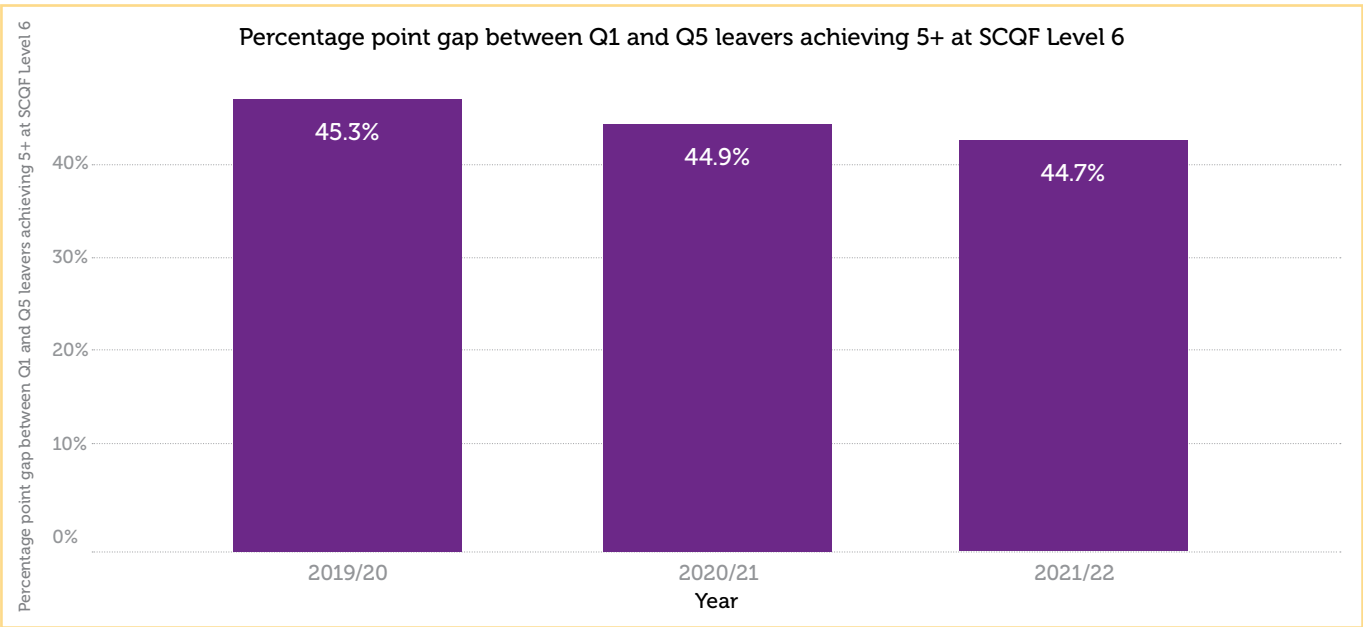
Progress towards closing the gap between SIMD quintiles 1 and 5 in relation to leavers achieving 1 or more passes at SCQF level 6 has reversed slightly from 2021. Since 2018 the gap between quintiles 1 and 5 has decreased by 1.4 percentage points, moving from 37.9% in 2018 to 36.5% in 2022.

How does the West Partnership compare?

