
Report To:	Education & Communities Committee	Date:	13 March 2018
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/32/18/WB
Contact Officer:	Wilma Bain	Contact No:	01475 712748
Subject:	Update on The Glasgow City Region Improvement Collaborative: Initial Improvement Plan		

1.0 PURPOSE

- 1.1 The purpose of this report is to update members of the Education and Communities Committee on progress with the Glasgow City Region Improvement Collaborative, known as the West Partnership, and inform members of the West Partnership's initial Improvement Plan.

2.0 SUMMARY

- 2.1 The Directors/Heads of Service with responsibility for education in the 8 local authorities which make up the Glasgow City Region (East Dunbartonshire, East Renfrewshire, Glasgow, Inverclyde, North Lanarkshire, Renfrewshire, South Lanarkshire and West Dunbartonshire) have been meeting and exploring ways in which they can share practice and improve. This grouping is known as the West Partnership.
- 2.2 At the meeting of the Education and Communities Committee in September 2017, members approved a report by Glasgow City Region Cabinet which set out how, through working as a Collaborative, the 8 local authorities will raise attainment and achievement; how they will maintain local democratic accountability; contribute to the growth of the regional economic strategy and the national thrust for excellence and equity, drawing on the expertise and strengths of each of the partners to bring about improvement for all.
- 2.3 The planned work of the West Partnership is in line with the Scottish Government's review of governance of education.
- 2.4 In order to develop a regional plan for the West Partnership, the following priorities were agreed by the 8 partner local authorities:
- Improvement
 - Early Learning and Childcare
 - Learner Journey
- 2.5 In October 2017, East Renfrewshire Council's Director of Education was appointed as Regional Lead Officer for the West Partnership. The following Directors were appointed as theme leaders for each of the above priorities:
- Improvement - Executive Director of Education, Glasgow City Council
 - Early Learning and Childcare – Chief Education Officer, West Dunbartonshire
 - Learner Journey – Executive Director of Education, South Lanarkshire Council

- 2.6 In November 2017, Education Scotland appointed an HMIE officer as their key link to the West Partnership.
- 2.7 In January 2018 at the first meeting of the Regional Education Committee, a Convener for this Committee was appointed (Councillor Jim Paterson – Convener for Education, Renfrewshire Council), terms of reference agreed, and the draft Improvement Plan (Appendix 1) was examined and endorsed.

3.0 RECOMMENDATIONS

- 3.1 Members of the Education and Communities Committee are asked to note the progress and initial Improvement Plan of the West Partnership.

Wilma Bain
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 The Directors/Heads of Service with responsibility for education in the 8 local authorities which make up the Glasgow City Region (East Dunbartonshire, East Renfrewshire, Glasgow, Inverclyde, North Lanarkshire, Renfrewshire, South Lanarkshire and West Dunbartonshire) have been meeting and exploring ways in which they can share practice and improve. This grouping is known as the West Partnership.
- 4.2 The Scottish Government published its '*Education Governance: Next Steps*' paper in June 2017, which offered the Partnership an opportunity to revisit their vision of collaboration to bring about excellence and equity across the region.
- 4.3 The '*Education Governance: Next Steps*' paper focuses on the empowerment of teachers, parents and communities to deliver excellence and equity for all learners and recommends the establishment of new Regional Improvement Collaboratives.
- 4.4 The '*Education Governance: Next Steps*' paper states that Regional Improvement Collaboratives will:
 - provide excellent educational improvement support for head teachers, teachers and practitioners through dedicated teams of professionals. These teams will draw on Education Scotland staff, local authority staff and others;
 - provide coherent focus across all partners through delivery of an annual regional plan and associated work programme aligned with the National Improvement Framework;
 - facilitate collaborative working across the region, including sharing best practice, supporting collaborative networks and pursuing partnership approaches; and
 - be led by a Regional Director, to be appointed by the Scottish Government and to report to the HM Chief Inspector/Chief Executive of Education Scotland.
- 4.5 At the meeting of the Education and Communities Committee in September 2017, elected members approved a report by Glasgow City Region Cabinet which set out how, through working as a Collaborative, the 8 local authorities will raise attainment and achievement; how they will maintain local democratic accountability; contribute to the growth of the regional economic strategy and the national thrust for excellence and equity, drawing on the expertise and strengths of each of the partners to bring about improvement for all.

