
Report To:	Education & Communities Committee	Date:	7 November 2023
Report By:	Ruth Binks Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/46/23/RB
Contact Officer:	Ruth Binks	Contact No:	01475 712748
Subject:	West Partnership Improvement Collaborative Evaluation Report 2022-23 and Improvement Plan for 2023-24		

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 The Glasgow City Region Education Improvement Collaboration, known as the West Partnership, brings together authorities from across the Glasgow City Region.
- 1.3 This report and associated appendices gives members oversight of the evaluation report of the Collaborative for 2022-23 and the Improvement plan for 2023-24.

2.0 RECOMMENDATIONS

- 2.1 The Education and Communities Committee is asked to:
- note the contents of the West Partnership Improvement Collaborative Evaluation report 2022-23
 - approve the West Partnership Improvement Plan for 2023-24

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

- 3.1 Regional Improvement Collaboratives (RICs) were established in 2017 as a national initiative to bring about improvement for all schools in Scotland. They are intended to bring together local authorities and Education Scotland, facilitate collaborative working and provide educational support to practitioners
- 3.2 The Glasgow City Region Education Improvement Collaboration, known as the West Partnership, brings together authorities from across the Glasgow City Region; Inverclyde is a member of the West Partnership.

4.0 PROPOSALS

- 4.1 The report attached as Appendix 1 details progress over the academic year 2022-2023 towards achieving each of the associated target outcomes and expected impacts as detailed in the West Partnership Improvement Plan for 2022-2023
- 4.2 The report captures the very good progress made within the West Partnership across the three main workstreams. Throughout the report, there are strong examples of how the Partnership is supporting authorities to improve attainment and achievement for all, while closing the poverty related attainment gap. This focus on excellence and equity is underpinned by an approach which enables staff to take collective action and deliver improvement
- 4.3 Included in this report is an overview of the strengthened evaluation model including drivers of improvement. The report showcases progress in enhancing collaboration, improving knowledge and confidence and changing practice. Illustrations which demonstrate impact in these three improvement areas have been included along with an overview of the work that has been completed in each workstream. Critical indicators have been updated demonstrating progress across the region. The West Partnership continues to compare favourably against national figures across most measures
- 4.4 The Partnership is also required to produce an annual improvement plan which outlines the vision, purpose and key activities of the collaborative for the year ahead. The West Partnership Improvement Plan 2023 - 2024 is attached as Appendix 2 sets out the key areas for collaborative action to bring about improvement across the Glasgow City Region.
- 4.5 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 stakeholders 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
- 4.6 Over the past session, a comprehensive range of engagements with key stakeholders took place, complementing the ongoing evaluation activity; giving a clearer set of qualitative and quantitative data to ensure the 2023-24 Improvement Plan meets the needs of practitioners and officers across the West Partnership. The feedback gathered from the stakeholder engagements, recommendations from the Robert Owen Centre evaluation and consensus building conversations with workstream sponsors, workstream members, programme participants and Education Scotland colleagues, all contributed to the Improvement Plan 2023-24. Taking account of all consultation to date, there is clear consensus that existing programmes and activity are broadly meeting the needs of officers and practitioners across the West Partnership. It is suggested most programmes continue, following review and in some cases, augmentation
- 4.7 The three main workstreams will continue to be: Wellbeing for Learning; Leadership, Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment. The Partnership will work closely with local authorities, as well as with colleagues from Education

Scotland and the Robert Owen Centre for Educational Change, to achieve key objectives set out for each workstream.

- 4.8 The approach towards Specialist Networks that was introduced last year will continue. These Specialist Networks meet with a common purpose to enhance the work of the local authorities in themed areas such as curriculum, additional support needs and digital learning. Inverclyde is benefitting from the collaboration and support from the networks.
- 4.9 A revised Plan on a Page has been included which attempts to more clearly articulate: vision, values, purpose and priorities of The West Partnership.

Both the report on progress and the plan for 23-24 were considered and endorsed at the last Glasgow City Region Education Committee on 12 September 2023.

5.0 IMPLICATIONS

- 5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

5.2 Finance

One off Costs

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

Annually Recurring Costs/ (Savings)

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

5.3 Legal/Risk

N/A

5.4 Human Resources

N/A

5.5 Strategic

N/A

5.6 Equalities, Fairer Scotland Duty & Children/Young People

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

	YES – Assessed as relevant and an EqIA is required.
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, assessed as not relevant and no EqIA is required.

(b) Fairer Scotland Duty

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 – Assessed as not relevant under the Fairer Scotland Duty.

(c) Children and Young People

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
X	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights.

5.7 Environmental/Sustainability

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
X	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

5.8 Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
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X	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.
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6.0 CONSULTATION

6.1 N/A

7.0 BACKGROUND PAPERS

7.1 N/A

The West Partnership

Improvement Plan 2023-24

**Equity, Excellence
& Empowerment**



GLASGOW
CITY REGION
Education

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INTRODUCTION

As the new Regional Lead Officer, I am pleased to introduce the West Partnership Improvement Plan which sets out our priorities and key activities in 2023-24.



From the beginning of the West Partnership in 2017, we have recognised the fundamental importance of teachers and practitioners, local authority officers and communities working together to improve the experiences and outcomes of every learner across the City Region. The last two years have highlighted the importance of this as we continued to recover from the impacts of the Covid-19 pandemic.

Through our collaborative efforts, we have embraced the benefits of this partnership and our Evaluation Report 2022-23 highlights the very good progress we have made towards achieving our vision of a networked learning system. The report demonstrates the way we have...grown the reach of West Partnership activities whilst maintaining the effectiveness of each offering. We are now beginning to see positive signs of recovery and progress through our critical indicators. For example, over the last 18 months, 91% of West Partnership schools who were inspected were labelled as good or better for leadership of change – up from 73% in the year before the pandemic. Furthermore, 88% judged as good or better for learning, teaching and assessment – an improvement on the 71% achieved in 2018/19. The impact of these leadership and curricula achievements permeates into our pupil-focused indicators, with a record 96.3% of school leavers entering a positive destination. The percentage gap between our 20% most deprived and 20% least deprived school leavers who enter a positive destination is also at a record low of 4.2%.

As we look forward, we know there is more we can do as a partnership to strengthen our collaborative working and increase the number of staff and learners benefitting from our shared endeavours; ensuring impact in all of our playrooms and classrooms. In addition to the feedback from our stakeholders, it is essential we take account of the national context particularly the National Discussion and Professor Hayward's Review of Qualifications and Assessment.