SENIOR PHASE



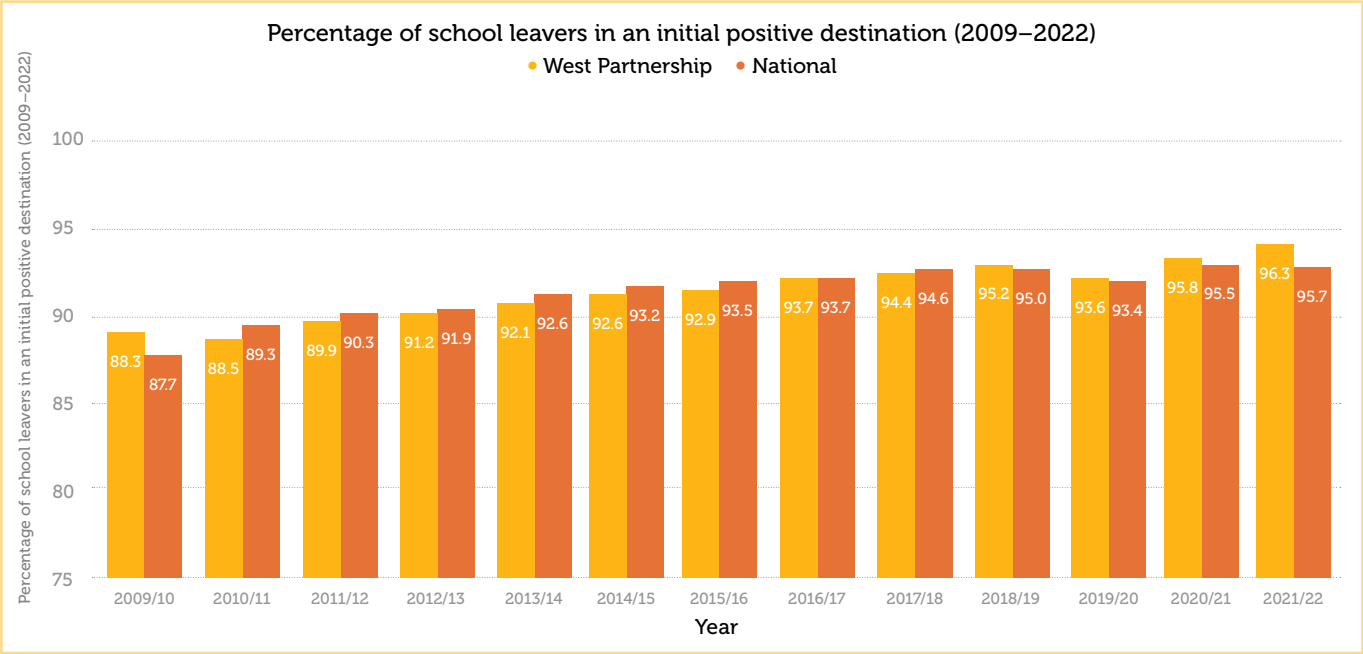
As in other measures at Level 6, the percentage of leavers achieving 5 or more passes has decreased against 20/21 figures. The figure of 41.5% for 21/22 is a 2.8 percentage point decrease from the high of 44.3% in 20/21. The 21/22 figure remains higher than the last non-disrupted session of 18/19. As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



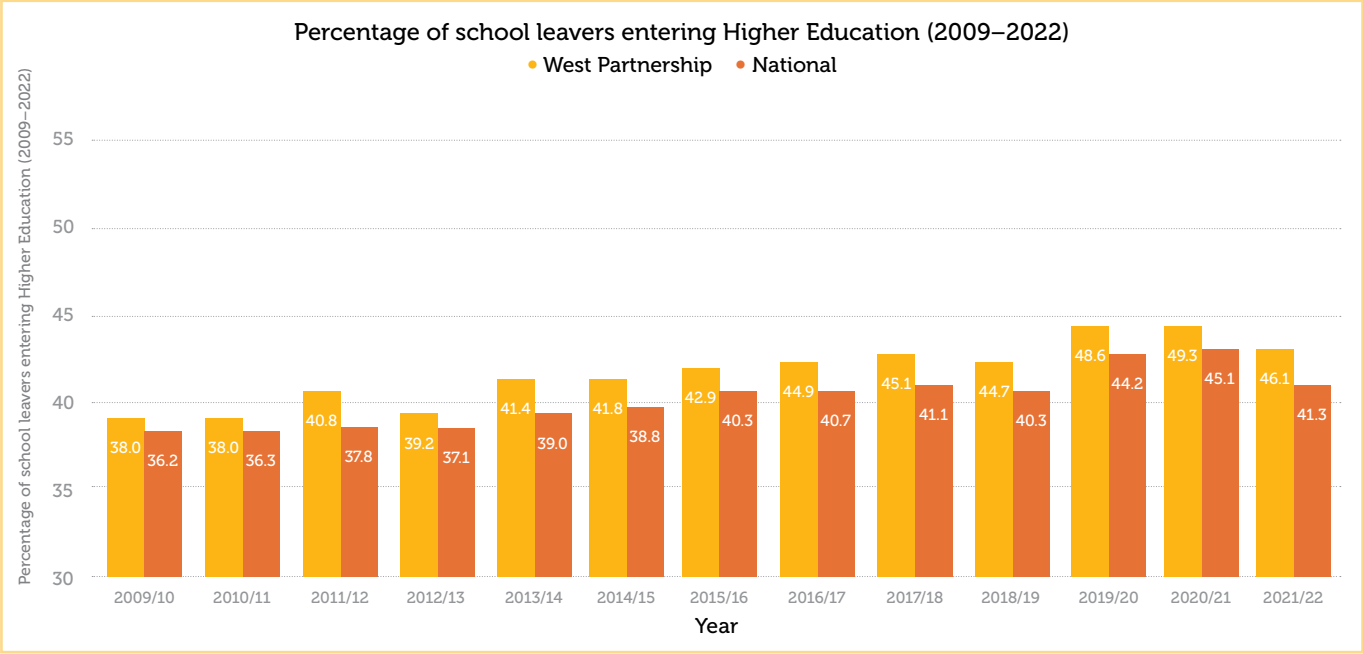
Progress towards closing the gap between SIMD quintiles 1 and 5 in relation to leavers achieving 5 or more passes at SCQF level 6 continues to slowly decrease. Data prior to 2019/20 is unavailable for this measure, but since 2020 the gap between quintiles 1 and 5 has decreased by 0.6 percentage points.