5.0 CURRENT POSITION

- 5.1 In order to develop a regional plan for the West Partnership, the following priorities were agreed by the 8 partner local authorities:
 - Improvement
 - Early Learning and Childcare
 - Learner Journey
- 5.2 In October 2017, East Renfrewshire Council's Director of Education was appointed as Regional Lead Officer for the West Partnership. The following Directors were appointed as theme leaders for each of the above priorities:
 - Improvement - Executive Director of Education, Glasgow City Council
 - Early Learning and Childcare – Chief Education Officer, West Dunbartonshire
 - Learner Journey – Executive Director of Education, South Lanarkshire Council
- 5.3 Groups of officers and Head Teachers from each partner council have been formed to consider the detailed actions which will be needed to take forward each priority theme.
- 5.4 In November 2017, Education Scotland appointed an HMIE officer as their key link to the West Partnership.

- 5.5 In January 2018 at the first meeting of the Regional Education Committee, a Convener for this committee was appointed (Jim Patterson – Convener for Education, Renfrewshire Council), terms of reference agreed, and the draft Improvement Plan (Appendix 1) was examined and endorsed.
- 5.6 The plan is high level and focuses on three themes outlined above. It sets out areas where collaboration between local authorities and schools within them will be of benefit through sharing of and learning from best practice. Associated action plans will be developed and baselines and targets will be formulated which will enable the partnership to report on outcomes and the impact of its activities.
- 5.7 The Convener of the Regional Education Committee and the Regional Lead Officer will report on the Improvement Plan at the next meeting of the Glasgow City Region Cabinet.

6.0 IMPLICATIONS

Finance

- 6.1 The West Partnership's first Improvement Plan indicates that the activities included within it will require a significant staff resource. The partnership will seek to make efficient and best use of existing staff but where there is a need for additional resources, funding will be sought from the Scottish Government. Such a bid will be prepared and shared at both regional and local levels as the Improvement Plan continues to develop.

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
N/A					

Legal

- 6.2 N/A.

Human Resources

- 6.3 N/A.

Equalities

- 6.4 Has an Equality Impact Assessment been carried out?

Yes See attached appendix

No This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

Repopulation

6.5 N/A.

7.0 CONSULTATIONS

7.1 N/A.

8.0 CONCLUSIONS

8.1 The planned work of the West Partnership is in line with the Scottish Government's review of governance of education.

8.2 It is expected that the Improvement Plan will be updated annually with the first update scheduled for autumn 2018. Updates will be shared with the Education and Communities Committee accordingly.

9.0 BACKGROUND PAPERS

9.1 Education and Communities Committee Report – September 2017.

Glasgow City Region Education Improvement Collaborative Improvement Plan

January 2018



Foreword



As the Convener of the Glasgow City Region Education Improvement Collaborative, I am proud to present our initial Regional Improvement Plan, prepared for submission to the Chief Inspector of Education Scotland.

The establishment of regional improvement collaboratives across Scotland represents a step change in how local authorities, all over the country, seek to work together to bring about educational improvement. There are unquestionably challenges in seeking to align the views and priorities of different authorities, often with varying circumstances; however, we must recognise the strength that is to be achieved from co-operation across our region.

The Glasgow City Region Education Improvement Collaborative, known as the West Partnership, brings together authorities from across the Glasgow City Region, each with their own unique identity and aims. Through the development of the following plan, we have sought to reflect the aspirations of each, working closely with and drawing on the expertise of officers and staff in schools and centres from across the region, to deliver a truly ambitious plan.

The aim of the West Partnership is clear. We want to ensure we bring about excellence and equity in education across the entire region.

The Glasgow City Region is hugely varied, ranging from some of the highest performing schools in the country, to some working in the most challenging of circumstances. In a compact geographical area, with a significant proportion of Scotland's population, there can be huge gulfs in the educational outcomes of our children and young people.

This is not a new problem.

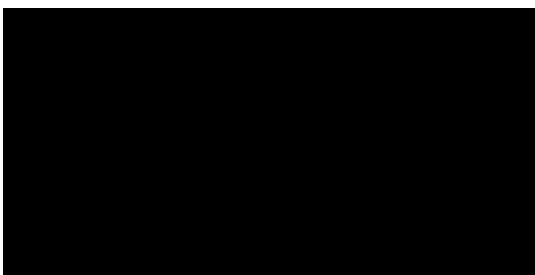
The challenges that many schools face across

our region have long been recognised, but the gap doesn't simply exist in the relative performance of authorities, it exists at every level, across every learning community, every school and, indeed, across every classroom.

