
Report To:	Education and Communities Committee	Date:	3 November 2020
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/57/20/RB
Contact Officer:	Ruth Binks	Contact No:	01475 712761
Subject:	Report on the work of the West Partnership and the West Partnership 2020-23 Improvement Plan		

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Education and Communities Committee of the evaluation of work undertaken by the West Partnership (Glasgow Region Education Improvement Collaborative) in 2019-20 and to seek approval for the West Partnership Improvement Collaborative Improvement Plan.

2.0 SUMMARY

- 2.1 The Committee is aware of the establishment of Regional Improvement Collaboratives (RICs); a national initiative to bring about improvement for all schools in Scotland.
- 2.2 The paper attached as Appendix 1 to this paper reports on the progress with and impact of the Improvement Plan for 2019-20
- 2.3 The paper attached as Appendix 2 to this paper sets out the improvement plan for 2020-2023 highlighting the key areas for collaboration to bring about improvement across the Glasgow City Region.

3.0 RECOMMENDATIONS

- 3.1 The Education and Communities Committee is asked to note the report on progress of the Regional Improvement Collaborative
- 3.2 The Education and Communities Committee is asked to approve the Regional Improvement Collaborative plan for 2020-23

Ruth Binks
Corporate Director Education, Communities & Organisational Development

4.0 BACKGROUND

4.1 The 'Education Governance: Next Steps' paper focused 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 (RICs). The paper stated that RICs would

- 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.

4.2 The Glasgow City Region Education Committee's Terms of Reference, as agreed in January 2018, require the Committee to examine and endorse the draft Improvement Plan. In addition, in seeking to ensure local democratic accountability, members are required to report back to their own authorities through appropriate individual local governance arrangements. The Region Improvement Plan 2019-20 was considered by the Education and Communities Committee in November 2019

5.0 REPORT ON REGIONAL IMPROVEMENT PLAN 2019-20

5.1 The paper attached (Appendix 1) reports on the progress with and impact of the Improvement Plan for 2019 – 2020. The paper was considered and endorsed at the last Glasgow City Region Education Committee on 8 September 2020 with the recommendation that each Council area considers the report through its own local governance arrangements. The report has been submitted to Education Scotland and the Scottish Government.

5.2 The report evaluates the work of the Partnership under the following key headings:

- BGE attainment
- Senior phase attainment
- Poverty-related attainment gap
- Positive destinations
- Targets 2019-2020
- Workstream Highlights
 - Leadership, Empowerment and Improvement
 - Curriculum, Learning and Teaching and Assessment
 - Collaborative Learning Networks and Families and Communities

5.3 Overall, the West Partnership made very good progress implementing its Regional Improvement Plan, despite the impact on delivery caused by COVID-19. A few highlights include:

- The reach of the partnership has significantly increased
- Over 3180 participants attended a West Partnership event
- 228 practitioners attended "An Empowered Primary Curriculum Leadership and Innovation" Conference
- 709 practitioners attended the "Early Learning and Childcare Festival".
- Over 1800 practitioners have taken part in Subject Network Forums
- More than 700 individuals subscribed to the quarterly newsletter.
- Over 3500 Twitter followers
- Remote Learning research paper viewed by over 11,000 individuals
- 737 practitioners participated in a series of seminars on Remote Learning.

5.4 The Scottish Government invited bids to support the implementation of each RIC's improvement plan. The West Partnership was allocated £1,111,495 all of which was drawn down with some £76,938 dispersed between all 8 local authorities in response to additional costs associated with the response to the pandemic in line with flexibilities agreed with Scottish Government. Inverclyde was allocated £5,723.

6.0 WEST PARTNERSHIP IMPROVEMENT PLAN 2020-2023

6.1 The West Partnership Improvement Plan 2020 - 2023 (Appendix 2) sets out the key areas for collaborative action to bring about improvement across the Glasgow City Region. It should be noted that the plan captures those areas where collaboration between the partners will be beneficial. Not all schools or local authorities will participate in all activities, but the plan sets out the Partnership's offer to schools, based on what stakeholder have indicated they would benefit from. As such the plan does not replicate or duplicate the individual local improvement plans of each partner authority, but enhances our own efforts to support and challenge schools to improve.

6.2 The paper was considered and endorsed at the last Glasgow City Region Education Committee on 8 September 2020 with the recommendation that each Council area considers the report through its own local governance arrangements. The plan has been submitted to Education Scotland and the Scottish Government.

6.3 In recognition of the impact of COVID-19 pandemic, a major aim of the plan and the work of the partnership is to address both recovery and renewal.

6.4 The research evidence that shows that strong and empowering leadership; the quality of what actually goes on in the classroom (learning, teaching, curriculum); and, the importance of working together and sharing good practice are the most important factors behind improving schools and education authorities as learning systems. As such, the plan is organised under 3 key areas with each led by two Directors of Education / Chief Education Officers:

- Collaborative Learning Networks
- Curriculum, Learning and teaching
- Leadership, Empowerment and Improvement

A fourth workstream, also led by two Directors of Education is that of Evaluation and Reporting.

Having reflected on the progress with the 2019 - 2022 plan and the impact of the pandemic on school improvement priorities, the Board considered new arrangements to secure further progress. These arrangements are captured on pages 7 and 8 of the plan.

The Scottish Government has again invited bids to support the implementation of each RIC's improvement plan. The West Partnership's bid for 2020 – 2023 is £1,339,000. The Scottish Government has indicated that the same level of funding as 2019-20 will be allocated to each RIC on a pro rata basis until the end of the current financial year. A meeting has been convened to discuss the implications of such should there be no funding beyond 31 March 2021.

7.0 IMPLICATIONS

7.1 Finance

There are no costs associated with this report.

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A			6		Funding carried from 19/20

Annually Recurring Costs/ (Savings)

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

7.2 **Legal**

N/A

7.3 **Human Resources**

N/A

7.4 **Equalities**

Equalities

(a) Has an Equality Impact Assessment been carried out?

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

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
X	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

X

YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.

NO

7.5 Repopulation

N/A

8.0 CONSULTATIONS

8.1 N/A

9.0 BACKGROUND PAPERS

9.1 N/A

West Partnership Evaluation of the Regional Improvement Plan 2019-2020

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Introduction

The West Partnership is clear in our vision: we want to embed the values of equity, excellence and empowerment in everything we do, building a culture of where we work

collaboratively across the eight partners to improve learning experiences and increase attainment continually for every learner across the region.

This report is structured under this vision and details progress over the academic year 2019-2020 towards achieving each of the associated target outcomes and expected impacts as detailed in the West Partnership Improvement Plan for 2019-2022.

Through the implementation of our plan, there are very strong examples of how the work of the Partnership is enhancing the efforts of each local authority to improve attainment and achievement for all (excellence) while closing the poverty related attainment gap (equity). We are shifting the ownership of change and enabling our staff to take collective action to deliver on this (empowerment).

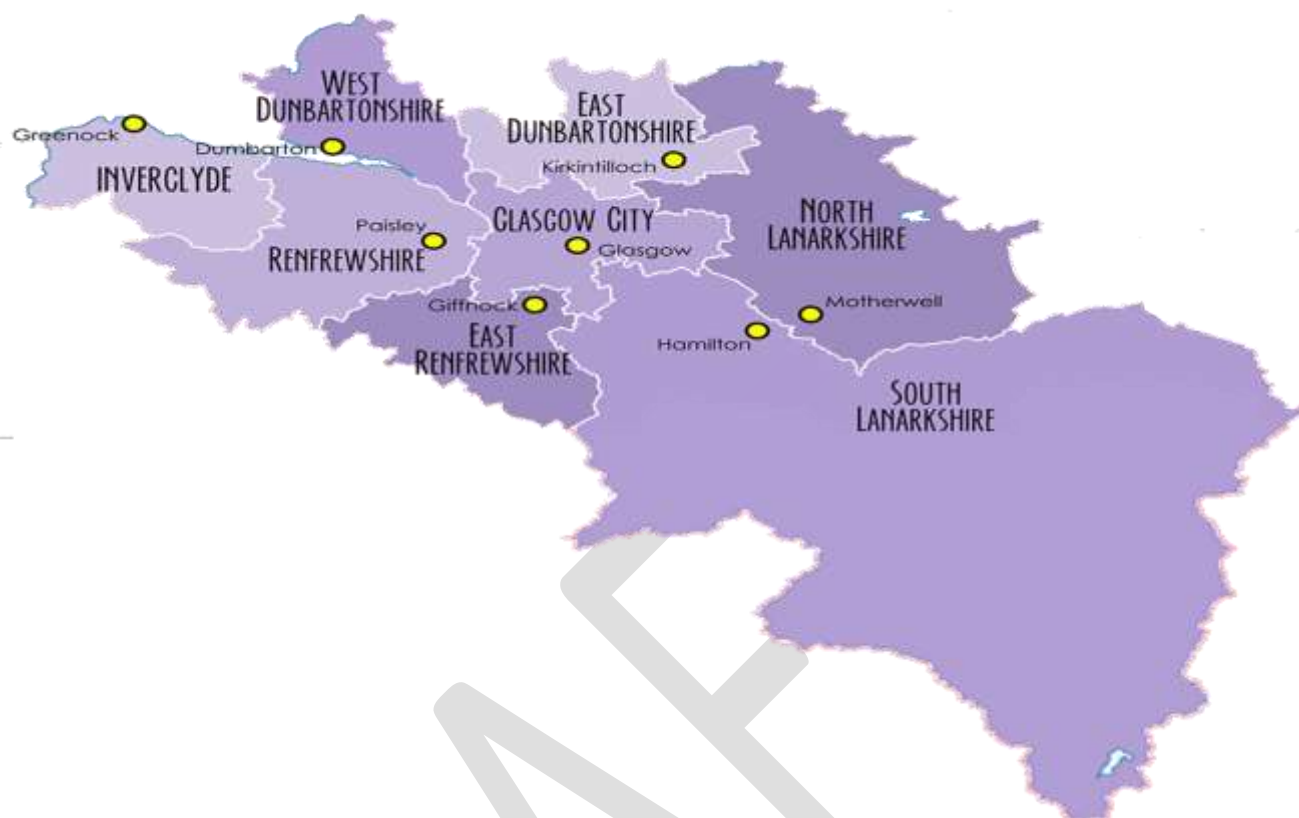
This session has undoubtedly been one of the most challenging we have ever experienced. The impact of the Coronavirus pandemic has been profound, and presented us with unparalleled challenges. The school and early learning and childcare closures in March 2020, resulted in significant changes in working practices and routines.