How does the West Partnership compare?

SENIOR PHASE



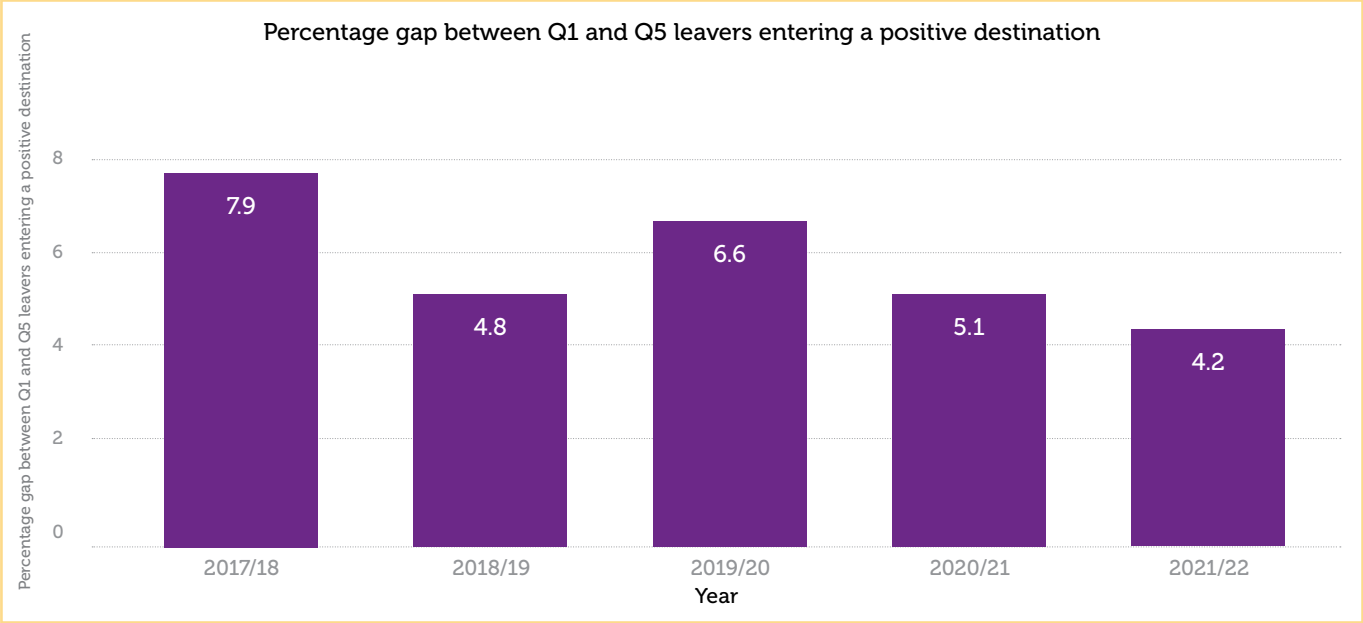
The percentage of West Partnership leavers entering initial positive destinations is at the highest it has been since records began. This continues a trend of year-on-year increases that was only interrupted in 19/20, when pandemic related disruption significantly reduced the percentage of leavers entering 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.

How does the West Partnership compare?

SENIOR PHASE



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.

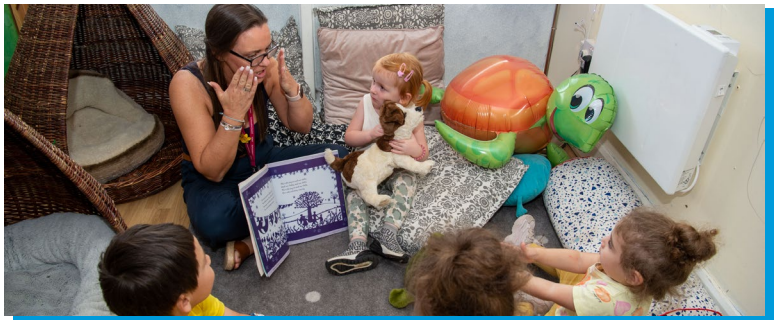


Evaluation Framework: *Three Drivers of Improvement*

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.