This plan represents the first steps in our journey to tackling the challenges that exist. It sets out our initial actions, under three identified priorities, measuring them against draft indicators to ensure we are making progress. If we are serious about closing the gap we must be serious about the difference we want our plan to make. Through a robust monitoring and evaluation process we will seek to record the impact of our plan to ensure we are improving the learning opportunities for our staff and the learning outcomes for our children and young people.

We also recognise the links that exist for the future economic prosperity of the Glasgow City Region. The Glasgow City Region Economic Strategy makes clear the skills and knowledge that our future workforce will require – education is key to its delivery. Ensuring our children and young people get the right start in life now will drive the economic growth of our region in the future.

Together, the West Partnership is ambitious in its plans to close the gap. Every child should be able to fulfil their potential and have the opportunity to do so. All 8 authorities share the aims set out in this plan and are committed to driving the actions required to ensure that, across the region, we can all seek to deliver excellence and equity in education.



Cllr Jim Paterson, Renfrewshire Council

1. Context

- 1.1. The following Improvement Plan from the Glasgow City Region Education Improvement Collaborative (GCREIC), known as the West Partnership, has been developed following the guidance issued in the Education Governance Strategic Report from the Scottish Government, Education Scotland, SOLACE, ADES and COSLA.
- 1.2. It is recognised that the Scottish Government’s ongoing consultation on the forthcoming Education Bill will likely impact on the role of the Regional Improvement Collaboratives across Scotland and, where possible, the GCREIC has sought to reflect the potential for future change in the development of this initial plan.
- 1.3. Additionally, the timing of actions that will be undertaken by the Partnership have sought to align with the draft proposals already issued by the Scottish Government to ensure the collaborative is prepared for any future changes.

2. Introduction

- 2.1. The Glasgow City Region Education Improvement Collaborative (GCREIC), known as the West Partnership, is one of six Regional Improvement Collaboratives established across Scotland in response to the Scottish Government’s education governance review undertaken throughout 2017.
- 2.2. The West Partnership brings together eight local authorities who, collectively, make up the Glasgow City Region; East Dunbartonshire Council (EDC), East Renfrewshire Council (ERC), Glasgow City Council (GCC), Inverclyde Council (INV), North Lanarkshire Council (NLC), Renfrewshire Council (REN), South Lanarkshire Council (SLC) and West Dunbartonshire Council (WDC). The profile of each council area is diverse with East Dunbartonshire and East Renfrewshire being two of the most affluent areas in Scotland and with many of the country’s least affluent areas in Glasgow, North Lanarkshire, West Dunbartonshire, Inverclyde and large areas of Renfrewshire – all of which are ‘Challenge Authorities’ within the Scottish Attainment Challenge. The Partnership sits across three regions as defined by the Developing the Young Workforce – Scotland’s Youth Employment Strategy (DYW) and across three college regions; Glasgow City; West College Scotland; and, Lanarkshire.
- 2.3. The Partnership was formally constituted through the August 2017 meeting of the Glasgow City Region Cabinet and subsequently through each authority’s governance arrangements. Three initial priorities have been agreed upon: quality improvement; early learning and childcare; and the learner journey, each of which sit well with local and national priorities, the region’s economic strategy and the National Improvement Framework.
- 2.4. Regional Lead Officer Mhairi Shaw (ERC) and senior officers have been appointed to lead on the formulation of the Improvement Plan and each of the priorities: Maureen McKenna (GCC) to lead on Improvement; Laura Mason (WDC) to lead on Early Learning and Childcare; and Tony McDaid (SLC) to lead on the Learner Journey.
- 2.5. As agreed at the Glasgow City Region Cabinet and subsequently between Scottish Government and CoSLA, the Partnership and its work will complement each member’s Local Improvement Plan ensuring that it offers “additionality” to schools and nurseries. For example, since five of the eight local authorities are “Challenge Authorities” and a sixth has “Challenge Schools”, each has developed specific plans to

raise attainment and close the poverty related attainment gap, there is no need for the Partnership's Improvement Plan to replicate this work. However, there is the opportunity to share and learn from best practice in raising attainment across all eight member authorities. As such the Partnership has focused on where they each would benefit from collaboration to bring about improvement for all.