Despite these challenges however, very good progress has been made, of which we are very proud. Furthermore, the incredible efforts of staff in providing high quality remote learning experiences during lockdown, are greatly appreciated and speak volumes for their commitment to the children and young people of the West. We would also like to take this opportunity to thank parents and carers for all they have done to support their child's learning during this crisis.

As a Regional Improvement Collaborative (RIC) we are fully aware of the pressures that all education staff are facing moving forward. However, more than ever, the West Partnership offers us the opportunity to build collective responsibility, ensuring that we each look beyond our own authority boundaries to build a learning system and bring about improvement in educational experiences and outcomes. Our children, young people and staff are at the heart of everything we do and we will ensure that there is no poverty of aspiration, ambition or opportunity for the children and young people of the West.

Mhairi Shaw

Context and Priorities



- 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 240,600 children and young people.
- The West Partnership has the greatest proportion of children and young people in SIMD 1 and 2 (35%) and has the lowest mean SIMD (4.6%).

Equity, Excellence and Empowerment encapsulates the culture we want to embed in the West, enhancing the work of each local authority to improve our schools and outcomes for our learners continuously.

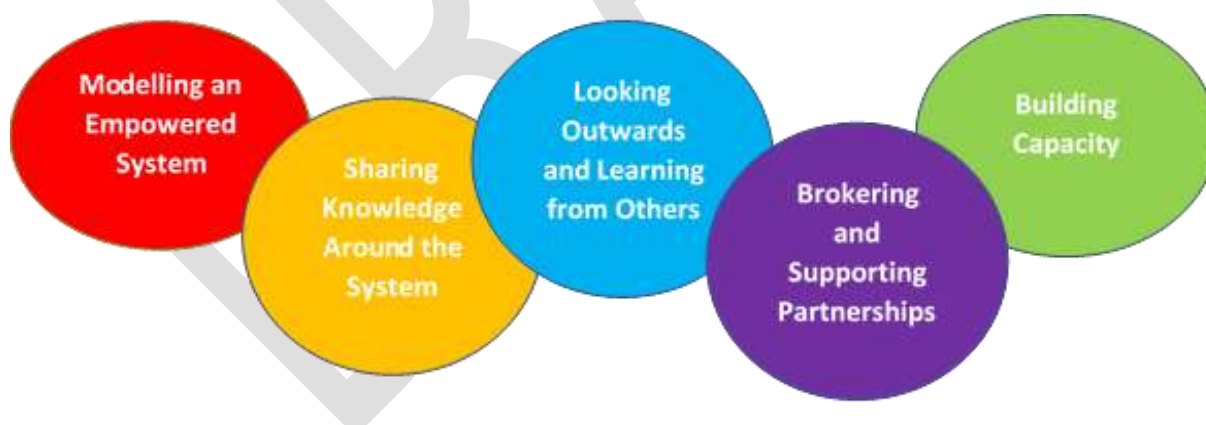
We will build on existing practice to build a **learning system** which will promote a culture of collaboration, learning and encourage improvement and challenge at all levels from the classroom to directorate. Through empowering our stakeholders, we aim to **shift the ownership of change**.

Successes and Achievements

The **reach** of the partnership has significantly increased this year:

- Over 3180 participants attended a West Partnership event
 - 228 practitioners attended “An Empowered Primary Curriculum Leadership and Innovation” Conference
 - 709 practitioners attended the “Early Learning and Childcare Festival”.
- Over 1800 practitioners have taken part in Subject Network Forums
 - From April to June 2020 membership of the subject networks increased by 262%
 - 17 local authorities out with the West Partnership participated, demonstrating that we are looking outwards and learning from others and our reach is now beyond our boundaries.
- More than 700 individuals subscribed to the quarterly newsletter.
- Over 3500 Twitter followers
 - Remote Learning research paper viewed by over 11,000 individuals
 - 737 practitioners participated in a series of seminars on Remote Learning.

This year, the Partnership has successfully **COLLABORATED and ADDED VALUE** by



Primary Conference Feedback

“Informative, refreshing and inspiring - especially hearing from pupils.”

“Excellent opportunity for the children to develop skills for life and work and the 4 capacities in practice. An experience they will definitely remember.”

“This afforded me an opportunity to deliver my work to a broader audience than is always possible. The event had an empowering feel which helped bring delegates with a pro-active attitude to the workshop.”

Sharing good practice – some examples

Upstream Battle

52 participants from early years, primary and secondary establishments took part in the programme delivered in partnership with Keep Scotland Beautiful.

The programme aims to raise awareness, gather evidence and inspire action to prevent marine litter at source.

Supporting staff to build effective STEM and Learning for Sustainability into learning experiences for children and young people.

The full evaluation report can be accessed here: [Insert link](#)

The Moderation Portal was created as a digital professional learning tool to develop a shared understanding of standards in the broad general education (BGE).

This includes access to PowerPoints that offer professional learning activities linked to developing skills related to the Moderation Cycle.

Offers practitioners the opportunity to practice moderating learning, teaching and assessment experiences and to upload experiences for moderation.

[Insert link](#)

Ongoing development of research papers and reviews to inform practice and next steps

[Insert link](#)

Development of the West Partnership FOCUS

A one-stop data tool to enable schools to analyse, interpret and compare their data and equity profile with similar schools across the West.

Youth Voice Event

28 young people from the West collaborated together to explore interesting practice around teaching and learning of the PSE Curriculum.

Youth Ambassadors collected data from their own authorities to gauge the views of young people and examples of their recommended practice.

Very strong partnership and collaboration with Education Scotland and the University of Glasgow Robert Owen Centre.

Improvement Through Empowerment

Building on similar successful activities, 20 school leaders took part this session in opportunities to share good practice and to develop their skills in learning observation and evaluative writing. Participants were supported by HM Inspectors and encouraged to visit different schools across the Partnership observing lessons.

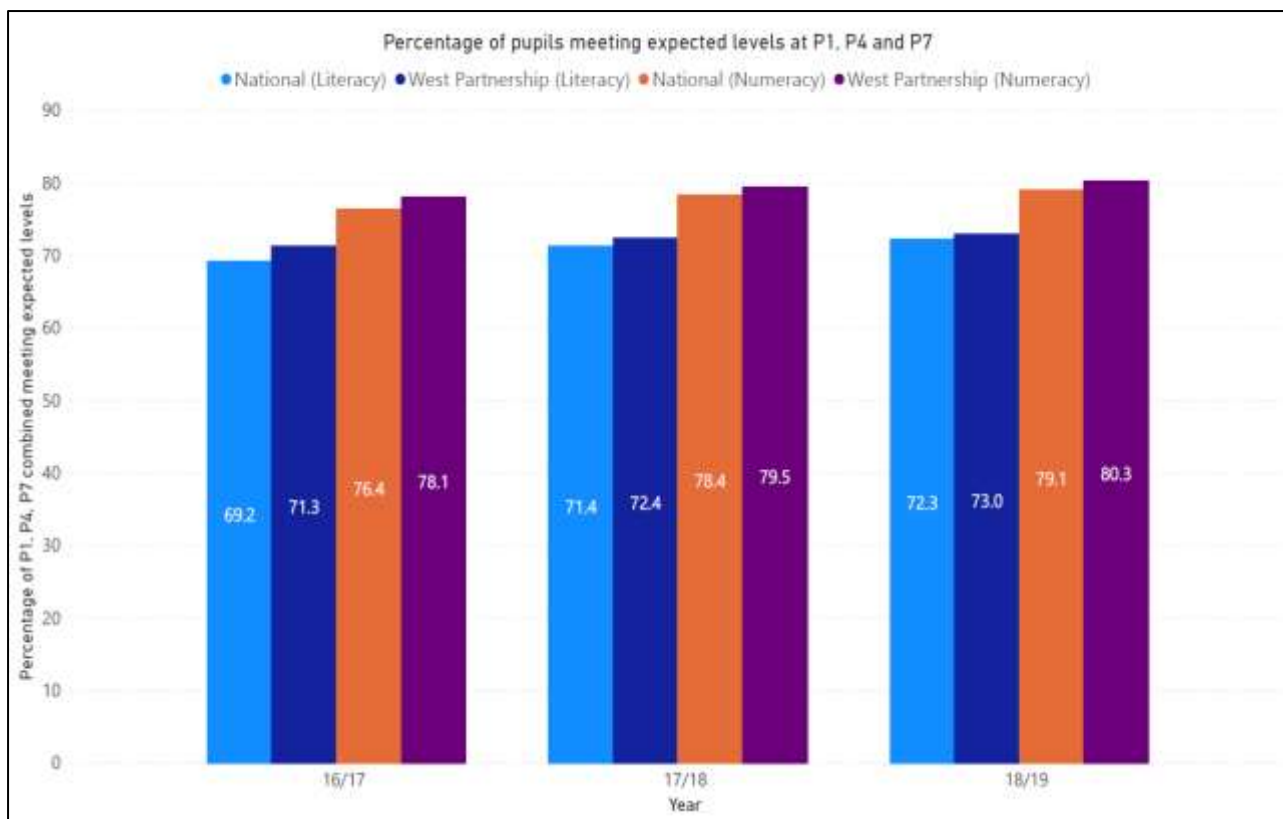
School leaders developed an understanding of current national expectations and applied HGIOS?4 in evaluating learning and teaching in a real context. This allowed for the future development of new practices within their own establishments and enhancing the support available and mechanisms designed to close the poverty related attainment gap where relevant. It also led to partnerships between schools which collaborated to self-evaluate to improve learning and teaching.