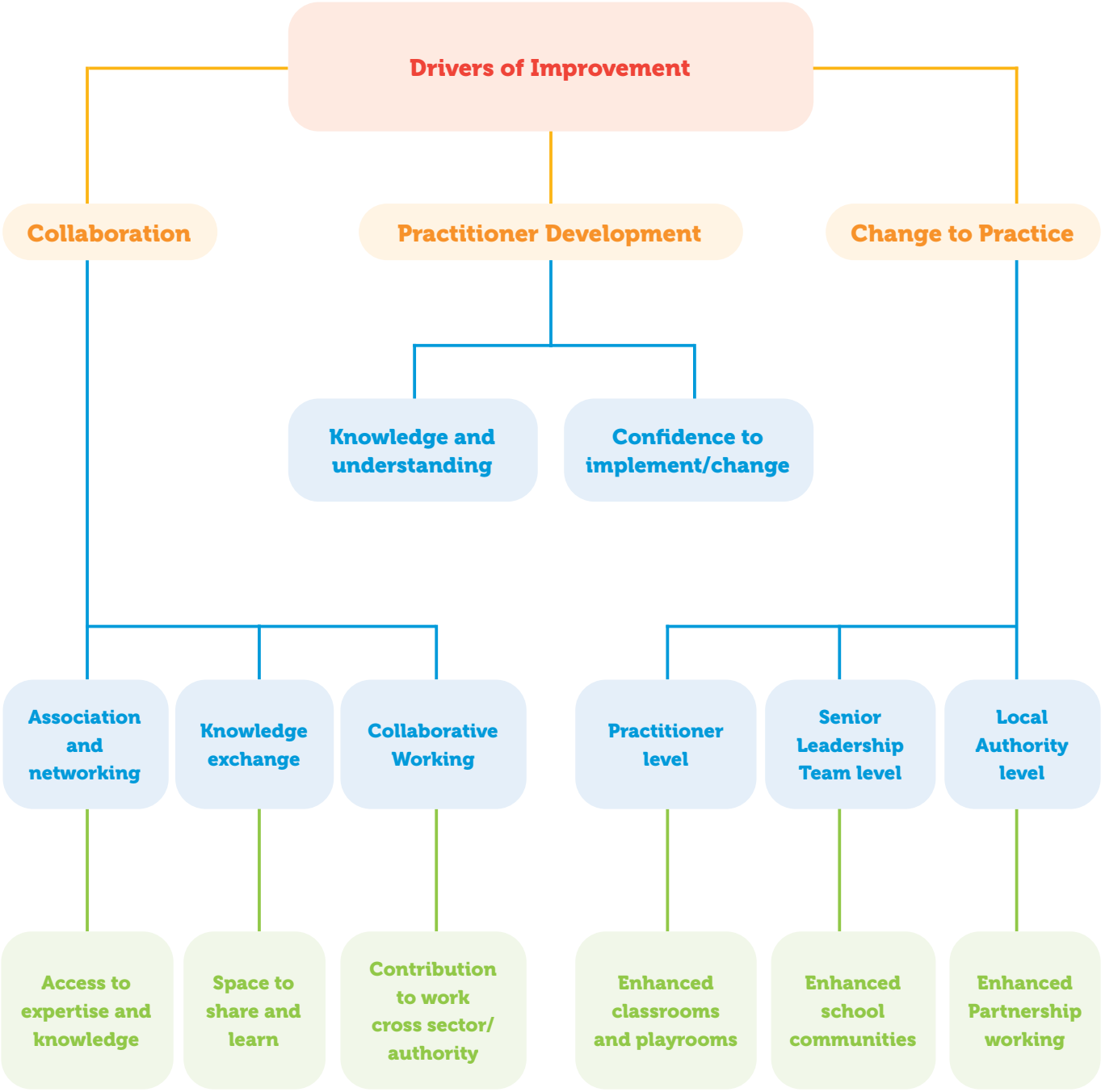
DRIVER 2: ENHANCING PRACTITIONER KNOWLEDGE, UNDERSTANDING AND CONFIDENCE

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

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.

West Partnership Drivers Model



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:

