The West Partnership

IMPROVEMENT PLAN 2022–23

Equity, Excellence & Empowerment

GLASGOW
CITY REGION
Education

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Introduction

The purpose of the West Partnership Regional Improvement Collaborative is to add value to the work of our local authorities, be accessible to those who will benefit most from it and focus on activities that have the greatest impact on learner experiences and outcomes.

The West Partnership relies on teachers and practitioners, local authority officers and our communities working together collectively through planned and targeted activities. By doing so, we continue to see the influence of the West Partnership extend and reach across all of our local authorities with increasing numbers of staff and pupils benefiting from our collective endeavours.



For example, West Online Schools (West OS) has become a vital tool used extensively by staff and thousands of children and young people across the West Partnership and throughout Scotland. Our efforts to support high quality learning and teaching through the Improving Our Classrooms (IOC) programme have been influential in helping many teachers and schools as they strive for the best for their children and young people. Last session, we also introduced a new workstream on Wellbeing for Learning. A number of specialist networks were facilitated through this work as well as a range of professional learning events in areas such as family learning, student voice and Keeping Trauma in Mind.

The West Partnership Improvement Plan 2022-23 aims to build on our successes to date and concentrate on the areas highlighted by key stakeholders as most important to them.

Our three main workstreams of Wellbeing for Learning; Leadership, Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment are designed to focus on what matters, and we will continue to build on these areas.

Our challenge is to ensure as many practitioners as possible interact, learn and contribute across the West Partnership. This means we need to be able to evaluate the impact of the work of the West Partnership and the difference it makes.

This Improvement Plan outlines how we will do this through focussing on the collective impact of the West Partnership through three strategic drivers of improvement and by examining how the partnership:

1. fosters collaboration on a variety of levels;
2. provides professional learning and specialist network opportunities enabling practitioners to increase their knowledge and gain confidence in decision making and delivering improvement; and
3. stimulates changes to practice, impacting on children, young people and their families.

We recognise that it is crucial to collaborate beyond our own boundaries and this session we will continue to work closely across local authorities, as well as with colleagues from Education Scotland, other Regional Improvement Collaboratives and the Robert Owen Centre for Educational Change to achieve our key objectives and strengthen on our existing work.

Tony McDaid, Regional Lead Officer, West Partnership

West Partnership 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.

The plan for 2022-23 also includes our response for recovery and renewal as we meet the challenges of supporting improvement as part of the on-going Covid recovery process. We will continue to work collaboratively within and across the system to ensure that we can 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.

The West Partnership sets an ambitious and aspirational agenda to close the poverty-related attainment gap (equity) and improve attainment and achievement for all (excellence). By creating the conditions for authentic empowerment, the ownership of change can be shifted and enable all staff to take collective action to deliver this ambitious vision.

As the largest of Scotland's Regional Improvement Collaboratives, with approximately one third of Scotland's school population, to truly deliver sustainable improvement, change needs to be driven collectively. This means ensuring that every stakeholder is empowered to address the needs of each individual learner, design experiences which will enthuse and engage them and support them to lead their own learning. This will in turn, lead to improvements in learners' achievements and attainment.

In the longer term, there is a commitment to ensure each educator in the West Partnership has the opportunity to engage and collaborate with colleagues and partners to bring about improvement in their class and playrooms.

In the West Partnership, building collective agency to improve results and supporting individuals to work together to secure what they cannot accomplish on their own is a key focus. Our purpose, therefore, is to establish and facilitate networks of professionals to work collaboratively to achieve our vision of equity, excellence and empowerment.

Governance & Operational Structures

OVERVIEW

As part of evaluation and review procedures, the West Partnership continues to reflect on the effectiveness of the existing governance and operational structures, ensuring the Partnership continues to operate efficiently, while adding value to the provision of the eight partner local authorities.