How did the West compare nationally?

BGE attainment

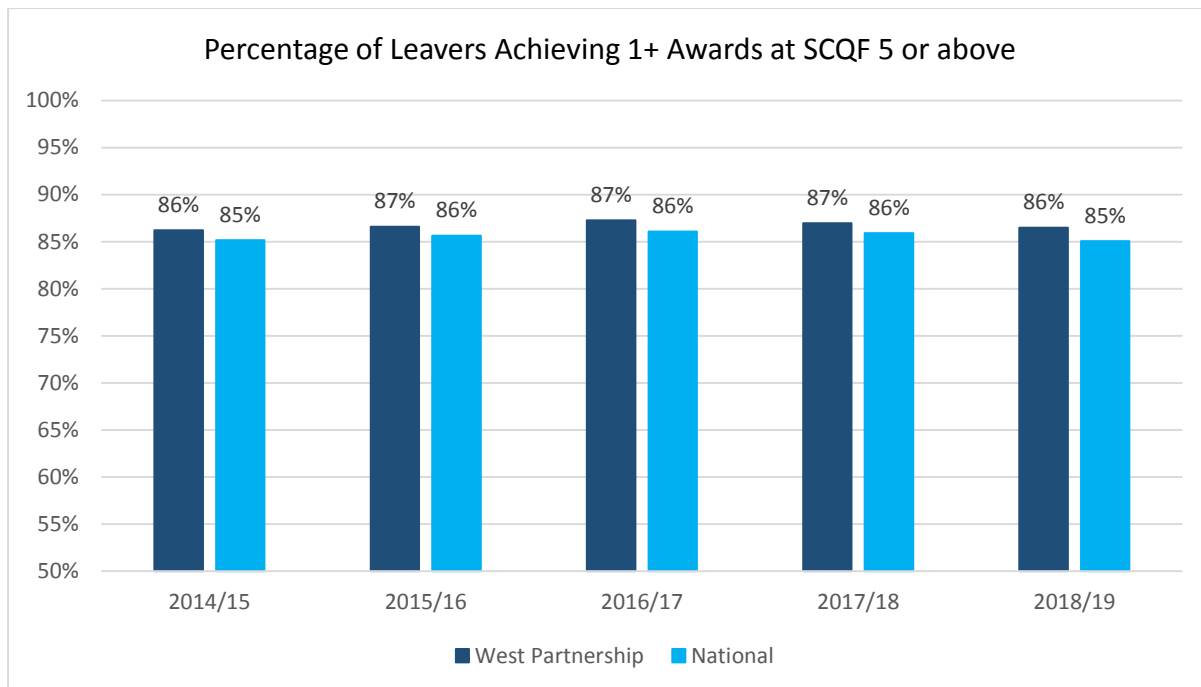
The Curriculum for Excellence (CfE) data, which is used to analyse improvements in attainment and achievement in the broad general education (BGE), was not updated. To this end, the 2019-2020 BGE data is not included in this report.

The West Partnership has performed consistently better in the percentage of children meeting expected levels at P1, P4 and P7 in literacy and numeracy and it is an improving picture.

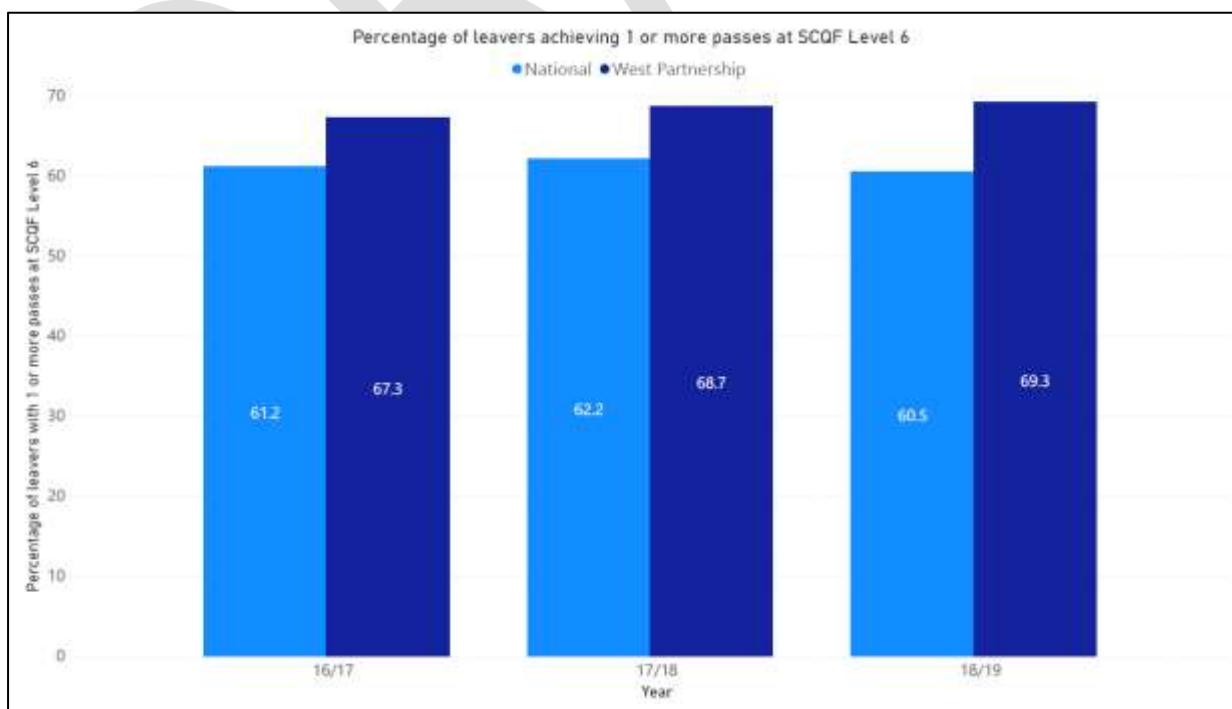


Senior phase attainment

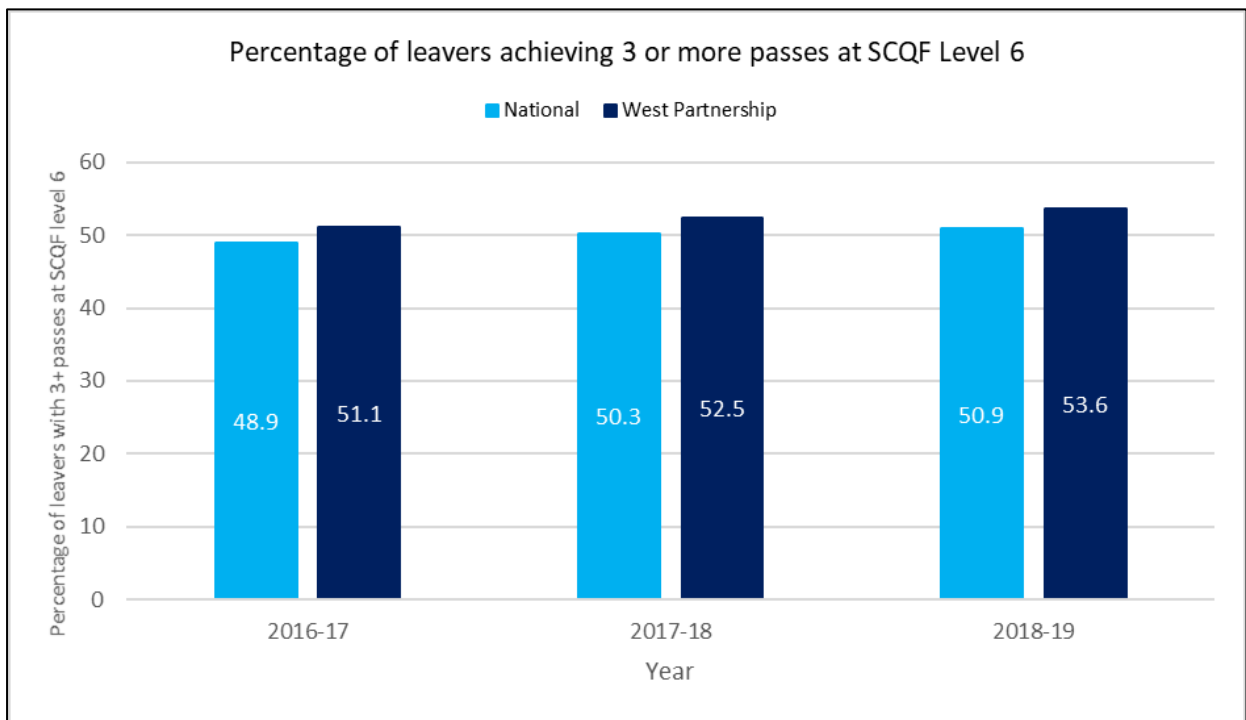
The percentage of leavers achieving 1 or more passes at SCQF Level 5 is consistently higher than the national average.