The Improvement Plan is structured around our three main workstreams - Wellbeing for Learning; Leadership Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment. It is underpinned by our values of equity, excellence and empowerment and reflects three strategic drivers of improvement ensuring we:

1. Foster collaboration on a variety of levels;
2. Provide professional learning and specialist network opportunities for practitioner which increase knowledge, understanding, confidence and deliver improvement; and,
3. Stimulate change to practice, impacting positively on children, young people and their families.

The West Partnership Improvement Plan enables each of us to look beyond our own establishment and local authority to foster a culture of collaboration, learning and innovation that empowers and enables our children and young people to achieve and flourish. In doing so, we will continue to work closely with our colleagues from Education Scotland, other Regional Improvement Collaboratives and the Robert Owen Centre for Educational Change to achieve our key objectives and continue to improve outcomes for all our staff and learners.

Mark Ratter, Regional Lead Officer, West Partnership

WEST PARTNERSHIP VISION AND CONTEXT

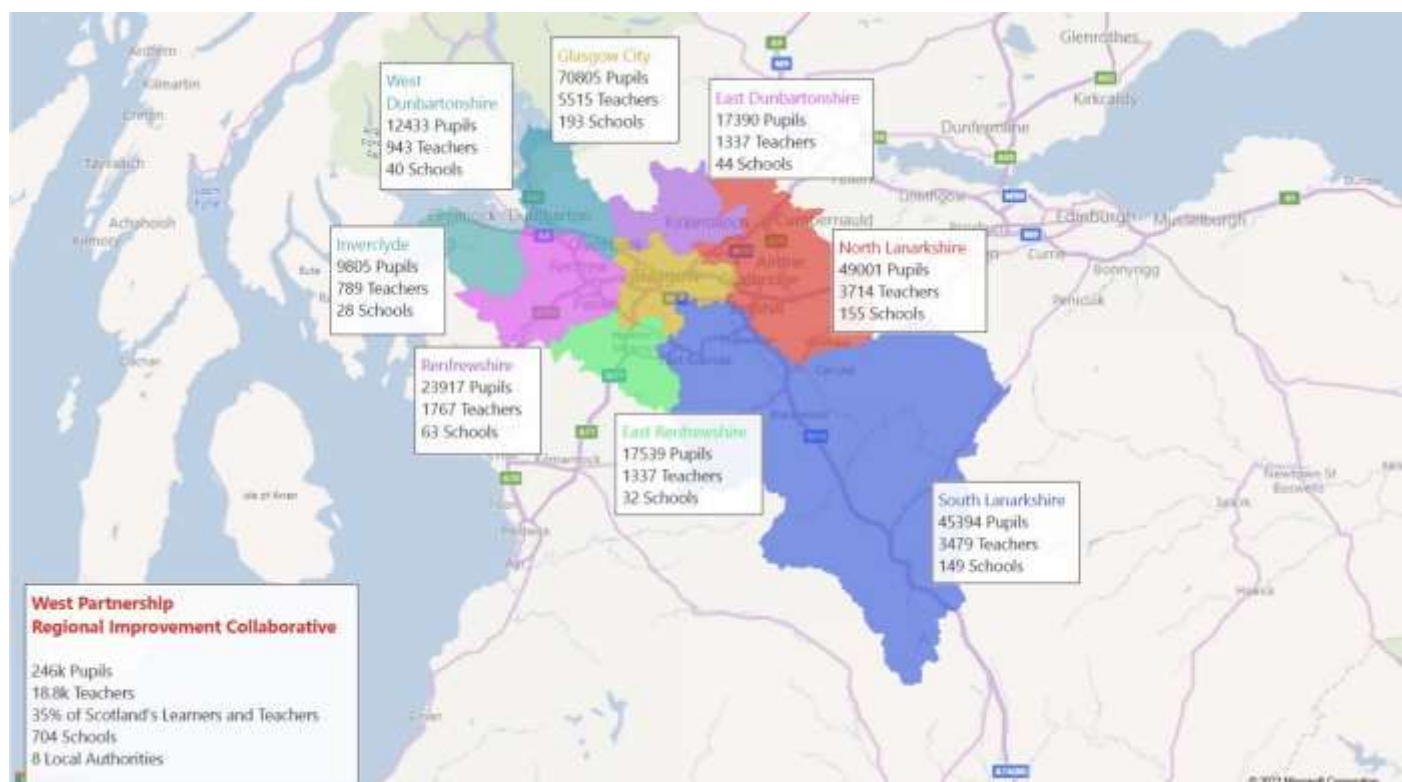
The West Partnership has a clear vision: to embed the values of equity, excellence and empowerment in everything we do, building a collaborative, networked learning system to improve learning experiences and increase attainment for every learner across the region.

The 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 classrooms.