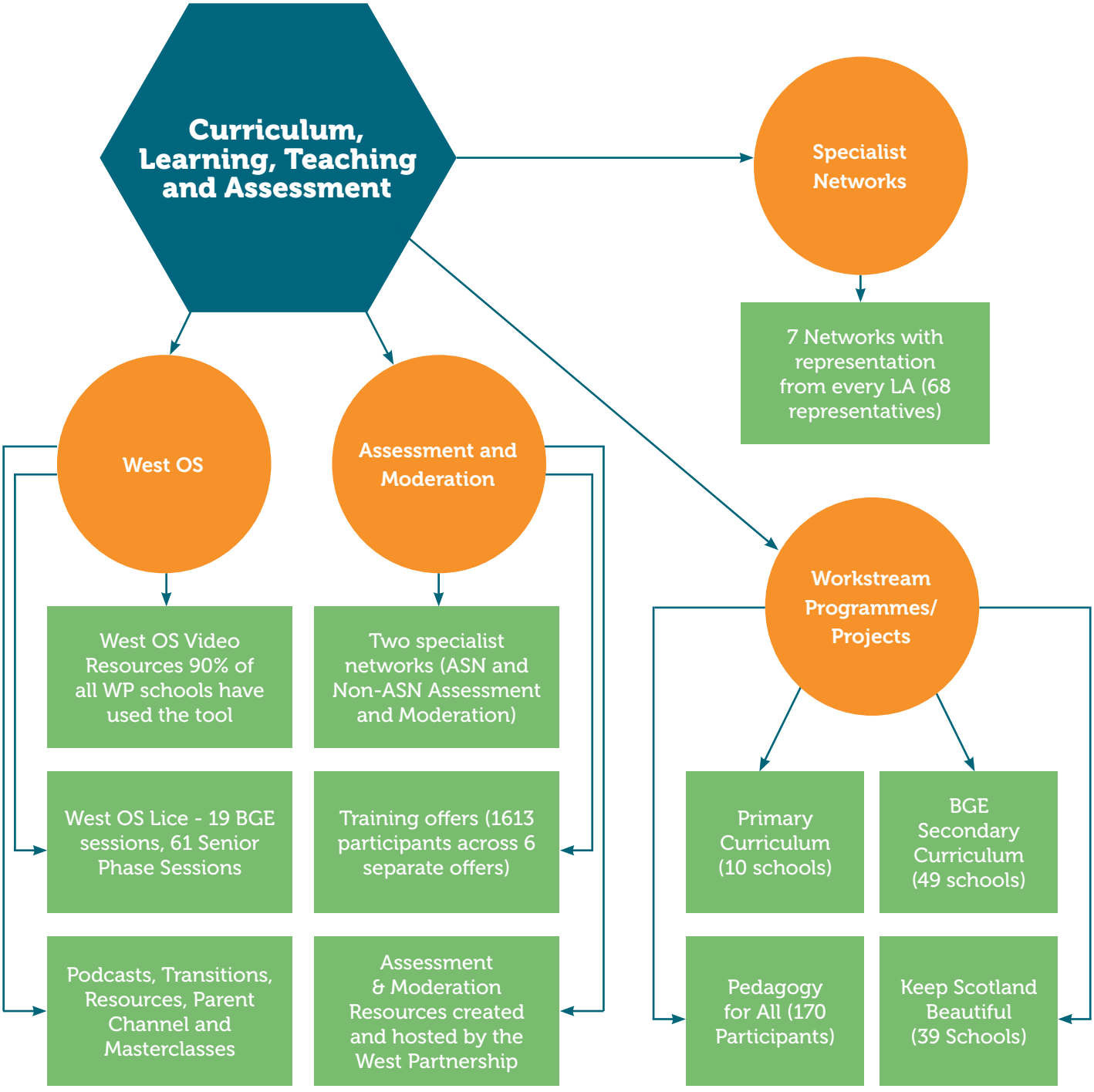


Mapping

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.