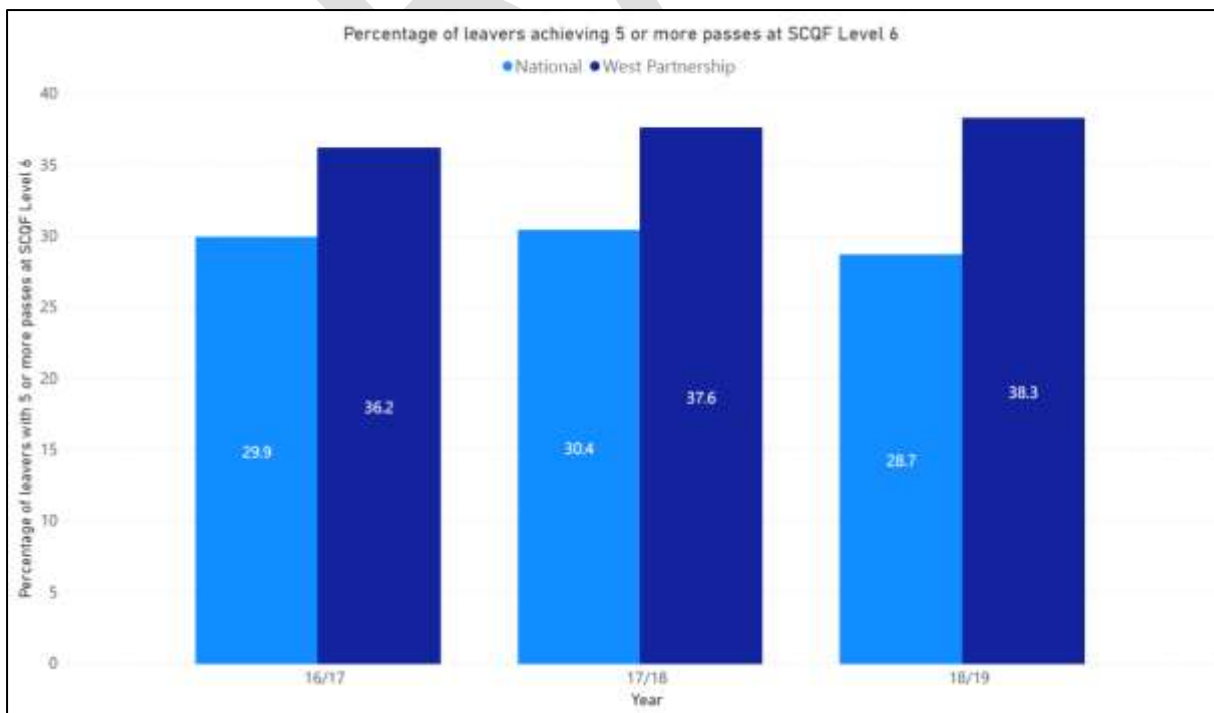
The West Partnership consistently performs higher than national average. The percentage of leavers achieving 1 or more passes at SCQF Level 6 has increased by more than 4% over the last 5 years, nationally the increase is 3%.



The West Partnership consistently performs higher than national average. The percentage of leavers achieving 3 or more passes at SCQF Level 6 has increased by more than 2% over the last 5 years.

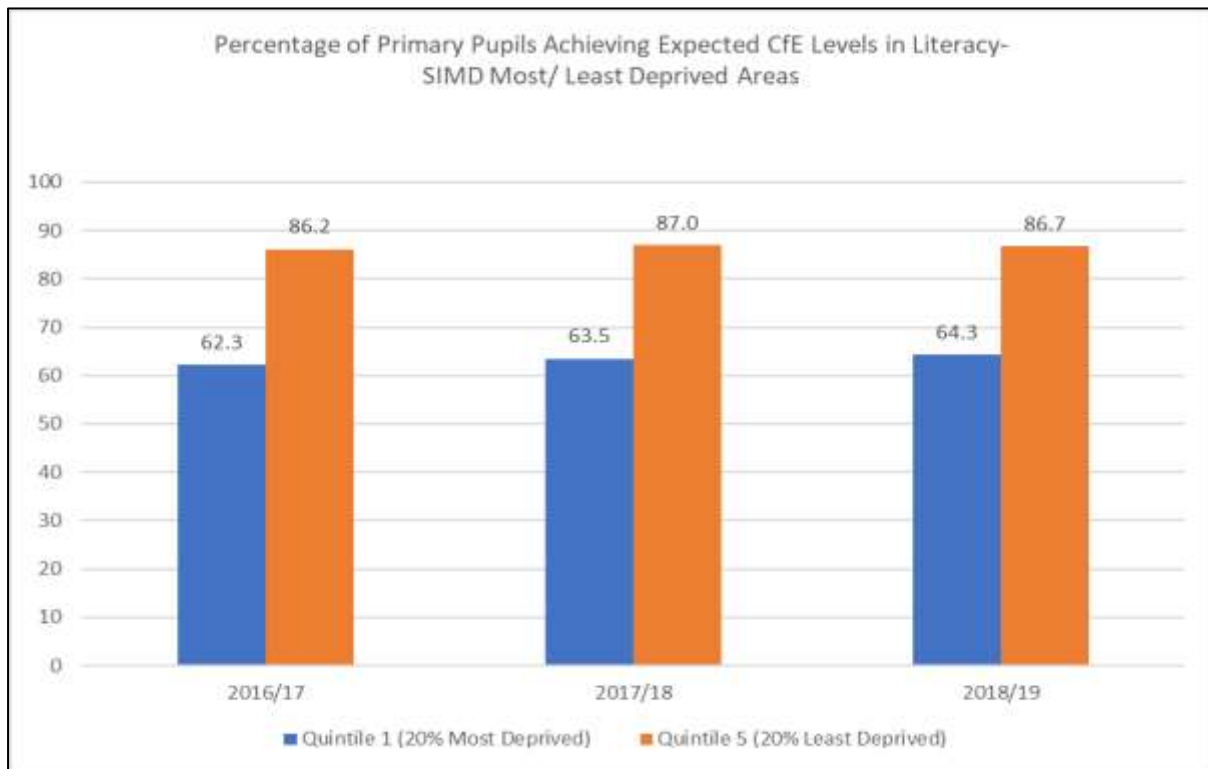


The West Partnership consistently performs higher than national average. The gap was 1.2% which is now 2.3%. The percentage of leavers achieving 5 or more passes at SCQF Level 6 has increased by more than 4% over the last 5 years.

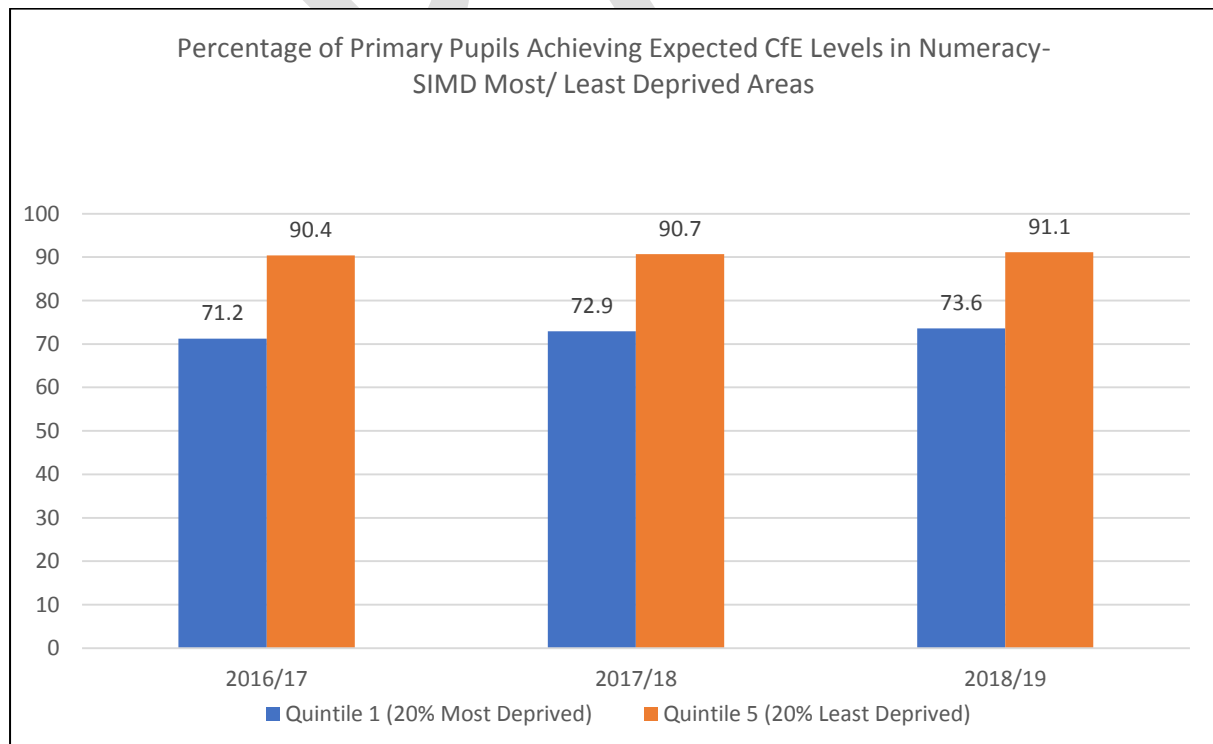


Poverty-related attainment gap

The attainment gap in Literacy between the 20% most deprived and 20% least deprived has reduced by 1.5 percentage points.

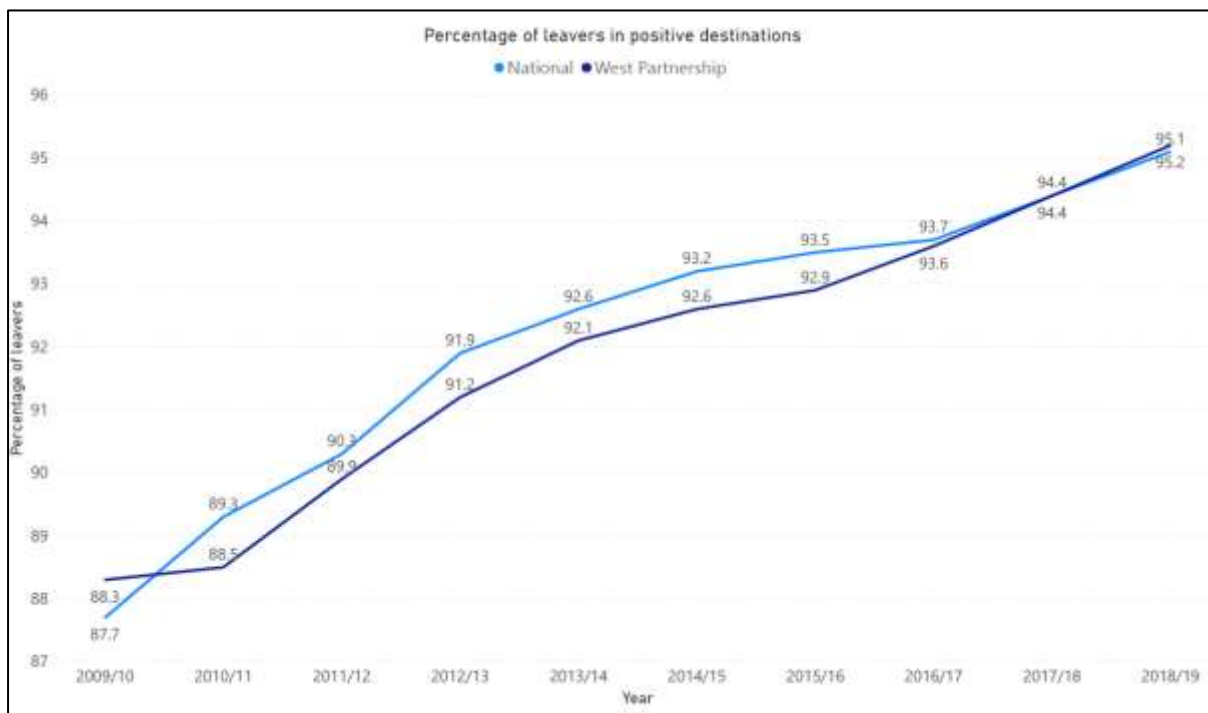


The attainment gap in Numeracy between the 20% most deprived and 20% least deprived has reduced 1.7 percentage points.