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 AND OPERATIONAL STRUCTURES

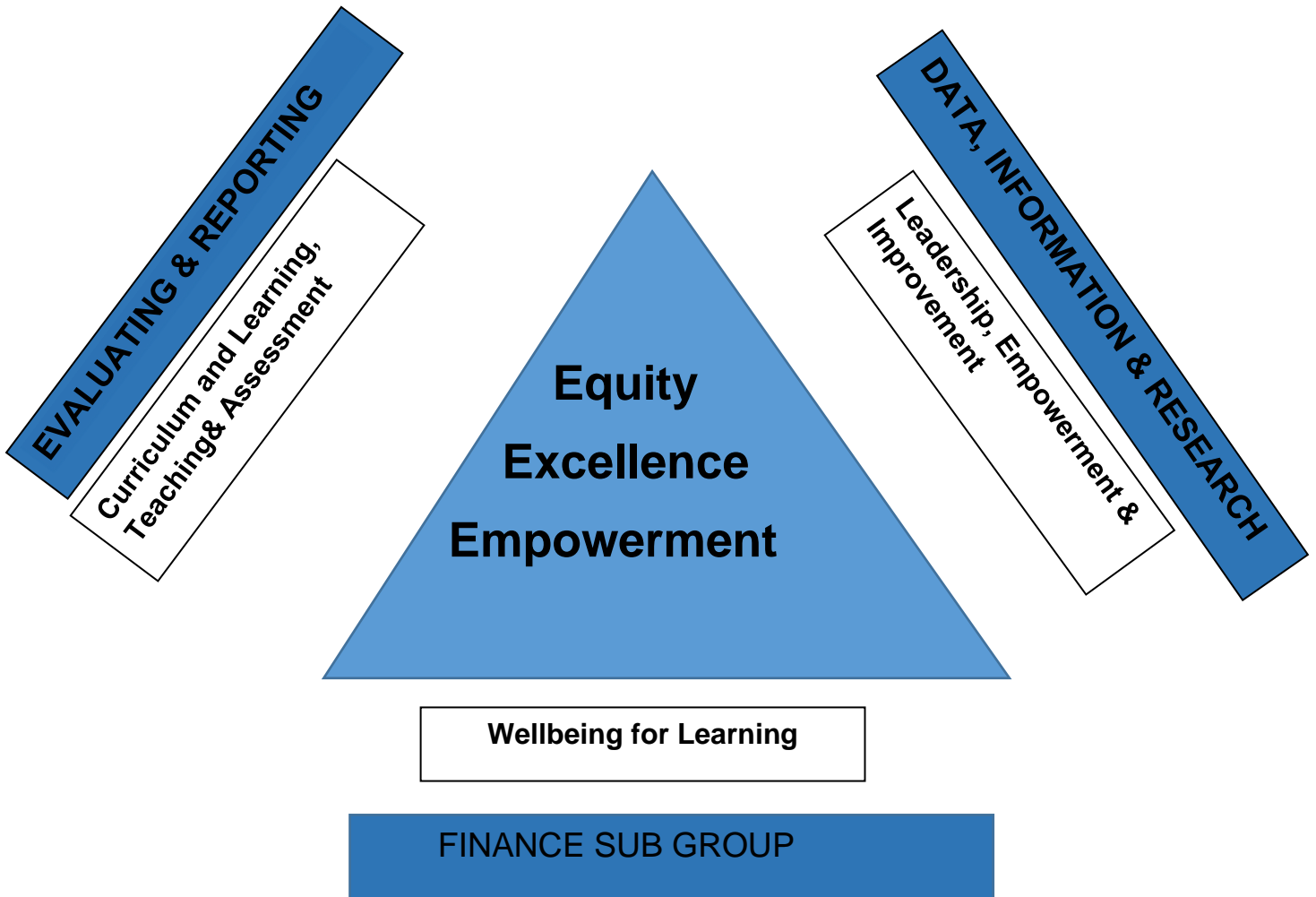
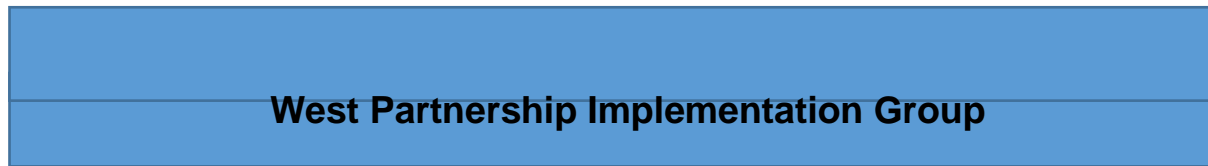
OVERVIEW

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.

The structure has been recognised as a key strength of the West Partnership in our formative years, whilst seeking to strengthen the strategic role of senior leaders to maintain our ongoing successes.

Glasgow City Region Education Committee

West Partnership Board



GLASGOW CITY REGION 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.

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.

GOVERNANCE AND OPERATIONAL STRUCTURES

WEST PARTNERSHIP IMPLEMENTATION GROUP

This group 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 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 GROUP

The West Partnership Board continues to be supported very well by the Finance Sub-Group. The Finance 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 also provide advice on staffing and other resource issues, as required. The partnership is supported further by a finance officer who advises and assists with the operational management of the grant award from the Scottish Government.

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 2023-24, the three workstreams are:

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

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 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, collaborative work with colleagues from Education Scotland's Regional Improvement Team. This team provides a helpful external perspective drawn from good practice identified 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 contribute to the delivery of some 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.

SPECIALIST NETWORKS

Specialist Networks, comprise of representatives from across the eight local authorities, and 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, avoiding additional workload for central officers. The West Partnership core team support this collaborative approach to overtaking the action plan. The WLOs are responsible for supporting evaluation and reporting on progress and impact as part of governance procedures. This work will be supported by the WP's data officer in the coming session.

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 2023-24 include networks for:

Family & Community Officers	Stand-alone ASN HT /Officers	Senior Inclusion Officers
Community Learning & Development Officers	Home Education Officers	English as an Additional Language Co-ordinators
Literacy Officers	Assessment Co-ordinators	Maths Officers

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 add 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 2023-24.

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

- 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 shared with the Board. It informs the plan for session 2023-24 and has served to produce a more co-created approach to the improvement planning process.

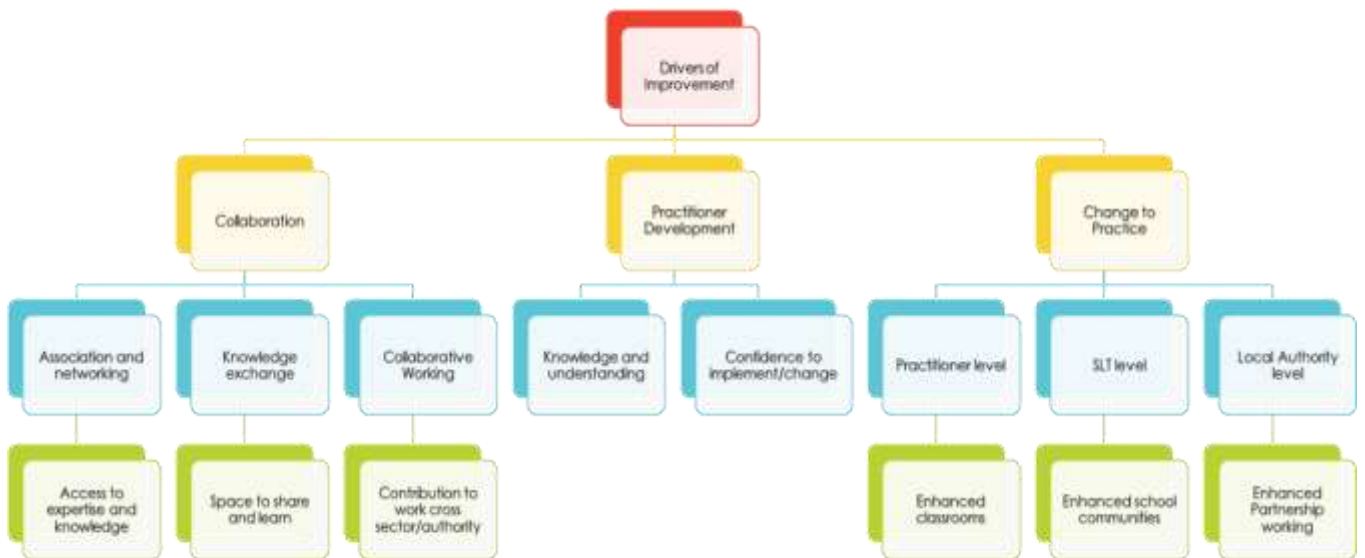
EVALUATING THE IMPACT OF THE IMPROVEMENT PLAN

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.