- 2.6. We note at this time the national consultation on an Education Bill, which, depending on the outcome, could change the parameters within which the Partnership will plan for improvement and operate. However, since August 2017, the Partnership has been developing the initial Improvement Plan, in line with national guidance, with the intention that it will be updated annually following an evaluation of its progress and impact, both of which will be reported regularly to the Glasgow City Region Education Committee (see 3.2).
- 2.7. The early work of the partnership has enabled the establishment of networks across the region and lead officers have sought to work with existing groups, where these are in place, in developing the initial Improvement Plan, focussing on the three priority areas; a group has been formed which will establish indicators and systems to gather evidence to measure the impact of the Partnership's work and progress of the Improvement Plan.

3. Governance

- 3.1. Through the development of the West Partnership there has been a continued strong emphasis on the need to ensure local democratic accountability. On being established by the Glasgow City Region Cabinet in August 2017, it was agreed that the Glasgow City Region Education Committee would be constituted, providing oversight and support to the Partnership.
- 3.2. Membership of the Committee consists of Education Conveners or equivalent (or an appropriate substitute) from each of the local member authorities.
 - East Dunbartonshire Council – TBC (Jan 2018)
 - East Renfrewshire Council – Councillor Paul O’Kane
 - Glasgow City Council – Councillor Chris Cunningham
 - Inverclyde Council – Councillor Jim Clocherty
 - North Lanarkshire Council – Councillor Frank McNally
 - Renfrewshire Council – Councillor Jim Paterson
 - South Lanarkshire Council – Councillor Katy Loudon
 - West Dunbartonshire Council – Councillor Karen Conaghan
- 3.3. It is the role of the Committee to consider and endorse the Improvement Plan and receive and scrutinise reports on the progress of the plan and its impact. The Terms of Reference for the Glasgow City Region Education Committee have been agreed through the City Region Cabinet and it is envisaged that the Committee will meet, as a minimum, twice annually – a summer meeting to agree the Improvement Plan, following the process set out above, and in January to discuss the development of the Improvement Plan and receive updates.
- 3.4. The Convener of the Committee and the Regional Lead Officer, Mhairi Shaw, will report as required on the work of the West Partnership to the Glasgow City Region Cabinet, providing oversight of actions.
- 3.5. The associated actions and improvement plans of each local education authority will continue to be overseen through existing governance arrangements, maintaining local government accountability for

the delivery of education services to each community and council area. This approach also allows for the very good partnership working already established in each council for children's services to continue to contribute positively to the wellbeing of children and families and in so doing, support educational improvement.

4. Aims of the West Partnership

- 4.1. The West Partnership is committed to ensuring that all learners have access to consistently high quality learning experiences that lead to improved outcomes across all measures. Through the following improvement plans, and as indicated above, the Partnership seeks to build on the existing work being undertaken by member authorities, through their own plans.
- 4.2. Specifically, within each of the priority areas, the Partnership has outlined the following aims:
 - 4.2.1. Quality Improvement
 - Systems in place which support schools and nurseries to improve continuously
 - Data is being used across the region to bring about sustained improvement.
 - 4.2.2. Early Learning and Childcare
 - All children have equal access to high quality Early Learning and Childcare experiences
 - Early Learning and Childcare service delivery is shaped to meet the needs of children and families in the context of flexibility, quality, affordability and accessibility.
 - 4.2.3. Learner Journey
 - Schools across the region are delivering a cohesive and consistently high quality curriculum which has a range of pathways and supports children and young people to develop skills for learning, life and work.

5. Improvement Plan Development

- 5.1. The West Partnership's initial Improvement Plan has been prepared as three driver diagrams, one for each of the priority areas, setting out the range of critical activities proposed to deliver on the aims of the collaborative set out above.
- 5.2. The priorities outlined in the Improvement Plan align with the Scottish Government's National Improvement Framework drivers, seeking to deliver a cohesive system of improvement support and to complement the existing improvement actions of individual member authorities.
- 5.3. This initial Improvement Plan is wide in scope and is designed to serve as a three year plan, 2017 – 2020, with an annual monitoring and revision process being built in to the Partnership's own governance structures. The use of three year plans enables the Improvement Plan to be wide in scope and, given this new, more formal way of working, enables evaluation of the effectiveness of the initial plan across a multi-year period.