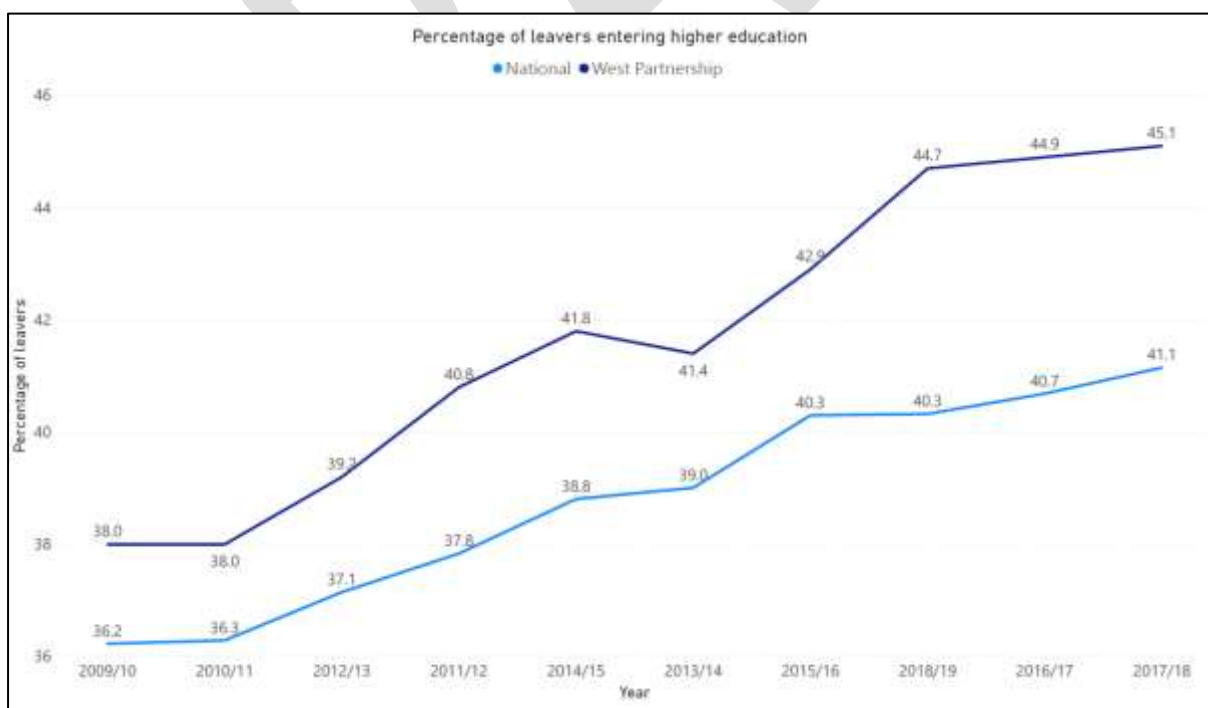


Positive destinations

In terms of positive destinations for school leavers, the West Partnership has increased from below national average to above national average.



The percentage of school leavers entering higher education from the West Partnership is consistently higher than the national percentage.



Targets 2019-2020

High level indicators (appendix 1) enable the West Partnership to report on the impact of its work with schools. As this stage, several of the indicators indicate that progress is strong.

- The West Partnership has performed consistently better in the percentage of children meeting expected levels at P1, P4 and P7 in literacy and numeracy and it is an improving picture.
- The attainment gap in Literacy and Numeracy between the 20% most deprived and 20% least deprived has reduced by 1.5 percentage points and 1.7 percentage points respectively.
- The percentage of leavers achieving 1 or more passes at SCQF Level 5 is consistently higher than the national average.
- The percentage of leavers achieving 1 or more passes at SCQF Level 6 has increased by more than 4% over the last 5 years, nationally the increase is 3%.
- The percentage of leavers achieving 3 or more passes at SCQF Level 6 has increased by more than 2% over the last 5 years.
- The percentage of leavers achieving 5 or more passes at SCQF Level 6 has increased by more than 4% over the last 5 years.
- In terms of positive destinations for school leavers, the West Partnership has increased from below national average to above national average.
- The percentage of school leavers entering higher education from the West Partnership is consistently higher than the national percentage.

Workstream Highlights

A summary of the progress and activities undertaken to address priorities identified in the improvement plan is detailed in the following section. Workstreams have made very good progress this year. Where possible qualitative and quantitative evidence demonstrates impact on practitioners and measures of improvement. Further evaluation of the wider impact of the partnership's work on practitioners and learners is being progressed by the Robert Owen Centre, University of Glasgow.

Leadership, Empowerment and Improvement

Very good progress has been made in developing a range of supportive approaches for senior leaders in an empowered system. This is ensuring that practitioners are well informed of evolving career pathways and opportunities for leadership. This year, the workstream has successfully identified, shared and developed best practice in quality improvement across the Partnership.

Highlights

- 150 members of staff from across the West participated in Evaluative Writing Career Long Professional Learning (CLPL).
- As part of the highly evaluated Improving Our Classrooms programme, 105 participants took part from five authorities.
- 70 practitioners participated in tiered CLPL session on the Insight - Effective Use of Data.
- 38 practitioners participated in co-facilitated training around effective usage of the Broad General Education (BGE) Dashboard / Toolkit.
- 30 practitioners from all 8 authorities participated in the 9-day Evolving Systems Thinking programme developed in collaboration with Education Scotland.
- The Leadership Mentoring Scheme is implemented in 4 of the 8 local authority areas supporting more than 15 Head Teachers across the early years and primary sectors. This has continued virtually throughout the pandemic.
- Virtual Leadership Networks developed in response to an apparent gap in opportunities for Senior Leaders to share, collaborate and support each other regularly.
- Diversity Training Package offered to all local authorities for delivery including induction training for all new staff within each local authority.

Feedback from practitioners

- *“I feel very lucky to have been part of this experience. The colleagues I met will become friends as we move forward and develop our approaches together. Best CPD activity I have had in a long time”*
- *“From a RIC perspective it was excellent to connect with colleagues from across the Local Authorities and to make connections and gain feedback from them. I also found it useful in strengthening my relationship with colleagues from Education Scotland”.*
- *“The atmosphere during the course was conducive for professional learning. I felt comfortable and relaxed in an environment that felt informative, inspiring, supportive and stimulating”*

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Curriculum, Learning and Teaching and Assessment

The workstream has made very good progress in establishing self-sustaining subject/specialist area networks, to bring about improvement in learning, teaching, assessment and attainment. Support has been provided to schools and early learning and childcare settings to ensure they are designing and delivering a curriculum which has a range of pathways, meets the needs of all children and young people and leads to improved outcomes. The workstream has successfully shared best practices in approaches to inclusive pedagogy to promote progression and increased support for children and young people and examine and explore areas of common need in health and wellbeing.

Very good progress has been made in assessment and moderation.

Highlights

- High-quality assessment and moderation CLPL delivered to 748 primary, secondary and early years practitioners.
- Increased number of authorities implementing consistent models of assessment and moderation.
- Over 200 colleagues attended the highly evaluated Making Maths Count conference.
- Over 100 practitioners have participated in face to face curriculum network meetings to collaborate on the developing improved learning and teaching approaches. 700+ practitioners have participated in virtual curriculum network meetings.
- Safeguarding training delivered in collaboration with Education Scotland to support health and wellbeing.
- Strong engagement with children and young people to inform health and wellbeing workstream priority setting.
- Approaches and innovative practice to blended learning timetables and structures developed and shared during the pandemic.
- Development of a partnership Online Schools model. Over 110 volunteers have recorded curriculum content and over 200 videos are complete.

Practitioner feedback

- *“The West Partnership model [for moderation] has been instrumental in the model I have taken forward in my authority”*
- *This will have a big impact on our school. We are involved in a council wide moderation project and this will support the process in school”*
- *“Great to view and witness examples of good practice across authorities and children actively and enthusiastically leading learning”*

Collaborative Learning Networks and Families and Communities

This year, very good progress has been made to empower staff through promoting and supporting collaborative learning networks to improve equity and excellence for children and young people. The workstream has successfully identified, shared and developed best practices which supports families living in poverty, builds community capacity, increases parental engagement and provides a forum to empower young people to participate in the Partnership.