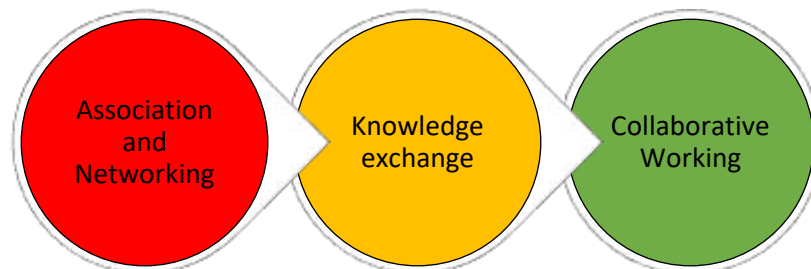
This work, supported by the data officer, is crucial in supporting the West Partnership to evaluate its activities and programmes, as well as using the quantitative and qualitative evidence to identify future priorities. Regular highlight and evaluation reports include updates on the progress and impact 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:



The first driver, collaboration, is at the heart of the Regional Improvement Collaborative’s work. As such, collaborative working and the exchange of expertise and practice around our system is a key mechanism for improvement and also a broad term which captures interactions that differ in depth. From exploring our qualitative feedback data from our professional learning, collaborative enquiry, and specialist networks, the partnership’s collaboration is conceptualised as occurring on a three-point continuum. The continuum is based on the available data and is presented below:



The continuum, with three overlapping concepts, is designed to describe the different ways in which collaborators interact. The partnership provides a range of opportunities which differ in terms of how ‘deep’ collaboration is. As such, this continuum is not intended to be a scale from ‘ineffective’ to ‘most effective’, but instead one that recognises different levels of collaboration as a positive.

The development of these drivers allow the partnership to report more effectively, more holistically and to crystallise the key purposes of the West Partnership’s work.

The West Partnership continues to engage the services of the Robert Owen Centre for Educational Change, University of Glasgow (ROC), as external evaluators. During last session, research was carried out by ROC. It offers insight into the progression of the West Partnership Regional Improvement Collaborative. Findings and recommendations in the interim report, have been discussed fully by the West Partnership core team and the Board and have influenced the Improvement Plan for session 2023-24.

CRITICAL INDICATORS

Our critical indicators below are used as benchmarks to assess the collective impact of the West Partnership. These should be thought of as measures which, if our work is effective, will improve because of our interventions. Our drivers of improvement explain the mechanisms by which we aspire to impact on our system – our critical indicators tell us if we are having an impact on the system.

This session we made a number of small changes to better link our critical indicators to our values as a Regional Improvement Collaborative. Firstly, in this evaluation report we have themed our critical indicators around our values of excellence, equity, and empowerment. Whilst many of our measures could arguably broach more than one of these values, we have labelled each by what we believe is their primary value.

Secondly, we have strengthened our commitment to equity through the addition of a few key measures. These related primarily to the poverty related attainment gap, which we had included in previous evaluation reports but not formally through our critical indicators. To demonstrate our commitment to The Promise, we have also included new measures on looked after young people.

Indicators	Excellence, Equity or Empowerment	2017- 18 Value	2018- 19 Value	2019- 20 Value	2020- 21 Value	2021- 22 Value
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	Excellence	72.4	73.0	**	69.7	72.4
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy		79.5	80.3	**	77.3	79.6
% of leavers achieving 1 or more awards at SCQF Level 6 or better		68.7	69.3	70.4	72.8	69.4
% of leavers achieving 5 or more awards at SCQF Level 6 or better		37.6	38.3	42.1	44.3	41.5
% of leavers achieving SCQF Level 5 or better in literacy		82.8	82.6	83.1	84.6	82.7
% of leavers achieving SCQF Level 5 or better in numeracy		70.2	69.2	70.8	72.8	71.3
Primary Attendance Rates		N/A	94.2	N/A	93.4	N/A
Secondary Attendance Rates		N/A	90.3	N/A	88.4	N/A
Initial School Leaver Destinations (Positive)		94.4	95.2	93.6	95.8	96.3
% point gap between Quintile 1 and Quintile 5 primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy	Equity	23.5	22.4	**	26.1	22.6
% point gap between Quintile 1 and Quintile 5 primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy		17.8	17.5	**	21.7	18.3
% point gap between Quintile 1 and Quintile 5 leavers achieving 1 or more awards at SCQF Level 6 or better		N/A	39.6	36.9	34.8	33.4
% point gap between Quintile 1 and Quintile 5 leavers achieving 5 or more awards at SCQF Level 6 or better		N/A	48.1	42.5	44.0	44.7
% point gap between Quintile 1 and Quintile 5 leavers achieving SCQF Level 5 or better in numeracy and literacy		N/A	34.7	35.7	34.4	34.0
% point gap between Quintile 1 and Quintile 5 leavers entering initial positive destinations		N/A	4.8	6.6	5.1	4.2
% of looked after school leavers achieving 1 or more awards at SCQF Level 6 or better		N/A	N/A	N/A	29.8% ¹	
% of looked after school leavers achieving 5 or more awards at SCQF Level 6 or better		N/A	N/A	N/A	8.9%	
Number of Practitioners accessing professional learning opportunities provided by the West Partnership		Empowerment	TBC	TBC	3185	3137
Percentage of practitioners reporting an increase in their knowledge following participation in West Partnership activities	NA		NA	NA	85.1	85.3
% of establishments evaluated as good or better for leadership of change	63		73	*	*	91 ²
% of establishments evaluated as good or better for learning, teaching and assessment	66		71	*	*	88 ³

¹ In 2023 the West Partnership board agreed to include two measures which look specifically at the outcomes of looked after children. As this is a smaller population within the West Partnership, these values will only be updated biannually, with 2 years of data combining to form a more reliable sample. As such, the latest data is a combination of 20/21 and 21/22 academic sessions.