6. Future Plan Development

- 6.1. The West Partnership is committed to ensuring that stakeholders from across the region can contribute to the development of the work of the collaborative, in particular the development of the Improvement Plan. In particular, the Partnership is committed to engaging with schools across the region, ensuring coherence between the improvement plans of individual schools and the regional Improvement Plan as set out in this document, each reflecting the annually updated National Improvement Framework and Improvement Plan.
- 6.2. The Glasgow City Region represents a significant proportion of the Scottish population, significantly larger than comparator Regional Improvement Collaboratives. There are 773 schools across the region, in addition to the hundreds of Early Years settings, both local authority and partner providers. Consulting with such a large number of individual settings will present numerous challenges and it is not possible to have this completed for the initial Improvement Plan.
- 6.3. It is envisaged that future Improvement Plans, and revisions to the existing Plan, will consult with the schools across the region on an ongoing basis, being informed by and complementing their own individual Improvement Plans which will reflect the priorities and drivers as set out in the National Improvement Framework.
- 6.4. The following process has been identified for future plan development and revision:

PERIOD	ACTION	OUTCOME
December	Publication of the Scottish Government’s annual National Improvement Framework (NIF).	Informs the development of individual local authority improvement plans (LIP) and school improvement plans (SIP) within each of the eight partner authorities.
Jan–March School Term	Individual local authorities and schools develop improvement plans taking account of the Scottish Government’s NIF.	SIP priorities feed into the Partnership Improvement Plan, complementing LIPs.
April–Summer School Term	West Partnership develops an Improvement Plan, in preparation for the coming school year.	The West Partnership’s Improvement Plan endorsed by the June meeting of the Regional Education Committee and submitted to Education Scotland.

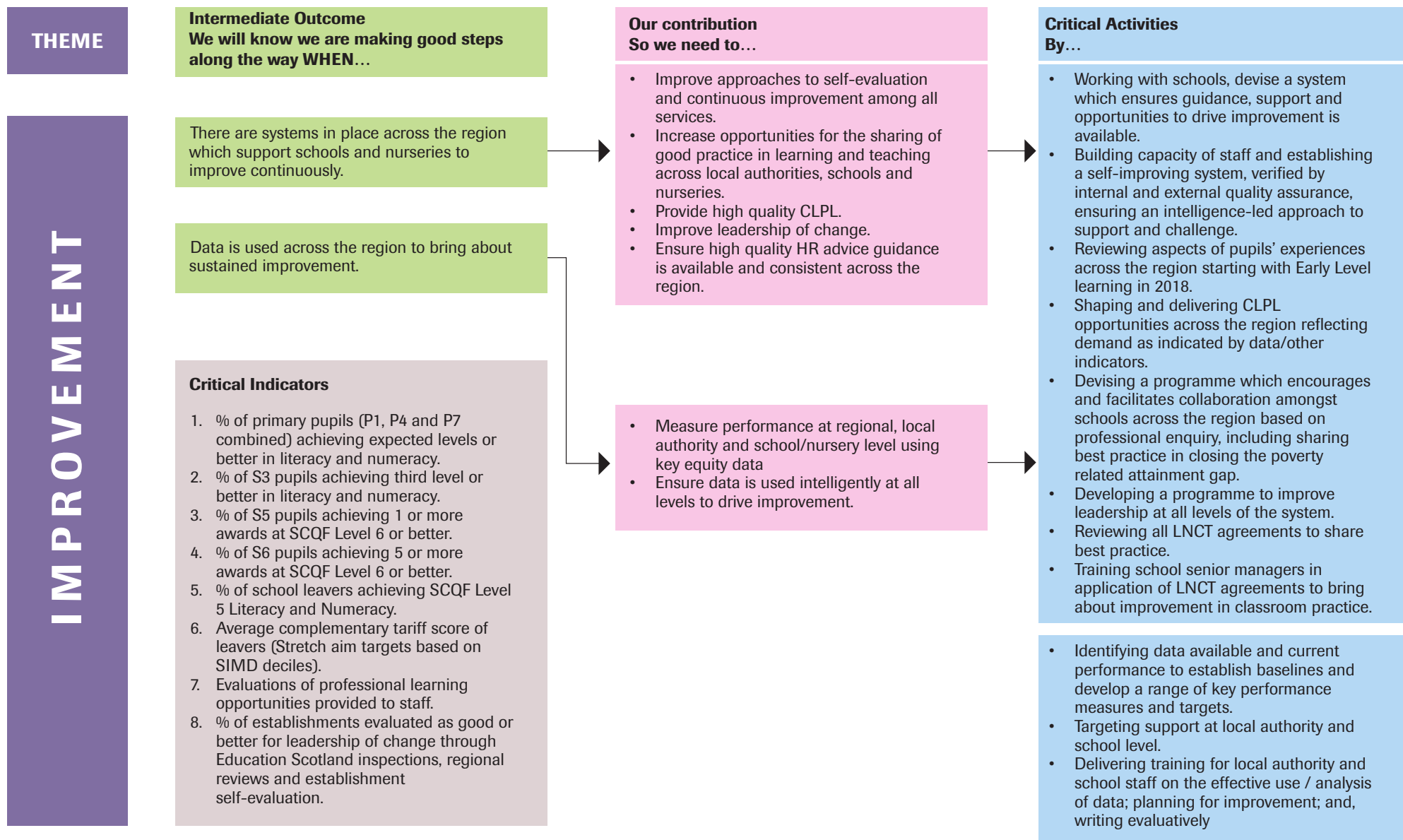
- 6.5. In addition, the Partnership proposes to engage with a number of additional stakeholders from across the education sector, including HE and FE establishments, Trade Unions, Education Scotland and the Care Inspectorate.