Highlights

- 52 establishments and approximately 110 practitioners, have completed the Professional Learning Programme in Collaborative Enquiry.
- A Community Learning and Development (CLD) conference hosted with 80 attending.
- Establishment of a CLD network to raise the awareness of the role and opportunities for partnership working.
- Home-Link professional development delivered to 22 colleagues' to deepen colleagues understanding of the impact of poverty and increase confidence in being able to identify, implement and measure an intervention that will support families.
- Through Collaborative Learning Networks workstream, 17 collaborative learning teams are being supported by 25 facilitators, including QIOs, development officers and DHTs as well as educational psychologists.
- A range of professional development delivered to support effective collaboration, developing an enquiry question and measuring impact of interventions.
- Development and sharing of more than 20 storyboards showcasing interesting practice with families and communities.
- Development of a resource to support the self-evaluation of partnership working with families and communities.

Practitioner feedback

- *"The West Partnership professional learning for home link events were well structured...There was a real buzz about the room, everyone was really enthusiastic and keen to apply what they had learned throughout the sessions"*
- *"I felt valued and appreciated in my role"*

Next Steps and Conclusion

In April 2020, workstream outcomes were reviewed in response to Covid-19 and our learning has been incorporated into the Improvement Plan 2020 – 2023. As a Regional Improvement Collaborative, we are fully aware of the pressures that education staff across the West are facing at this time. At all levels, the focus on engaging with our children, young people and families is evident and we will continue to offer additional support in this complex task.

Our plan going forward is to streamline our existing offering and harness digital technologies to achieve key objectives.

This year, the Partnership has made very good progress in driving forward equity, excellence and empowerment across the West. The work which has been undertaken has continued to support practitioners, children and young people during what has been an exceptionally challenging time for the education sector. The Partnership has worked collaboratively to ensure that best practice is shared and greater impact is achieved across a range of educational workstreams. Collectively, we are working towards getting it right for every child.

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Appendix 1

Indicators	2016-17 Baseline	2017-18 Value	2018-19 Value	2019-20 Value	2020-21 Target
% 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	*	78
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	78.1	79.5	80.3	*	85
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	89.7	90.1	89.6	*	91
% of S3 pupils achieving third level or better in numeracy	90.1	89.7	90.0	*	91
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	46.7	48.8	49.7	*	55
% of S3 pupils achieving fourth level or better in numeracy	56.7	57.7	56.5	*	63
% of leavers achieving 1 or more awards at SCQF Level 6 or better	67.3	68.7	69.3	*	74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	36.2	37.6	38.3	*	35
% of leavers achieving SCQF Level 5 or better in literacy	81.9	82.8	82.6	*	86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70.2	69.2	*	76
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	TBC	TBC	TBC	3185	TBC
Mean change in staff knowledge, understanding and confidence as a result of the professional learning	This measure is currently being developed				
% of establishments evaluated as good or better for leadership of change	59	63		*	75
Primary Exclusion Rates (Rate per 1000 pupils)	9.9	N/A	3.7	*	6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A	23.7	*	45
Primary Attendance Rates	94.6	N/A	94.2	*	95
Secondary Attendance Rates	90.7	N/A	90.3	*	92
Initial School Leaver Destinations	93.6	94.4	95.2	*	95
% of establishments evaluated as good or better for learning, teaching and assessment	57	66		*	75

* Availability of data for 2019-20 has been affected by Covid-19.

The West Partnership Plan 2020-23

The Road to Renewal:
Our Response to Covid-19

EQUITY, EXCELLENCE
AND EMPOWERMENT



GLASGOW
CITY REGION
Education

Foreword

As Convenor of the Glasgow City Region Education Committee, I am once again pleased to present the West Partnership's Regional Improvement Plan 2020 – 2023.

Since its establishment in 2017, the West Partnership has drawn together the eight high-performing partner authorities of the City Region. Strong bonds have been established across our individual authorities and the growth in collaborative working enhances and supports our drive towards continued improvement in the outcomes for all of our region's children and young learners.

This latest plan, spanning from 2020-23, continues to set out our driving vision for Equity, Excellence and Empowerment across all eight partner authorities. In addition, our plan takes due account of the recent and ongoing challenges resulting from Covid-19. Threaded throughout the plan is a clear commitment towards support and recovery.

From the early days of the West Partnership, we have implemented several ambitious programmes and improvement activities. These have been targeted at securing improvements where they are most needed, taking very good account of the existing self-awareness which we have, of our many areas of strength. We are clear that the main goal of the Partnership is to add further value to our existing strengths and achievements to the benefit of learners across each of our partner authorities.

Staff from a range of different roles and sectors throughout the region have continued to benefit from the many opportunities which they have had to work collaboratively and in a true spirit of cooperation. With over 1000 schools and early years' centres, we fully recognise the scale and level of diversity across the Partnership. These provide both challenges and opportunities. We understand that what works in one school or setting may not be as successful in other places. Nevertheless we have embraced opportunities of working collaboratively, in sharing good practice and ideas, across all eight partner authorities. We believe that empowering our teachers and other staff to learn from others' experiences and to be imaginative will lead to further improvements in practice across our schools and early years' centres.

Equity, Excellence and Empowerment continue to be the driving vision for everyone in the West Partnership. We know that by focusing on these three areas we will bring about improvement, complementing and enhancing the excellent work already underway across each of our authorities. This plan also outlines our approaches to ensuring recovery as a result of the specific challenges brought by Covid-19. All of us in the West Partnership, practitioners and learners alike, are learning to work in new and different ways. Our plan for 2020-23 outlines how we will provide support during these times, by promoting strong and effective leadership at all levels and through collaborative and flexible approaches to learning and teaching. I am proud to present our plan for recovery and renewal to you.

Councillor Jim Paterson, Convenor of the West Partnership

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Introduction

As a Regional Improvement Collaborative (RIC), we are fully aware of the pressures that education staff across the West Partnership are facing as a result of Covid-19. At all levels, the focus on engaging with our children, young people and families is evident and we aim to enhance the support from local authorities in our collective response, recovery and renewal through and out of the pandemic.

We know that, as a profession, educators are forever learning and striving to improve. As a result, we are continuing to explore a range of mechanisms, making effective use of digital technologies, to deliver virtual learning opportunities to colleagues across the West Partnership and have created a number of virtual networks which enable group meetings and discussions.

We hope that by focusing on these key areas, we continue to offer practical input which allows colleagues to engage with us in ways which suit them best at this time and which capture and build on the new practices that have developed and are continuing to develop as a result of Covid-19.

We are already seeing signs of our digital presence working to support the Partnership's objectives. Subject networks have now grown to over 1800 members and continue to grow every day. We are beginning to see practitioners from across Scotland join our subject networks to share emerging practices in these challenging times.

In our relentless focus towards recovery, we have also released research papers which summarise and share existing knowledge on approaches to remote and flexible models of learning. These have been well received, with both papers receiving a significant level of attention across our social media platforms. Our online presence is growing and as we continue to meet the needs of practitioners, we will develop further our approaches, building on our existing effectiveness across online platforms.

In moving ahead, we fully recognise the need for recovery and renewal. As a result, our plan for 2020-23 demonstrates a more streamlined and sharper focus towards achieving our key objectives. The six workstreams outlined in our previous plan for 2019-22 have now been reduced to three, although much of the work will continue as can be seen in the strategic Action Plans, below. This approach will allow us to adapt with agility to any resurgence of Covid-19, building on lessons learned and enables our educators to benefit from the West Partnership's offers as a demonstration of the country's recovery and renewal.

Mhairi Shaw, Regional Lead Officer, West Partnership

Our Vision

The West Partnership is clear in our vision: we want to embed the values of equity, excellence and empowerment in everything we do, building a culture of collaborative working across the eight partners to improve learning experiences and increase attainment continually for every learner across the region.

Our plan for 2020-23 also includes our vision for recovery and renewal as we meet the challenges of working through the Covid-19 pandemic. We will work collaboratively 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.

Following the publication of our previous Regional Improvement Plan (2019-22), we have continued to put in place the systems and frameworks to help us deliver on our vision and implement actions to support the work of the eight partner authorities to help them enhance their existing efforts.

The West Partnership is setting an ambitious and aspirational agenda to close the poverty-related attainment gap (equity) and improve attainment and achievement for all (excellence). We know too that improvement isn't just something we can drive from the centre. We believe firmly that through empowerment, we can shift the ownership of change and enable our staff to take collective action to deliver on our ambitious agenda and targets.

As the largest of Scotland's Regional Improvement Collaboratives, with approximately one third of all Scotland's school population, we know that if we want to truly deliver sustainable improvement, we need to be driving change from the bottom. This means ensuring that every stakeholder is empowered to address the needs of each individual learner, devise experiences which will enthuse and engage them and support them to lead their own learning. By doing this, we are confident that this will lead to improvements in learners' achievements and attainment. In the longer term, we aim to have every educator in the West Partnership engaged with colleagues and partners to bring about improvement in their class and playrooms through our professional learning offer.

In recent years, the concept of teacher agency, where teachers are empowered and expected to direct their professional growth and contribute to that of their colleagues, has become more common. In the West Partnership we are building collective agency with a shared belief in our ability to improve results, supporting individuals to work together to secure what they cannot accomplish on their own. It is by **shifting the ownership of change** that we drive our vision forward, overcome barriers to or lack of engagement in learning and raise achievement and attainment for all. Our purpose, therefore, is to establish and facilitate networks of professionals to work collaboratively to achieve our vision of Equity, Excellence and Empowerment.