Through a wide ranging review process last session, a revised governance and operational structure evolved, was agreed by the West Partnership Board and endorsed by the Regional Education Committee to ensure that we can proceed with the delivery of this ambitious plan over the coming years. The revised structure builds on the previous governance framework, which had been recognised as a key strength of the West Partnership in our formative years, whilst seeking to strengthen the strategic role of the senior leaders to maintain our ongoing successes.



Governance & Operational Structures

REGIONAL EDUCATION COMMITTEE

The West Partnership is overseen by the Glasgow City Region Education Committee (the Committee), made up of the Education Conveners (or similar) from each of the eight partner authorities, as follows:



The Committee is responsible for scrutinising and endorsing the West Partnership Improvement Plan, receiving regular reports on the progress of the plan and its impact on stakeholders. Chaired by the Convener elected by the membership, the Committee is also attended by the eight Directors of Education/Chief Education Officers and the Senior Partnership Officer, with other attendees invited as appropriate.

Additionally, the governance framework in which the Committee operates, provides the opportunity for regular engagement with the Glasgow City Region Cabinet, allowing a further level of oversight and scrutiny, and enabling strategic links to be established with the wider Glasgow City Regional Economic Strategy.

Governance & Operational Structures

WEST PARTNERSHIP BOARD



The West Partnership Board (the Board), has responsibility for the strategic overview of the work of the West Partnership, with overall responsibility for the development and delivery of the West Partnership Improvement Plan, including overall responsibility for the finance and resources for the Partnership.

The Board is made up of the Director of Education/Chief Education Officer of each of the eight partner authorities which make up the West Partnership. In addition, the Board is advised by the West Partnership's Senior Partnership Officer, the Senior Regional Advisor appointed by Education Scotland, and has professorial representation from the University of Glasgow. Staff supporting the work of the West Partnership also attend by invitation.

Specific, identified Board members link with each workstream as sponsors, and have responsibility for the strategic direction of that workstream and for reporting to the Board on its progress. Workstream Lead Officers support Board members with this work and provide leadership for all aspects of the operational activity of the workstream including: planning, implementation, evaluation and reporting.

WEST PARTNERSHIP IMPLEMENTATION GROUP



Following feedback from the West Partnership core team and partners, a review took place during 2020-21, of the purpose and efficacy of the previous Operational Delivery Group. In order to ensure efficiency and pace of progress, the Operational Delivery Group was replaced by the West Partnership Implementation Group. This is chaired by the Regional Improvement Collaborative Lead (RIC Lead) and attended by the Senior Partnership Officer, Senior Regional Advisor from Education Scotland and professorial representation from the Robert Owen Centre for Educational Change at the University of Glasgow. Meeting quarterly, this provides an opportunity for rich professional discussion on the progress of the West Partnership Improvement Plan and the contributions of the core team and partners.

FINANCE SUBGROUP



The West Partnership Board continues to be supported very well by the Finance Sub-Group. The Finance Sub-group meets quarterly and includes senior representatives from all eight local authorities, providing additional rigour and accountability as well as streamlining financial procedures across the Partnership. They have a particular responsibility for the management of the grant award from the Scottish Government, as well as advising on staffing and other resource issues, as required.

The West Partnership Delivery Model

THE WEST PARTNERSHIP APPROACH





Our approach within the West Partnership is underpinned by the development of a networked learning system; a system that enables collaboration, encourages 'connectedness' and supports practitioners at all levels. Our work is built around collaborative learning and practitioners are supported to develop ways of working together that are effective and build upon well-established research based models of delivery. We continue to work in partnership with the Robert Owen Centre for Educational Change and the Education Scotland Regional Improvement Team to ensure these approaches to collaborative learning make the greatest difference for our practitioners and learners.

The work of the West Partnership is predominantly 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.

For 2022-23, the three workstreams are:

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

These workstreams provide 'umbrella themes' for the programmes and activity of the West Partnership. Regular opportunities are provided to link the work of the workstreams and ensure connectivity and cohesion.