7. Resources

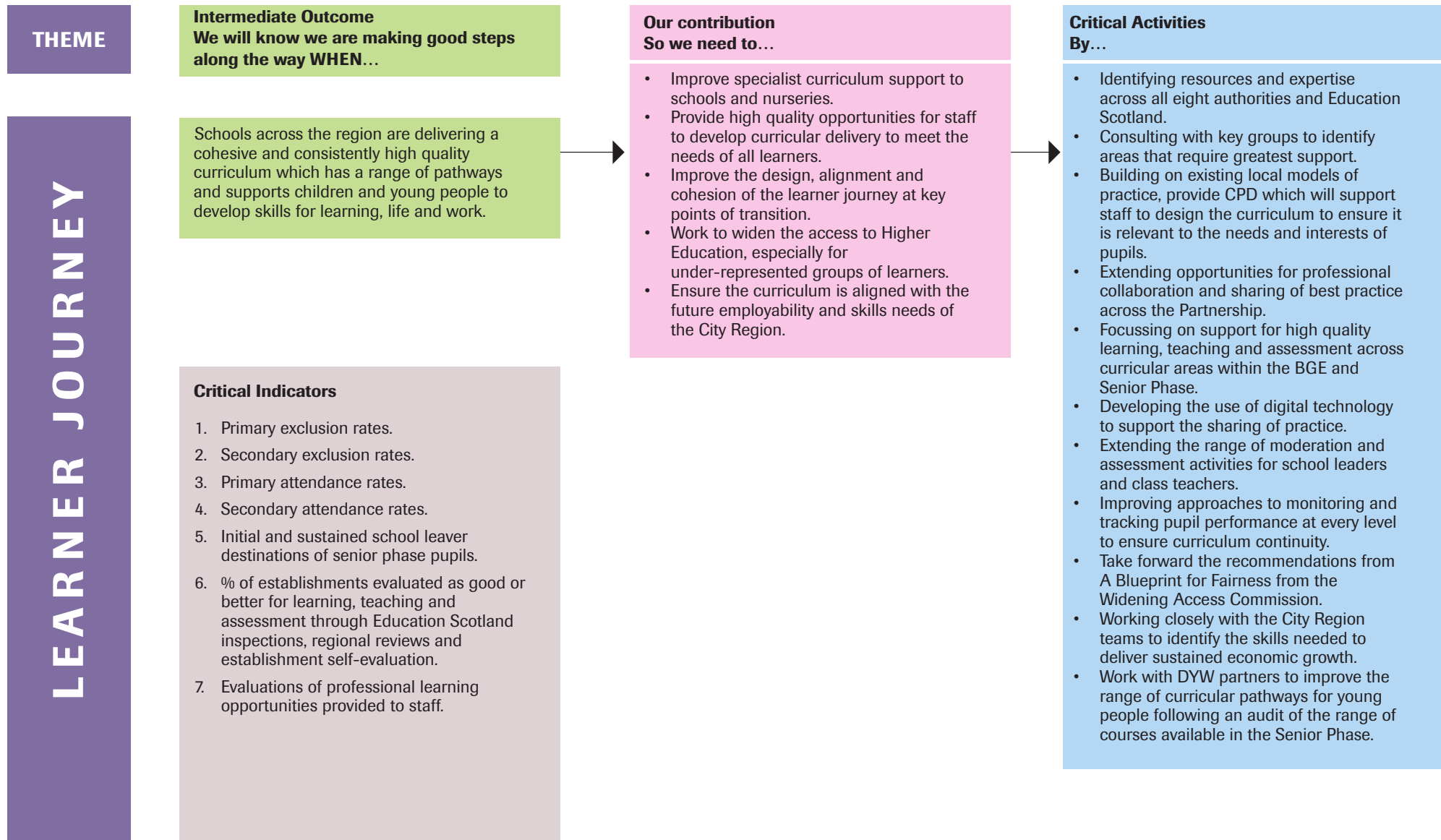
- 7.1. The initial Improvement Plan sets out a number of critical activities, many of which will require a significant staff resource. An initial scoping exercise is underway to identify the resources available across all eight partner local authorities. This consists of staff who provide quality improvement support and challenge to schools, and school staff, including those who are Associate Assessors with Education Scotland. It is also expected that Education Scotland will support the work of the Partnership.
- 7.2. The Partnership will seek to utilise the existing expertise that exists across the eight partner authorities' existing workforce. It is anticipated that a cost sharing mechanism will be established at an early opportunity to ensure that no one local authority is being overburdened. This approach will ensure that all staffing costs are apportioned across the eight partners.
- 7.3. It is recognised that a longer term solution will have to be developed to ensure that strain is not placed on existing resources across the partner authorities. It is proposed that a request for additional funding be made to the Scottish Government to support the operation of the West Partnership. Such a bid will be prepared and shared with the Convener of the Regional Education Committee before submission to the Scottish Government with the plan by the due date of 30 January 2018.