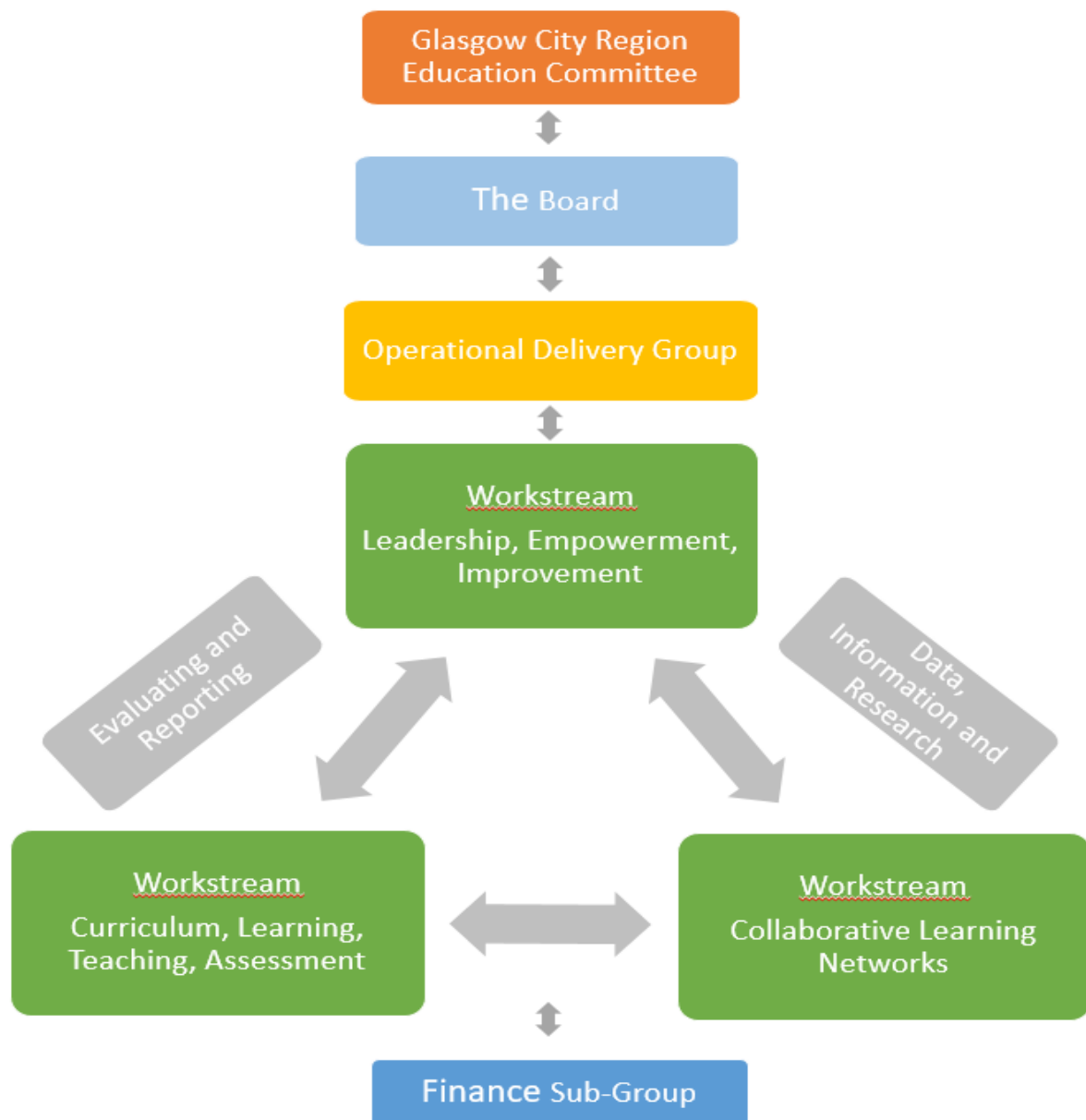
Each of the workstreams outlined later in this document has a clear link to our vision, identifying how, through their actions, they will contribute to achieving equity, excellence and empowerment. An underpinning emphasis is given to recovery and to ensuring that all learners across our partner authorities continue to experience high-quality learning experiences and outcomes despite the ongoing context of Covid-19.

Governance and Operational Structure

Locally, as the West Partnership continues to grow in both its reach and its ambition, consideration has been given to the effectiveness of the existing operational and governance structures to ensure the Partnership continues to operate efficiently in its work to enhance and support the existing efforts of the eight partner education authorities.

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

The agreed governance and operational structure is set out in more detail below:



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:

- East Dunbartonshire Council Cllr Jim Goodall
- East Renfrewshire Council Cllr Paul O'Kane
- Glasgow City Council Cllr Chris Cunningham
- Inverclyde Council Cllr Jim Clocherty
- North Lanarkshire Council Cllr Frank McNally
- Renfrewshire Council Cllr Jim Paterson (Convener)
- South Lanarkshire Council Cllr Katy Loudon
- West Dunbartonshire Council Cllr Karen Conaghan

The Committee is responsible for scrutinising and endorsing the Regional 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 attended by the eight Directors of Education/Chief Education Officers with other attendees invited as appropriate. A key aspect of the revised structure will see two additional non-voting members co-opted on to the Regional Education Committee. It has been agreed that a headteacher representative and Professional Association/Trade Union representative should both be co-opted, as outlined in the revised Terms of Reference.

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, whilst enabling strategic links to be established with the wider Glasgow City Regional Economic Strategy.

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 Regional 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 Senior Regional Advisor appointed by Education Scotland, the Senior Partnership Officer and has professorial representation from Policy Scotland at the University of Glasgow. Staff supporting the work of the West Partnership also attend.

Specific, identified Board members link with each workstream, and have responsibility for the direction of that workstream and for reporting to the Board on its progress. Lead Officers support each Board member with this work and provide leadership for the working groups associated with a given workstream. Working groups have representation from each local authority.

Operational Delivery Group

In seeking to ensure the Board maintains its strategic leadership role of the West Partnership, the Operational Delivery Group, led by the Senior Partnership Officer, has responsibility for the delivery of the Regional Improvement Plan.

The seconded Lead Officers, with responsibility for the delivery of each workstream, work collectively through the Operational Delivery Group, reporting as required to the Board and Committee. In addition, a representative from Education Scotland attends the group, ensuring that staff and resources from Education Scotland are appropriately deployed where required.

Finance Sub-Group

The West Partnership Board has continued to be supported by the Finance Sub-Group, with 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.

Specialist Groups

In addition to the groups identified above, a number of groups and forums have been established across the West Partnership, drawing together staff from across each of the authorities on specialist areas of work. These groups have a broad range of functions, including the provision of policy advice and guidance to the Board, as required.

These networks include, although are not limited to, the following specialist areas:

- Early Learning and Childcare
- Educational Psychology
- Additional Support for Learning (ASL)
- Home Education Network
- Community Learning and Development
- Health and Wellbeing

Developing Through Consultation – Future Plan Development

The West Partnership is 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 thousands of teachers and education staff working in around 1000 schools and early learning centres, in some of Scotland's most diverse and challenged communities.

Given the scale and diversity of the Partnership, we recognise the challenges we face in ensuring that we can meaningfully consult with all stakeholders in an ongoing way, enabling us to develop and deliver a plan which meets their aspirations. This has previously been identified by Education Scotland as a key area for the West Partnership to continue to develop and as a result we produced our Stakeholder Engagement Strategy. Through this, the West Partnership has set out a clear ambition for how we wish to engage with all of our stakeholders, not only in seeking to deliver on the actions contained within this plan, but as we seek to develop subsequent plans and actions in the years ahead. This is now supplemented by our Communications Strategy.

As we have implemented our Stakeholder Engagement Strategy throughout 2019 – 2020, we have captured the views of participants and established a number of forums to ensure a level of ongoing consultation with specific stakeholder groups, including:

- Headteachers (ELC, primary, secondary and ASL);
- Professional associations and trade unions;
- Parents and carers; and
- Young people, through our ongoing engagement with the MSYPs (Members of the Scottish Youth Parliament) from across the eight authorities.

It is envisaged that, on a three-yearly basis, a wider regional survey / consultation will take place, with all stakeholder groups having the opportunity to participate. This is consistent with the three-yearly planning cycles currently used by the Partnership and will ensure that the views of all stakeholders, in addition to those involved within the forums, are reflected in the development of the Regional Improvement Plan.

Communication is key to the success of any organisation and especially one with the scale and diversity of the West Partnership. As such we will continue to develop our approaches and communications channels to ensure we keep our stakeholders both informed and involved in shaping our offer.

Evaluating the Impact of the Improvement Plan

The Evaluating and Reporting Workstream Steering Group continues to:

'Be the focal point for evaluating, measuring and reporting on the impact of the West Partnership's Improvement Plan.'

This workstream is crucial to the work of the West Partnership, supporting it to evaluate its activities and use evidence to identify future priorities. Action is planned to extend and enhance the role and impact of this workstream. To that end, the Evaluating and Reporting Workstream now has responsibility for evaluating and reporting more widely on the achievements and attainment of learners across the West Partnership. Evaluation reports now include updates on the progress of each workstream as well as more holistic evaluations, including the proportion of learners who attain at key performance measures. Tools to systematically evaluate the quality of partnership learning events and the longer term impact on participants and learners will allow us to gather data and other evidence to demonstrate the added value of collaboration.

The Scottish Government also published research (Regional Improvement Collaboratives (RICs) Interim Review) in February 2019 evaluating the establishment of the Regional Improvement Collaboratives and the emerging early impact on stakeholders. The Scottish Government has commissioned a full review of Regional Improvement Collaboratives which, although delayed by Covid-19, should lead to a published report in 2021.

Critical Indicators

The high level indicators set out below have been agreed as key measures which will allow the West Partnership to report on the impact of its work with schools.

Indicators	2016-17 Baseline	2017-18 Value	2018-19 Value	2019-20 Value	2020-21 Target
% 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	*	78
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	78.1	79.5	80.3	*	85
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	89.7	90.1	89.6	*	91
% of S3 pupils achieving third level or better in numeracy	90.1	89.7	90.0	*	91
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	46.7	48.8	49.7	*	55
% of S3 pupils achieving fourth level or better in numeracy	56.7	57.7	56.5	*	63
% of leavers achieving 1 or more awards at SCQF Level 6 or better	67.3	68.7	69.3	*	74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	36.2	37.6	38.3	*	35
% of leavers achieving SCQF Level 5 or better in literacy	81.9	82.8	82.6	*	86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70.2	69.2	*	76
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	TBC	TBC	TBC	3185	TBC
Mean change in staff knowledge, understanding and confidence as a result of the professional learning	This measure is currently being developed				
% of establishments evaluated as good or better for leadership of change	59	63		*	75
Primary Exclusion Rates (Rate per 1000 pupils)	9.9	N/A	3.7	*	6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A	23.7	*	45
Primary Attendance Rates	94.6	N/A	94.2	*	95
Secondary Attendance Rates	90.7	N/A	90.3	*	92
Initial School Leaver Destinations	93.6	94.4	95.2	*	95
% of establishments evaluated as good or better for learning, teaching and assessment	57	66		*	75

* Availability of data for 2019-20 has been affected by Covid-19.