² Based on 33 inspections taking place between May-22 to June-23

³ Based on 57 inspections taking place between May-22 to June-23

Review of Evaluation Processes

A review of reporting and evaluation processes and paperwork was conducted ahead of the new session. Some improvements have been agreed to further strengthen the approach. This includes minor updates to templates, regular progress and impact meetings which will include discussions on progress towards achieving workstream outcomes and a tighter monitoring of data planners to ensure that all data is gathered and analysed as scheduled. A session will be conducted with workstream lead officers on the evaluation and reporting cycle focusing on planning, appropriate methodologies and support available from the data team.

Self-Evaluation Framework

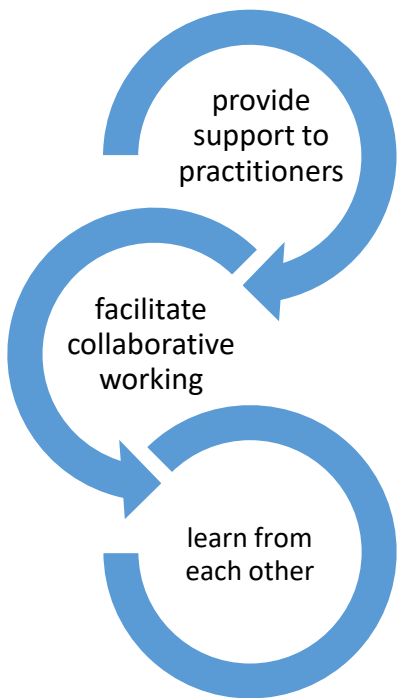
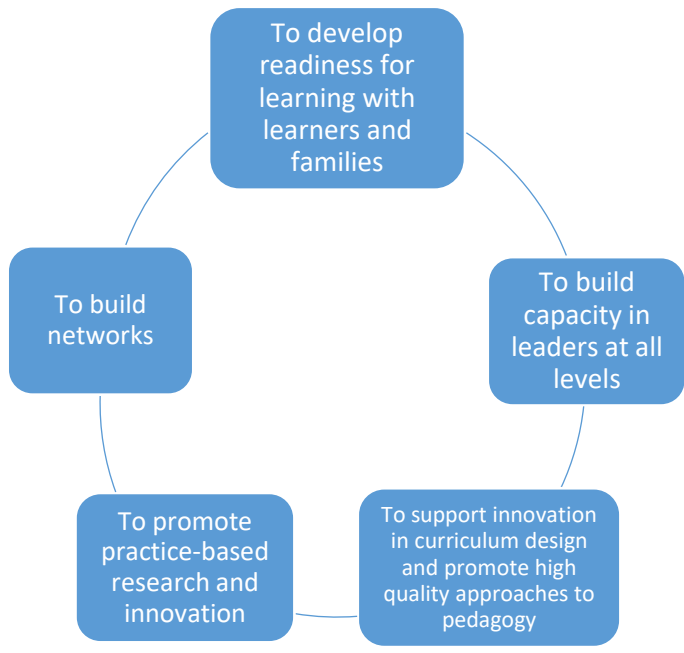
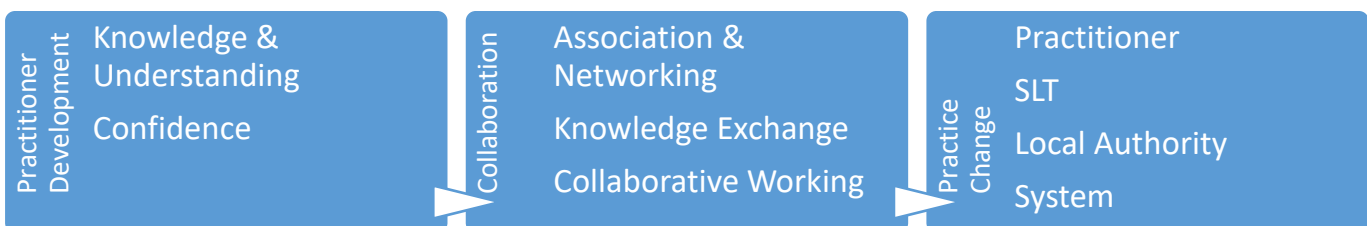
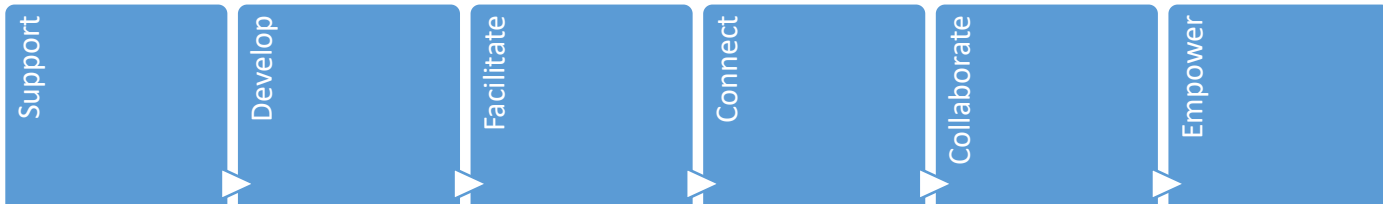
In order facilitate a shared focus on building confidence, clarity and coherence, a new self-evaluation framework has been developed. It makes use of Fullan and Quinn's 'Coherence Framework' (2016) and is organised around each of the four components:

- **Focusing Direction** – purpose driven goals that bring clarity of strategy and change leadership
- **Cultivating Collaborative Cultures** – Collaborating is not just about creating a place where people feel good but rather about cultivating the expertise of everyone to be focused on a collective purpose
- **Deepening Learning** – Shifting to a deeper understanding of the process of learning and how we can influence it. This requires knowledge building partnerships for everyone engaged
- **Securing Accountability** – Developing conditions that maximise 'internal accountability' and reinforce internal accountability with external accountability

The framework uses each of the four Coherence components listed above to evaluate RIC roles and responsibilities, with a clear focus on the Scottish education context in relation to policy, process and language.

Whilst the framework aims to build a shared understanding and expectations of the role of the RICs, it also facilitates local responses to the unique contexts and operating models within each of the regions. It is our intention to use the self- evaluation framework, when finalised, to support self and peer evaluation in the coming session.