THE ROLE OF THE WEST PARTNERSHIP CORE TEAM

A small core team, led by the Senior Partnership Officer, has been appointed to lead and facilitate the operational aspects of the West Partnership Improvement Plan. They work collaboratively to ensure that the Improvement Plan is based on strong self-evaluation, implemented timeously, rigorously evaluated and reported upon to the Board and the Committee. They ensure that all activities and opportunities for colleagues across the Collaborative, provide added value to what is on offer both locally and nationally.







The West Partnership Delivery Model



THE ROLE OF CENTRAL OFFICERS, TEACHERS AND PRACTITIONERS

There is clarity that all colleagues who support learning across the eight connected local authorities are defined as The West Partnership, and not simply the core team. As such, all central officers, teachers and practitioners networking & sharing, collaborating and changing practice together are working towards the values and purpose of The West Partnership. A primary function of the core team is to provide systematic and supported opportunities to work collaboratively with these colleagues. The West Partnership Improvement Plan provides opportunities for colleagues to co-create programmes and activities, such as the forthcoming Secondary BGE Curriculum Programme, as well as participate in those planned and delivered by the core team. This provides a unique setting for collaboration, builds capacity and grows connection, all leading to our vision of a networked learning system.



THE ROLE OF EDUCATION SCOTLAND'S REGIONAL IMPROVEMENT TEAM

The West Partnership values and benefits from, collaborative work with colleagues from Education Scotland's Regional Improvement Team (RIT). This team adds to the West Partnership's existing capacity for improvement and provides a helpful external perspective which draws on good practice from across the country. Education Scotland Workstream Links (WLs) meet regularly with West Partnership WLOs to discuss planning, evaluations and impact of various activities and programmes. They regularly contribute to the delivery of these programmes, providing expertise from a national perspective. They also attend workstream meetings, providing a further opportunity to contribute to the strategic direction of the Improvement Plan. This year, a series of consensus-building conversations with WLs, provided a place to discuss both the 'what' and 'how' of Improvement Plan activities for the coming session. In addition, other colleagues from the RIT have formed 'bubbles' for each workstream, providing a stronger identity across both teams and enhancing the input of other Education Scotland officers to the Improvement Plan.



The West Partnership Delivery Model

SPECIALIST NETWORKS



As part of the extensive Stakeholder Consultation Exercise last session, a renewed format was introduced for the work of some of the networked groups, supported by the West Partnership. These Specialist Networks, comprised of representatives from across the eight local authorities, meet with a common purpose and remit.

Each Specialist Network creates its own short action plan containing 2-3 priorities which have been self-generated from existing local authority focus areas. This allows the work of the West Partnership to support ongoing local authority priorities, rather than add to the burden of central officers. The West Partnership core team support this collaborative approach to overtaking the action plan. The WLOs are also responsible for supporting evaluation and reporting on progress and impact as part of governance procedures.

Specialist Networks have been reviewed and again been planned across all three workstreams with special consideration given to contribution made by Community Learning & Development colleagues, third sector staff and partners in each. Some additional networks have been requested from central officers which are already producing fruitful discussion and change.

The groups planned for 2022-23 include networks for:

Family & Community Officers	**Stand-alone ASN HT /Officers**	**Community Learning & Development Officers**	**Senior Inclusion Officers**	**Health & Wellbeing Officers**
PSHE EY/Primary / Secondary Representatives	**Home Education Officers**	**Assessment Co-ordinators**	**Senior Phase Assessment officers**	
Maths Officers	**Literacy Officers**	**Digital Officers**	**English as an Additional Language Co-ordinators**	

The West Partnership core team recognises the high quality work undertaken by a small number of West Partnership Networks which pre-date the establishment of the Regional Improvement Collaborative. Most notable are the Early Years and the Senior Educational Psychologists Networks. WLOs liaise and work alongside these networks to support cohesion and added value.

Developing Through Consultation



The West Partnership remains committed to ensuring that it reflects the views and ambitions of the workforce, parents and learners across the eight partner authorities to achieve our vision of equity, excellence and empowerment.

As the largest of the Regional Improvement Collaboratives, the West Partnership is home to over one third of Scotland's school population, with more than 25,000 headteachers, teachers and support staff working in around 1000 schools and early learning centres, in some of Scotland's most diverse and challenged communities.