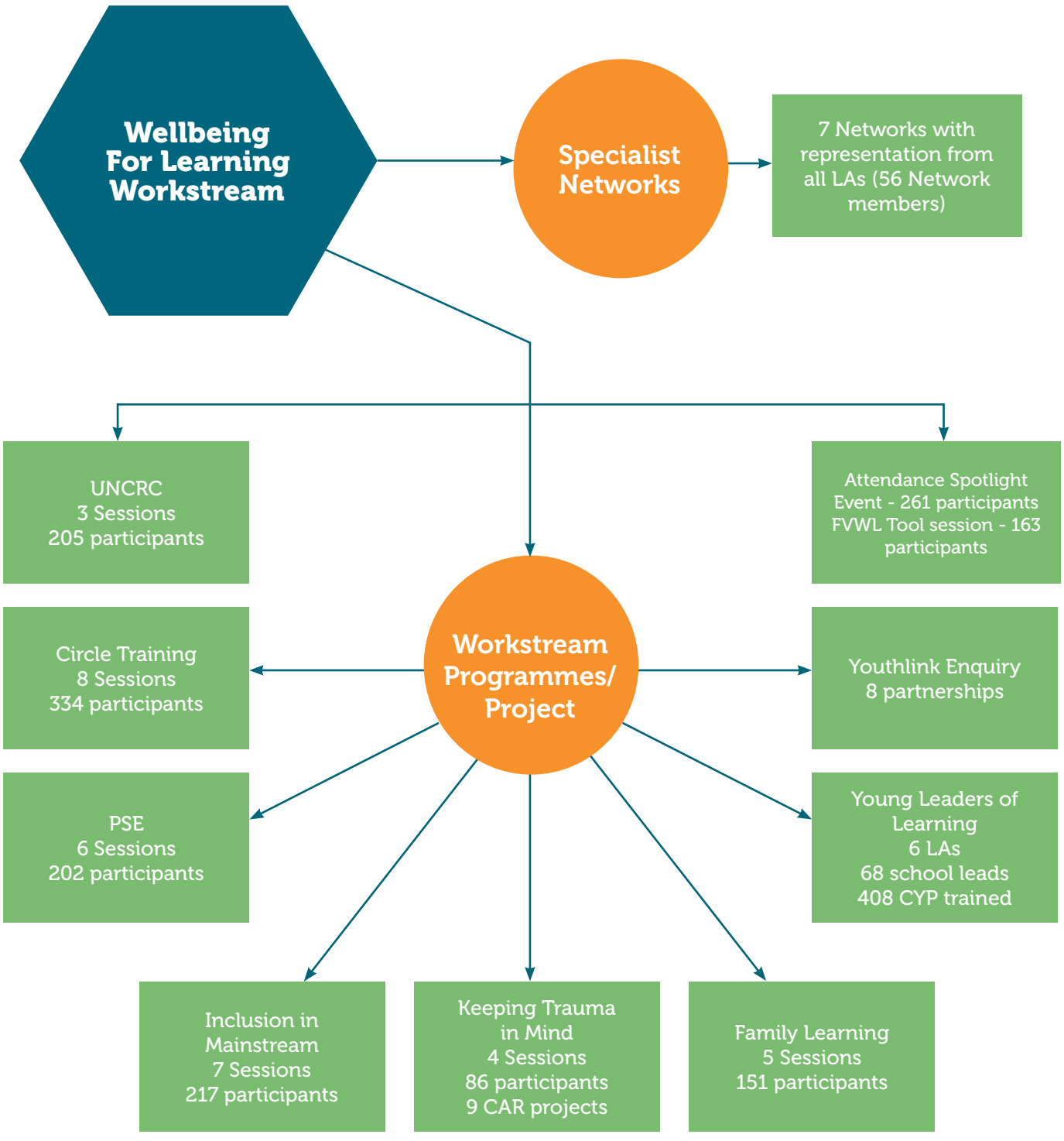
In total, the workstream has engaged with approximately 1900 practitioners. A breakdown is included in the visual below:



Mapping

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:



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

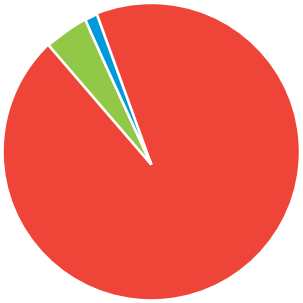
All children could identify and use a greater number of strategies. This was the case in the target group and beyond in the class. The group's engagement and attendance also increased.