The West Partnership Plan on a Page 2023-24

<p>Our Vision:</p> <p>By building a networked learning system, improve the learner experience, attainment and achievement across the West Partnership.</p>	<p>Our Values:</p> <p>Equity Excellence Empowerment</p>
<p>Our Purpose:</p> 	<p>Our Priorities:</p> 
<p>Our drivers:</p> 	
<p>To achieve our priorities, we will:</p> 	

WEST PARTNERSHIP DELIVERY MODEL

KEY ACTIVITIES & PROGRAMMES 2023-24

Wellbeing for Learning	
Programmes / Activities	Specialist Networks
<ul style="list-style-type: none"> • Supporting Learners: <ul style="list-style-type: none"> - Keeping Trauma IN Mind –CAR - Inclusion in Mainstream – series - Attendance – CAR - Inclusive Practice in Early Learning and Childcare Settings • UNCRC (by sector) • Youth Participation: <ul style="list-style-type: none"> - Young Leaders of Learning - Youth Participation Training • Families and Communities <ul style="list-style-type: none"> - Youthlink Scotland Enquiries - Family Learning 	<ul style="list-style-type: none"> • <i>Stand-alone ASN Headteachers*</i> • <i>CLD Lead Officers*</i> • <i>Senior Inclusion Lead Officers*</i> • <i>PSHE EY/Primary/Secondary Officers*</i> • <i>Home Education Officers*</i> • <i>Attendance*</i> • <i>The Promise*</i> • <i>UNCRC Lead officers*</i>
Leadership, Empowerment & Improvement	
Programmes / Activities	Specialist Networks
<ul style="list-style-type: none"> • Hexagon Coaching • Thinking About Headship • Improving Our Classrooms • Improving Our Schools • Improving Our Departments / Faculties • FOCUS tool and CLPL • Focus on Improvement* 	<ul style="list-style-type: none"> • <i>SAC / Equity Lead Officers</i> • <i>Digital Officers</i>
Curriculum, Learning, Teaching & Assessment	
Programmes / Activities	Specialist Networks
<ul style="list-style-type: none"> • Assessment & Moderation • West OS • Secondary BGE Curriculum • Spotlight on Effective Practice • Pedagogy Partnerships • Primary Curriculum • Keep Scotland Beautiful: STEM the flow • Research on Impact of 1140 hours (lead by Evaluation Lead Officer) 	<ul style="list-style-type: none"> • <i>Assessment & Moderation Co-ordinators*</i> • <i>ASN Assessment & Moderation*</i> • <i>Maths Lead Officers*</i> • <i>Literacy Lead Officers*</i> • <i>Gaelic Lead officers*</i> • <i>BGE Curriculum*</i> • <i>English as an Additional Language Lead Officers*</i> • <i>Early Years Senior Officers*</i> • <i>Early Education Leads*</i> • <i>Tracking & Monitoring*</i> • <i>Digital Pedagogy*</i>

The West Partnership

EVALUATION REPORT 2022-2023

**Equity, Excellence
& Empowerment**



GLASGOW
CITY REGION
Education

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Foreword



I am pleased to present the West partnership Regional Improvement Collaborative Evaluation Report 2022-23. This report details progress over the academic year towards achieving each of the outcomes and expected.

Impacts detailed in the West Partnership Improvement Plan. The West Partnership has a clear vision: we want to embed the values of equity, excellence and empowerment in everything we do. In doing so, we aim to establish a culture where working collaboratively across our eight local authority areas allows us to build a Networked Learning System and continually improve learning experiences and outcomes for every learner across the Glasgow City Region.



This year, we have reached further across the range of staff teams represented within the partnership: senior and middle leaders, teachers, practitioners, support staff, central teams, CLD colleague and more. We are more able to see the added value that the West Partnership Regional Improvement Collaborative brings and the impact our activities are having in classrooms and playrooms.

The report highlights some interesting illustrations which show significant and sustained impact in learning and teaching through the Improving Our Classrooms Programme; the impact on one participant of the professional support offered through the Thinking About Headship Programme and the methodology and progress made to date in the partnership's research into the impact of 1140 hours in early years. In addition, the voice of our children, young people and staff are captured and shared, allowing us to see practical applications and effects of working collaboratively with others across the West Partnership. We continue to have our work recognised by external evaluations carried out by the Robert Owen Centre for

Educational Change, Glasgow University and use this information as part of our self-evaluation and planning process.

We continue to organise our work across three workstreams: Wellbeing for Learning; Leadership, Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment. Programmes are developed to ensure we are adding value to local and national offers and avoiding unnecessary duplication. Ensuring we are designing an offer which meets the need of colleagues, and in turn children and young people, is paramount. This report shows very good progress across all three workstreams again this year.

Face to face opportunities have increased this session as colleagues tell us that collaboration takes place more easily when you are in the room together. However, our wide geographical reach also means we are sensitive to the time constraints of travel and make very effective use of digital technology in our delivery approach.

As I step down from my role as Regional Improvement Collaborative Lead, I do want to express my gratitude to colleagues across the partnership and beyond who have worked tirelessly, especially in the most trying of situations during the pandemic, to work together for the continued improvement of the experience we give our children and young people. Your commitment and passion are inspiring. I leave knowing the West Partnership will continue to flourish, adding a bespoke offer to the system and under the leadership of Mark Ratter, the new RIC Lead.

Tony McDaid, Regional Lead Officer West Partnership

Introduction

Our evaluation report provides an overview of the collective impact and added value of the West Partnership annual activity which is delivered through three core workstreams. These are:

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

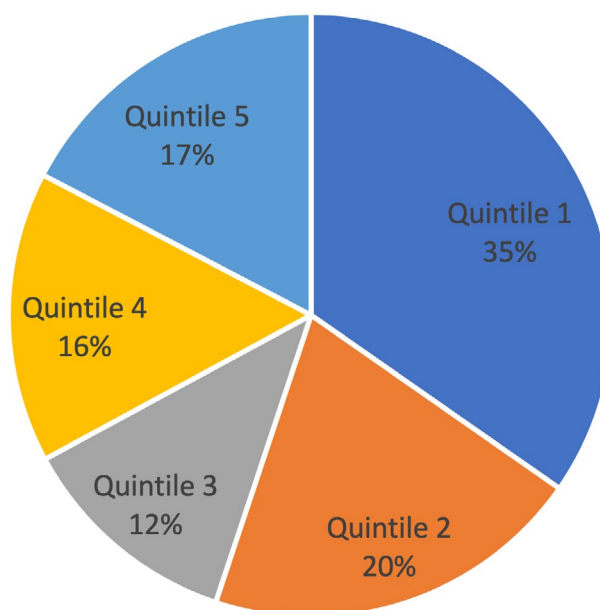


VISION

The West Partnership has a clear vision: to embed the values of equity, excellence, and empowerment in everything we do, building a collaborative, networked learning system to improve learning experiences and increase attainment for every learner across the region.