Taking account of the on-going pressures on stakeholders, the West Partnership has had to be flexible and agile in its approach to stakeholder engagement as part of the improvement planning process. While regular evaluations are undertaken at the end of professional learning sessions or programmes, it was agreed that a set of 'consensus-building conversations' would be undertaken this session to provide a more holistic review and reflection of the West Partnership's activity during the last session, and allow this feedback to inform the plan for session 2022-23.

The three Workstream Lead Officers, spoke with a wide range of stakeholders including: director sponsors, workstream members, Education Scotland WLs, programme and network participants. The conversations covered topics which included:

- Purpose of West Partnership;Purpose of West Partnership
- Motivation for engagement;
- Strengths of programme or network;
- Impact of provision (using the lexicon of the three newly-established drivers);
- Developments for improvement; and
- Communications.

Feedback has been synthesised and discussed at two whole day sessions with the core team and shared with the Board. It informs the plan for session 2022-23 and was intended to produce a more co-created approach to the improvement planning process.

Evaluating The Impact of The Improvement Plan



The Evaluating and Reporting Lead Officer retains overall responsibility for evaluating and reporting on the progress and impact of the West Partnership's Improvement Plan.

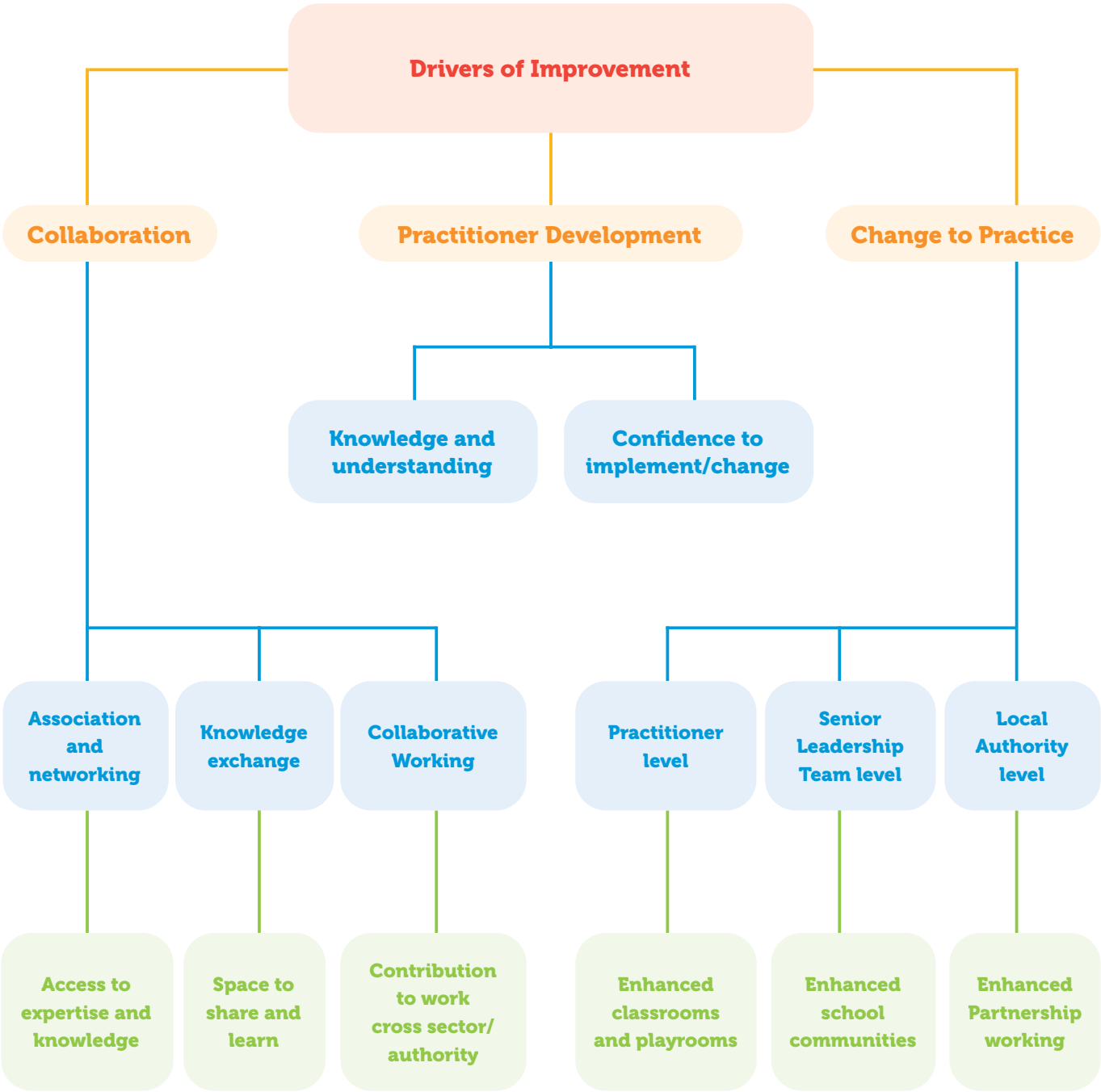
This work, supported by the data analyst, is crucial in supporting the West Partnership to evaluate its activities and programmes, as well as using the quantitative and qualitative evidence to identify future priorities. Regular highlight and evaluation reports include updates on the progress and impact of each workstream, as well as more holistic evaluations. Tools to systematically evaluate the quality of West Partnership professional learning events / programmes, and the important longer term impact on participants and learners allow us to gather evidence to demonstrate the added value of collaboration.