The Plan on a Page

Leadership, Empowerment and Improvement

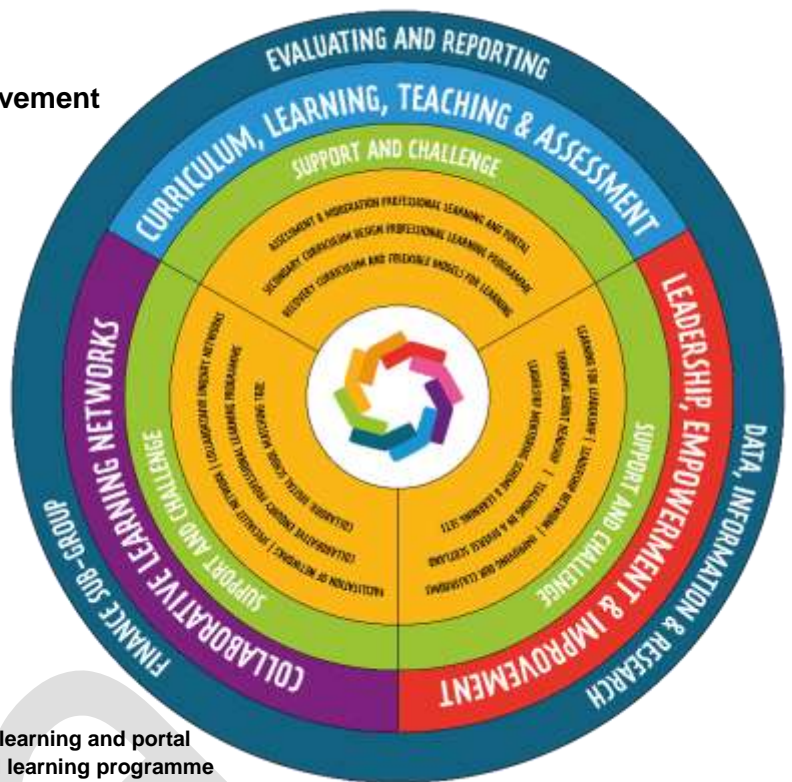
- Leadership Mentoring Scheme
- Leadership Learning Sets
- Learning for Leadership
- Thinking About Headship
- Leadership Networks
- Improving Our Classrooms
- Teaching in a Diverse Scotland

Curriculum, Learning, Teaching and Assessment

- Assessment and moderation professional learning and portal
- Secondary curriculum design professional learning programme
- Recovery curriculum and flexible models of learning
- Specialist networks support and development

Collaborative Learning Networks

- Facilitation of networks
- Support and development of collaborative enquiry networks
- Collaborative Action Enquiry Professional Learning Programme
- Development and administration of Collabor8: digital school matching tool



Action Plans: Leadership, Empowerment & Improvement

Leadership, Empowerment and Improvement	Links to Board: Laura Mason, Maureen McKenna Workstream Lead Officer: Jennifer Crocket
Remit	Action
<p>Throughout 2020-2023, ensure that leaders across the West Partnership are well informed of evolving leadership pathways and opportunities.</p> <p>To develop a range of supportive approaches for senior leaders in consideration of leadership actions within an empowered system.</p> <p>Link to Vision</p> <ul style="list-style-type: none"> • Equity • Excellence • Empowerment • Recovery 	<ol style="list-style-type: none"> 1. Continue to offer a Leadership Coaching and Mentoring Scheme to support and develop school leaders, their skills and abilities. 2. Continue to offer facilitated Leadership Learning Sets which create opportunities for school and establishment leaders to work collaboratively across the West Partnership in order to address leadership-related challenges. 3. Offer a Learning for Leadership Programme which supports school and establishment leaders to drive improvement within their settings specifically in relation to outcomes for children and young people. 4. Establish a Thinking about Headship Programme to support deputy headteachers within the West Partnership in considering their career pathway and preparation for next steps. 5. Create Virtual Leadership Networks open to all headteachers and deputy headteachers to allow for effective collaboration across the West Partnership, particularly in planning for and navigating Covid-19 recovery and renewal. 6. Continue to offer leadership learning activities through Improving Our Classrooms - an accredited professional learning programme for classroom teachers which aims to improve their classroom practice through enquiry-based study and application. 7. Address the recommendations from the Teaching in a Diverse Scotland Report and support the development of a greater understanding of the context of Leadership for BME staff and learners across the region and create a bespoke leadership training programme for BME practitioners.
Support Agreed with Education Scotland	Support from the Education Scotland Regional Improvement Team: <ul style="list-style-type: none"> • Develop bespoke professional learning opportunities relating to leadership actions for empowerment. • Support the facilitation of leadership learning opportunities across the West Partnership.

Action Plans: Curriculum, Learning, Teaching & Assessment

<p>Curriculum, Learning, Teaching & Assessment</p>	<p>Links to Board: Tony McDaid, Jacqui MacDonald</p> <p>Workstream Lead Officer: John Stuart</p>
<p>Remit</p> <p>The key aim of this workstream is to grow an empowered learning system which provides the best possible curriculum for children and young people, promoting recovery.</p> <p>With its focus on developing a system which supports children and young people to mitigate the impact of Covid-19, it also aims to ensure excellence and equity for all.</p> <p>Link to Vision</p> <ul style="list-style-type: none"> • Equity • Excellence • Empowerment • Recovery 	<p>Action</p> <ol style="list-style-type: none"> 1. Continue to extend the professional learning opportunities for school leaders and class teachers which will improve the quality of Assessment and Moderation and bring about greater consistency in teachers' professional judgements of Curriculum for Excellence levels across the region. Launch the West Partnership Moderation Portal. 2. Deliver professional learning and enquiry opportunities for leaders to engage with effective approaches to Curriculum Design in Primary, ELC and ASL settings and create a curriculum rationale which is fit for purpose in the context of recovery and renewal. 3. Deliver a Secondary Curriculum Design professional learning programme to senior leaders to support participants to develop the skills and network contacts to promote appropriate and progressive curriculum structures across the WP. 4. Through professional enquiry and collaboration, support establishments to create Flexible Models of Learning, including the launch of the West Partnership Online School (West OS). 5. Continue to develop self-sustaining Subject/Specialist Networks.
<p>Support Agreed with Education Scotland</p>	<p>Support from the Education Scotland Regional Improvement Team:</p> <ul style="list-style-type: none"> • Plan, support and enable professional learning events. • Work directly with practitioners to improve learning, teaching and assessment. • Share evidence from inspection of highly-effective practice and support practitioners to understand better what highly-effective learning, teaching and assessment looks like, including a particular focus on digital learning and teaching. • Share evidence from inspection of highly-effective practice in learning pathways and support practitioners to understand better what it looks like. • Support subject and specialist networks to grow into self-sustaining learning systems.

Action Plans: Collaborative Learning Networks

Collaborative Networks	Links to Board: Mhairi Shaw, Ruth Binks Workstream Lead Officer: Helen Brown
Remit Throughout 2020- 2023 establish a systematic approach to build upon and roll out collaborative working to embed robust processes that would lead to high quality and sustainable practices across the West Partnership. Link to Vision: <ul style="list-style-type: none"> • Equity • Excellence • Empowerment • Recovery 	Action <ol style="list-style-type: none"> 1. Continue to facilitate and support networks including for practitioners, facilitators and forums which empower children, young people and families to participate in and influence the West Partnership. 2. Support and development of Collaborative Enquiry Networks to investigate and implement interventions that will improve outcomes for children and young people. 3. Continue to develop the Collaborative action enquiry professional learning programme. 4. Continue to develop and implement Collabor8 as a digital platform that matches schools and early learning centres with shared interests to collaborate on enquiry projects.
Support agreed with Education Scotland	Support from the Education Scotland Regional Improvement Team: <ul style="list-style-type: none"> • Identify relevant research. • In partnership with key facilitators and educational psychologists provide bespoke support for participating schools. • Provide and support professional learning opportunities.

Action Plans: Evaluating and Reporting

<p>Evaluating and Reporting</p>	<p>Links to Board: Steven Quinn, Derek Brown</p> <p>Workstream Lead Officer: Lauren Johnston</p>
<p>Remit</p> <p>To support the West Partnership with self-evaluation, measuring and reporting impact of the improvement plan.</p> <p>To support the West Partnership demonstrate coordinated and collective impact.</p> <p>To support other workstreams with data analysis and use of data and information.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence • Recovery 	<p>Action</p> <ol style="list-style-type: none"> 1. Review and maintain the critical indicators that have been set to measure the impact of the partnership’s improvement agenda. These will include a mixture of qualitative and quantitative indicators. 2. Establish and maintain processes and tools for gathering quantitative and qualitative evidence to measure and describe the impact of the work in the Partnership. 3. Produce regular reports for a range of audiences including Board, Committee and Scottish Government and an annual evaluation report detailing the successes and achievements of the Partnership’s improvement agenda. 4. Support individual workstreams to define specific indicators aligned to their areas of priority. 5. Support with the development of the FOCUS tool across the West Partnership. 6. Collate and analyse evaluative data following all events. 7. Work in collaboration with the Research and Impact Officer to conduct and report on evaluation activities to support continuous improvement and understanding impact. 8. Continue to develop systems and processes which support the management, reporting and communication of the RIC work.
<p>Support agreed with Education Scotland</p>	<p>Support from the Education Scotland Regional Improvement Team:</p> <ul style="list-style-type: none"> • Analyse all West Partnership inspection and review reports at the end of each session. • Share and report case studies of best practice examples which have emerged from inspections and reviews. <p>Support from Scottish Government Analysis and Statistics Unit within the Learning Directorate.</p>