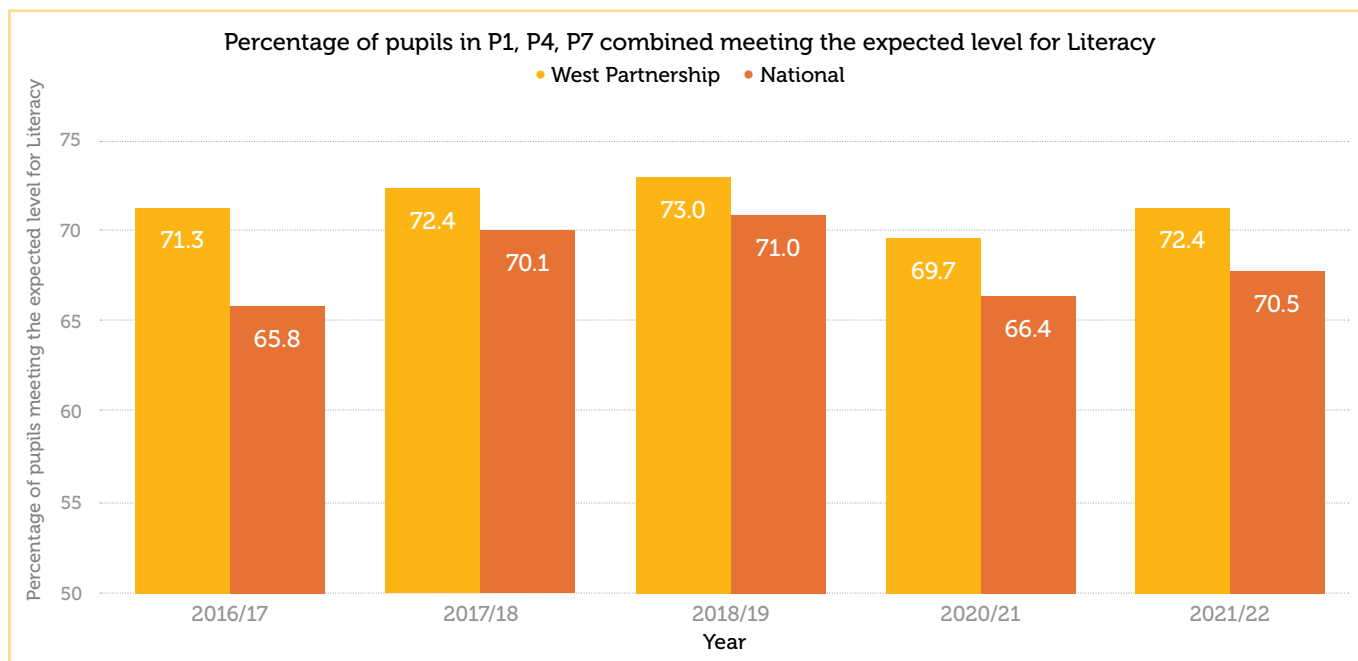
CONTEXT

- ➔ 8 local authorities across the West of Scotland; East Dunbartonshire, East Renfrewshire, Glasgow City, Inverclyde, North Lanarkshire, Renfrewshire, South Lanarkshire, and West Dunbartonshire.
- ➔ 35% of Scotland's school population attend a West Partnership school.
- ➔ Over 1000 nurseries, primary, secondary, and special schools.
- ➔ More than 246,000 children and young people.
- ➔ Over 50% of all West Partnership pupils reside in SIMD quintiles 1 and 2.

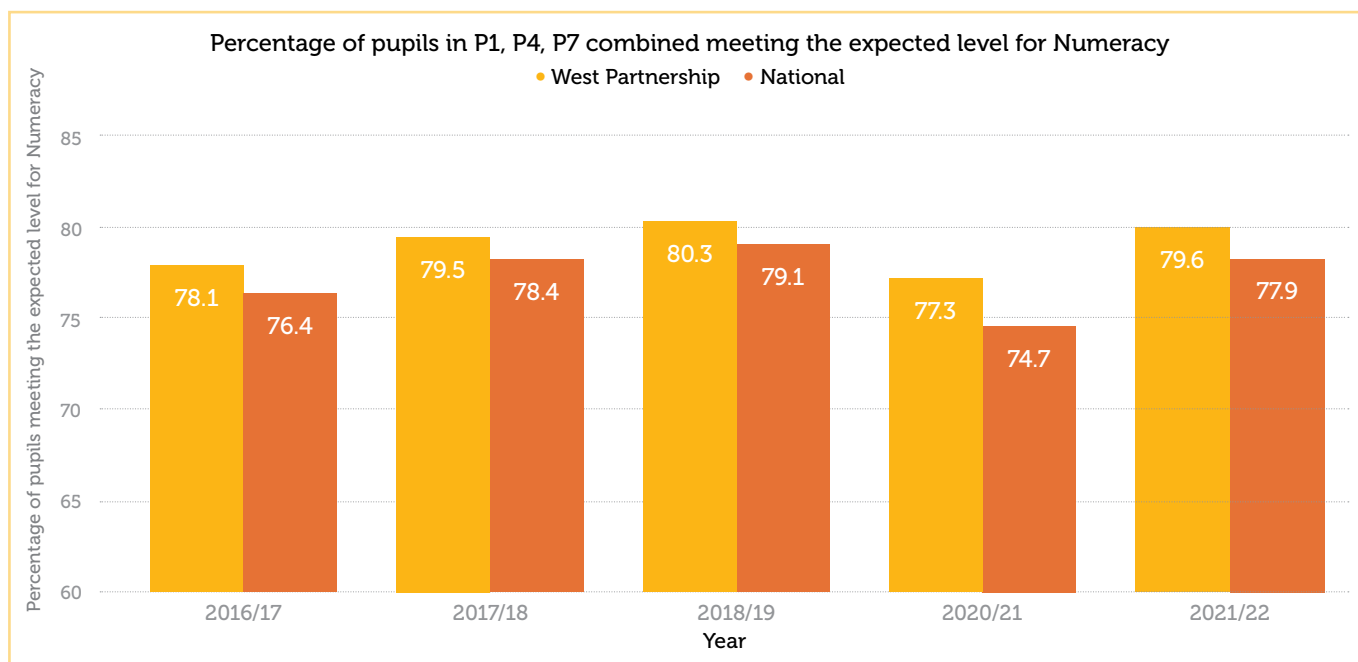


How does the West Partnership compare?

BROAD GENERAL EDUCATION



Data from 21/22 shows an increase in the number of primary pupils meeting their expected literacy levels at P1, P4 and P7. The percentage of West Partnership pupils meeting the expected level increased from 69.7% in 20/21 to 72.4% in 21/22. This figure is slightly below the last pre-pandemic session (18/19) but in line with the figures from 17/18. West Partnership primary pupils continue to be more likely than all Scottish pupils to meet the expected level for literacy.