Illustrations: *Improving our Classrooms*

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

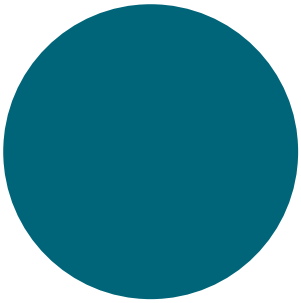


95% saw an increase

4% said they didn't yet have enough evidence

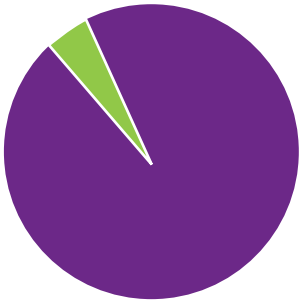
1% saw no increase

CONFIDENCE



100% saw an improvement

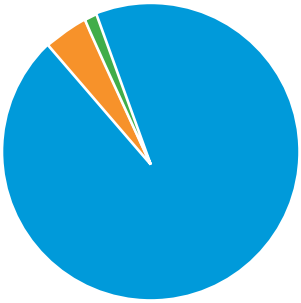
ENGAGEMENT



95% saw an improvement

5% said it stayed the same

ATTITUDE TO LEARNING



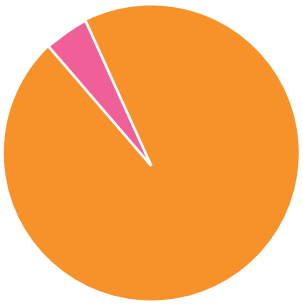
94% saw an improvement

5% said it stayed the same

1% said it decreased

IMPACT ON TEACHERS

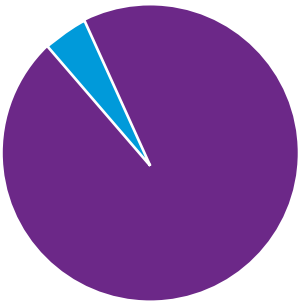
USE OF DATA



94% said they were using data more

6% said their use of data was the same

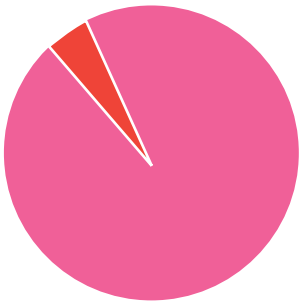
CONFIDENCE TO CHANGE PRACTICE



96% said they were more confident

4% said this was unchanged

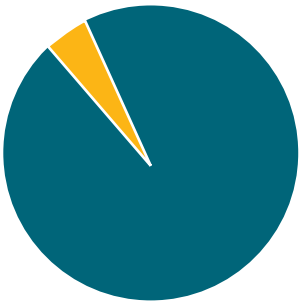
SKILLES AS A PRACTITIONER



96% said their skills had increased

4% said this had stayed the same

UNDERSTANDING OF AREA OF IMPROVEMENT

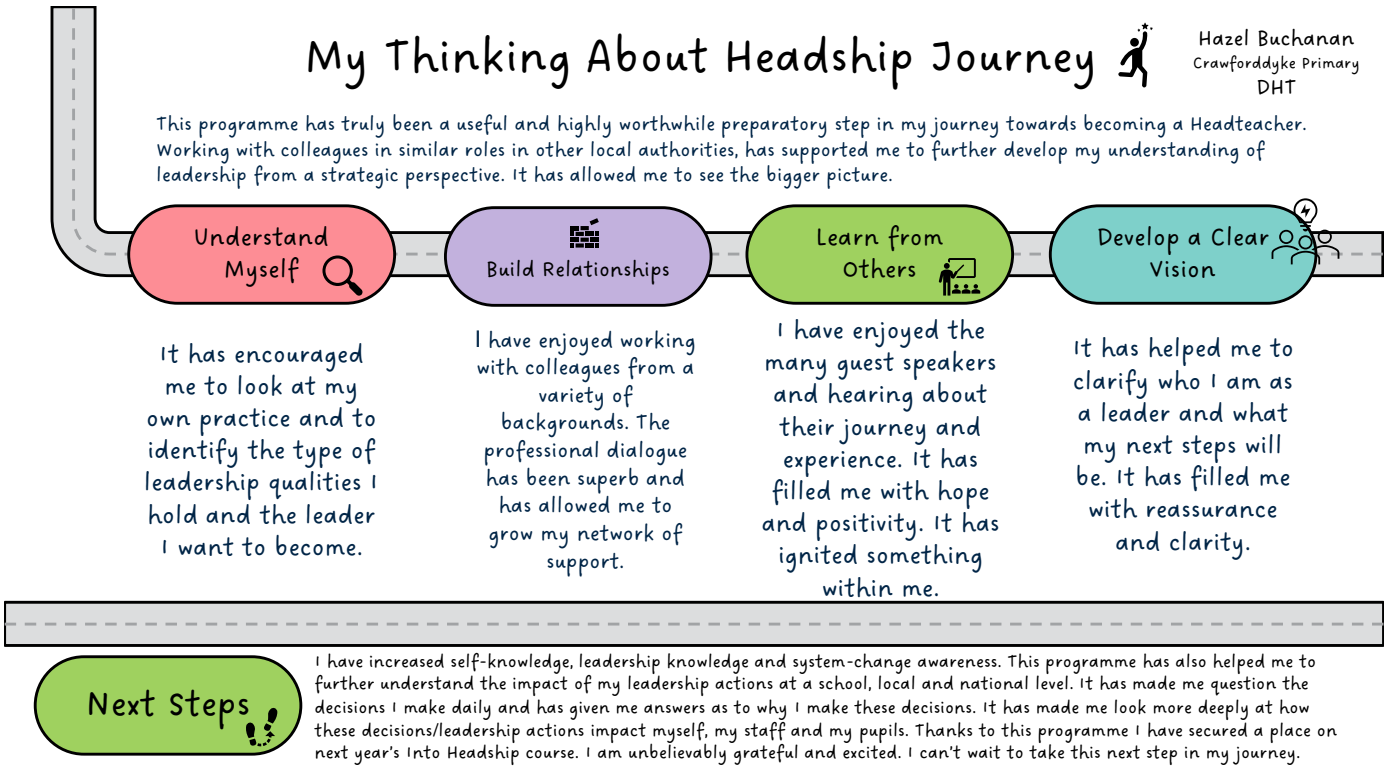


98% said their understanding increased

2% said it stayed the same

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.



What have you learned about yourself and what does this mean for your leadership in relation to the role of headteacher?