8. Next Steps

- 8.1. Each of the subsequent driver diagrams, one for each of the priorities, sets out a number of key activities to be undertaken to achieve the initial aims.
- 8.2. In addition to the key activities, it is also recognised that there will require to be a number of systems established to enable the Partnership to work in supporting improvement across the 8 member authorities.
- 8.3. The Partnership will seek to identify an appropriate method in which schools and staff will be able to access the support available. The demands for this support will increase as the role and scope of the Partnership becomes more widely known.
- 8.4. It is anticipated that an appropriate IT solution be developed, enabling schools and staff to access courses and training opportunities, as well as drawing on best practice and other kinds of support that we will seek to make available.

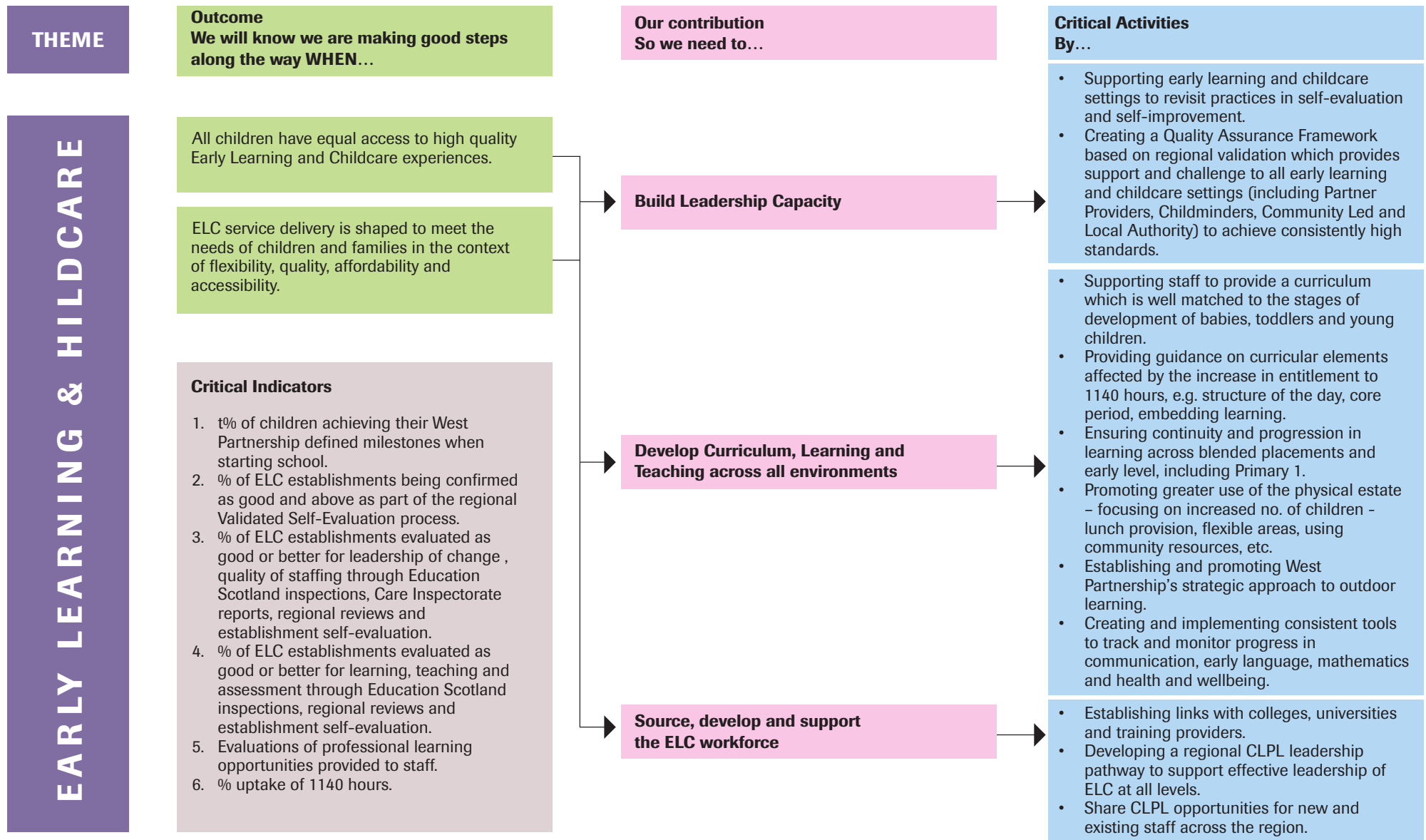


	INDICATOR	2017-18 Value	2018-19 Value	2019-20 Value	2020-21 Value	2020-21 Target
I.1	% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	Baselines to be established				
I.2	% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy					
I.3	% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)					
I.4	% of S3 pupils achieving third level or better in numeracy					
I.5	% of S5 pupils achieving 1 or more awards at SCQF Level 6 or better					
I.6	% of S6 pupils achieving 5 or more awards at SCQF Level 6 or better					
I.7	% of school leavers achieving SCQF Level 5 Literacy and Numeracy					
I.8	Average complementary tariff score of leavers (Stretch aim targets based on SIMD deciles)					
I.9	Evaluations of professional learning opportunities provided to staff					