To assist in this process, workstream planning processes focus more acutely on outcome-based planning and reporting, not only on progress, but on impact in the classroom or playroom too. Evaluation strategies and approaches planned by the Workstream Lead Officers at the start of each professional learning session / programme, ensure appropriate and robust evidence is gathered systematically and evaluated. This serves to strengthen the work done in this area by the Evaluating and Reporting Lead Officer.

From exploring qualitative feedback data from our professional learning, collaborative enquiry, and specialist networks this session, the Partnership's work is now conceptualised as being driven by three holistic drivers.

Please see diagram on next page.

Evaluating The Impact of The Improvement Plan



Evaluating The Impact of The Improvement Plan



This year, the evaluation framework was strengthened to further demonstrate the added value and collective impact of the partnership activity. Through the development of clear workstream outcomes and measures, three common themes emerged from the evidence leading to the creation of the Three Drivers of Improvement Evaluation Framework.

The three drivers of improvement are defined below.

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.

DRIVER 2: ENHANCING PRACTITIONER KNOWLEDGE, UNDERSTANDING AND CONFIDENCE

Our regional improvement collaborative 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 eight authorities and the exchange of knowledge and sharing of practice is a key way in which the partnership adds value.

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 and practitioners deliver in the classroom and playrooms 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.

Critical Indicators 2020–21

INDICATORS	2016-17 BASELINE	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)	71.3	72.4	73.0	**	69.7
% of primary pupils (p1, p4 and p7 combined) achieving expected levels or better in numeracy	78.1	79.5	80.3	**	77.3
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	89.7	90.1	89.6	**	**
% of S3 pupils achieving third level or better in numeracy	90.1	89.7	90.0	**	**
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	46.7	48.8	49.7	**	**
% of S3 pupils achieving fourth level or better in numeracy	56.7	57.7	56.5	**	**
% of leavers achieving 1 or more awards at SCQF Level 6 or better	67.3	68.7	69.3	70.4	72.8
% of leavers achieving 5 or more awards at SCQF Level 6 or better	36.2	37.6	38.3	42.1	44.3
% of leavers achieving SCQF Level 5 or better in literacy	81.9	82.8	82.6	83.1	84.6
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70.2	69.2	70.8	72.8
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	TBC	TBC	TBC	3185	3137
Percentage of practitioners reporting an increase in their knowledge following participation in West Partnership activities	N/A	N/A	N/A	N/A	85.1
% of establishments evaluated as good or better for leadership of change	59	63	73	*	*
Primary Exclusion Rates (Rate per 1000 pupils)	9.9	N/A	3.7	N/A	2.6
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A	23.7	N/A	21.2
Primary Attendance Rates	94.6	N/A	94.2	N/A	93.4
Secondary Attendance Rates	90.7	N/A	90.3	N/A	88.4
Initial School Leaver Destinations (Positive)	93.6	94.4	95.2	93.6	95.8
% of establishments evaluated as good or better for learning, teaching and assessment	57	66	71	*	*