I have learned:

- My Big 5-Learner, Discipline, Restorative, Responsibility, Developer
- More about myself as a person and leader-The type of leader I am and aspire to be
- I have more confidence when making decisions
- More confidence dealing with tricky situations and conversations
- I now have a bigger network of support and realise how important this is moving forward
- My emotional intelligence is not as strong as I thought, something I have really worked on this year
- I have a deeper understanding of Government policies and legislation and what this means for me in my current/future role
- I am more aware of my own personal values- (I believe these are ever changing as we grow and adapt to situations) Trust, Integrity, Honesty, Dependability, Self-Respect
- I am ready for the next step in my journey

What does this mean for me:

- I have increased knowledge of what it means to be a Headteacher and the weight of responsibility this brings (me eyes are wide open!)
- I have self reflection tools that I can use to help me process and reflect (professional learning/research, professional dialogue, situations). This is very important to me and has had the biggest impact on my practice. I will use this throughout my Into Headship journey
- I feel prepared and ready for the next step. The guest speakers and course leaders have truly been inspirational, a huge support
- I have the courage and self belief to face situations/conflict that I may have shied away from in the past
- I have a much better understanding of what makes a good leader and I am actively putting this into practice
- This has been an amazing opportunity, something that will stay with me forever. I will certainly call upon the things I have learned/knowledge I have gained to ensure I can be the best leader I can be

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. The 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:

1140 Hours Evaluation

The Evaluating and Reporting Team within the West Partnership are conducting an evaluation of the recent increase in funded early learning and childcare (ELC). This study aims to explore the impact of this policy for children's outcomes across the region.

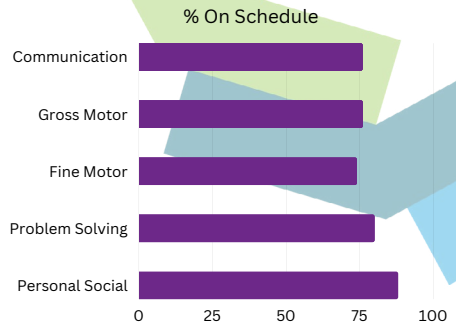
97 nurseries across the West Partnership have been participating in a range of research methods to gain a wider understanding of the impact of 1140. This includes:

- **The Ages and Stages Questionnaire**
- **Interviews and Focus Groups**
- **Surveys**
- **Child-led Tours**

Measuring Children's Outcomes

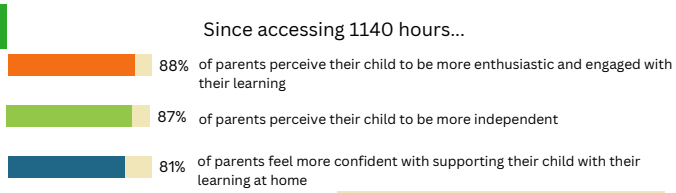
Nurseries have been completing the Ages and Stages Questionnaire (ASQ) with children in their setting as they turn four years of age. This questionnaire provides a snapshot of where a child sits across different domains, which can be compared with the average scores for their age group.

The current findings show that the majority of children are meeting their developmental milestones, with 74% to 88% of children being on schedule across each domain. However, time spent accessing 1140 did not have an effect on these outcomes, making it difficult to identify if these findings are a result of 1140. These findings may change as we continue to build a larger sample over time.



Parent and Practitioner Views

Parents and practitioners completed online surveys, and participated in interviews and focus groups to understand their perceptions of 1140 hours.



Many parents and practitioners spoke of the increased opportunities for children to socialise and interact with their peers through the extended entitlement:
'I am grateful for the opportunity for our child to spend additional time in the company of other children, building both skills and confidence in social situations which were very restricted over the course of the pandemic.' **Parent, South Lanarkshire**

The increased hours have enabled practitioners to develop stronger relationships with the children they support, and better understand their needs and interests:
'It has allowed staff to track children's learning better and see what age and stage of development the children are at, it also gives staff and children better bonding time and gives staff better information of home life and where they need more support.' **Early Years Officer, Glasgow City**

With greater expectations placed on practitioners, staff highlighted the need for greater awareness of their work and the importance of ELC amongst parents and the wider community:
'A lot of people think its an easy job, and I think across even parents and other professionals, we need to raise our professionalism, and show that it's a worthwhile job, and all of the benefits and the hard work and dedication that staff put in to attract more people into the profession.' **Equity and Excellence Lead, East Dunbartonshire**

Child-led Tours

To ensure children's views were included in our analysis, child-led tours have taken place in nurseries across the West Partnership. This is an innovative approach where children can take control of the session, to talk about what this time in nursery means for them.
Children who have participated so far have discussed how much they enjoy the variety of experiences available in their nursery setting, and demonstrate a sense of belonging amongst their peers and staff.

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)

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.

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%	
% 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	Empowerment	TBC	TBC	3185	3137	4467
Percentage of practitioners reporting an increase in their knowledge following participation in West Partnership activities		N/A	N/A	N/A	85.1	85.3
% of establishments evaluated as good or better for leadership of change		63	73	*	*	91
% of establishments evaluated as good or better for learning, teaching and assessment		66	71	*	*	88

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.





How to connect with us

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West Dunbartonshire COUNCIL

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East Renfrewshire COUNCIL

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