I.10	% of establishments evaluated as good or better for leadership of change through Education Scotland inspections, regional reviews and establishment self-evaluation					



Learner Journey Theme – Indicators

	INDICATOR	2017-18 Value	2018-19 Value	2019-20 Value	2020-21 Value	2020-21 Target
L.1	Primary exclusion rates (rates per 1000 pupils)	Baselines to be established				
L.2	Secondary exclusion rates (rates per 1000 pupils)					
L.3	Primary attendance rates					
L.4	Secondary attendance rates					
L.5	Initial and sustained school leaver destinations of senior phase pupils (Target based on % in positive destinations)					
L.6	% of establishments evaluated as good or better for learning, teaching and assessment through Education Scotland inspections, regional reviews and establishment self-evaluation					
L.7	Evaluations of professional learning opportunities provided to staff					



Early Learning and Childcare Theme Theme – Indicators

	INDICATOR	2017-18 Value	2018-19 Value	2019-20 Value	2020-21 Value	2020-21 Target
E.1	% of children achieving their West Partnership defined milestones when starting school	Baselines to be established				
E.2	% of ELC establishments being confirmed as good and above as part of the regional Validated Self-Evaluation process					
E.3	% of ELC establishments evaluated as good or better for leadership of change, quality of staffing through Education Scotland inspections, Care Inspectorate reports, regional reviews and establishment self-evaluation					
E.4	% of ELC establishments evaluated as good or better for learning, teaching and assessment through Education Scotland inspections, regional reviews and establishment self-evaluation					
E.5	Evaluations of professional learning opportunities provided to staff % uptake of 1140 hours					
E.6	% uptake of 1140 hours					

Improvement Plan