* Impacted by Covid

** BGE data not collected.

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:

PRACTITIONER DEVELOPMENT	COLLABORATION	PRACTICE CHANGE
Knowledge & Understanding Confidence	Association & Networking Knowledge Exchange Collaborative Working	Practitioner SLT Local Authority System

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)**

* Items in italics are delivered through facilitated specialist networks as described on **page 10.**

Outcomes & Drivers Map 2022-23



As the work of the partnership matures and programmes develop, there will be an enhanced focus on gathering data and evidence across our three drivers of improvement, with a particular focus on the impact that our work has on children and young people in playrooms and classrooms.

Using a colour code, the drivers for improvement have been mapped against each outcome, demonstrating the weight of evidence which will be gathered on each drive. The graphic aims to demonstrate the link between the workstream outcome, driver for improvement and data which is likely to emerge as a result of partnership activity.

From this graphic, it is evident that our outcomes this year have a clear focus on practitioner development and practice change. This should enable WLO to gather more evidence and data on these two drivers for improvement demonstrating impact on children and young people.

Further information relating to the self-evaluation, improvement planning and evaluation and reporting activity of The West Partnership can be found on their website (**click here**).

COLLABORATION	PRACTITIONER DEVELOPMENT Knowledge, Understanding, Confidence	PRACTICE CHANGE
Through engaging in specialist network, there is an increase in the number of impactful collaborative developments and activities being undertaken in the West Partnership which improve the learning experience for children and young people by June 2023.	Through engaging in collaborative activities, all participants are able to demonstrate an improvement in their practice which enhances the learning experience for children and young people by June 2023.	Through participating in West Partnership activities, participants report greater confidence in their practice which enhances the learning experience for children and young people by June 2023.
By June 2023, an improved awareness of West OS will lead to increased breadth and depth of use.	By June 2023, a greater number of practitioners report a positive impact on children and young people's learning as a result of using West OS in the classroom and/or at home.	By June 2023, a greater number of children and young people report a positive impact on their own learning as a result of using West OS in the classroom and/or at home.
Through engaging in collaborative activities, all participants are able to demonstrate an improvement in their practice which enhances the learning experience for children and young people by June 2023.	By June 2023, professional learning participants will demonstrate an increased understanding of wellbeing topics and will have an increased level of confidence to implement practice change that will benefit children and young people.	Through engaging in specialist networks, there is an increase in the number of collaborative developments and activities being undertaken in the West Partnership which have an impact on wellbeing practice by June 2023.

Participants demonstrate changes to practice which will enhance the learning experience for children and young people through engaging in individual and collaborative activities, by June 2023	Participants report increased confidence and understanding in their leadership, use of data and effective learning and teaching practices through engaging in individual and collaborative activities by June 2023.

How to connect with us

WWW.WESTPARTNERSHIP.CO.UK

/ WP_EDUCATION

Inverclyde council

West Dunbartonshire COUNCIL

sustainable thriving achieving
East Dunbartonshire Council
www.eastdunbarton.gov.uk

East Renfrewshire COUNCIL

North Lanarkshire Council

Glasgow CITY COUNCIL

Renfrewshire Council

SOUTH LANARKSHIRE COUNCIL

NSEE
Network for Social & Educational Equity



THE WEST PARTNERSHIP • IMPROVEMENT PLAN 2022–23

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