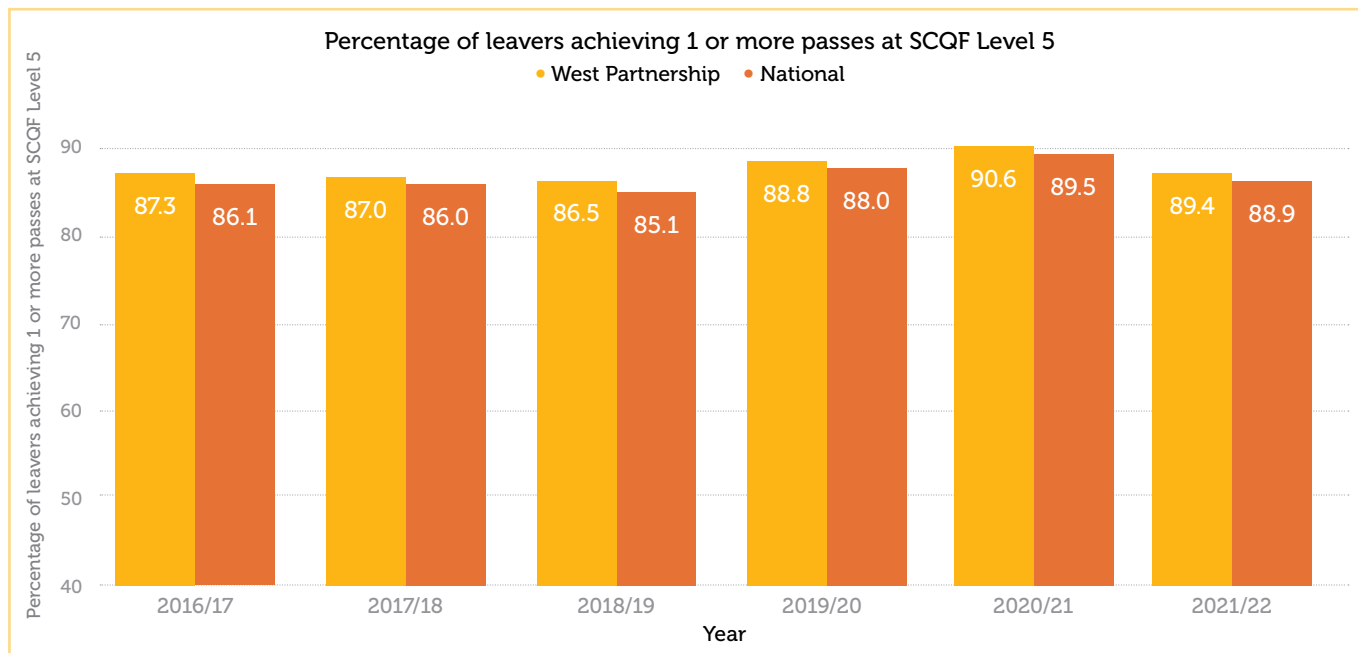


Data from 21/22 shows an increase in the number of primary pupils meeting their expected numeracy levels at P1, P4 and P7. The percentage of West Partnership pupils meeting the expected level increased from 77.3% in 20/21 to 79.6% in 21/22. This figure is slightly below the last pre-pandemic session (18/19) but in line with the figures from 17/18. West Partnership primary pupils continue to be more likely than all Scottish pupils to meet the expected level for numeracy.

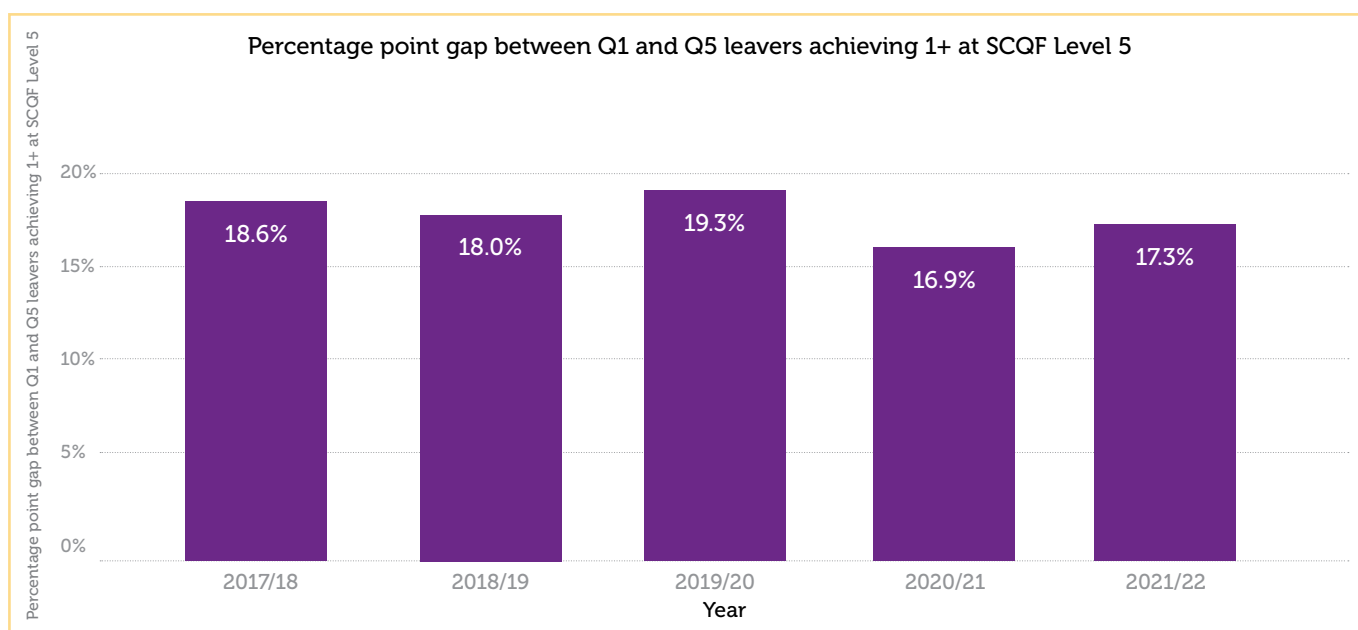
How does the West Partnership compare?

SENIOR PHASE

At the senior phase level, a variety of assessment models have been used over the previous three academic sessions. As such, caution should be noted in making year on year comparisons.



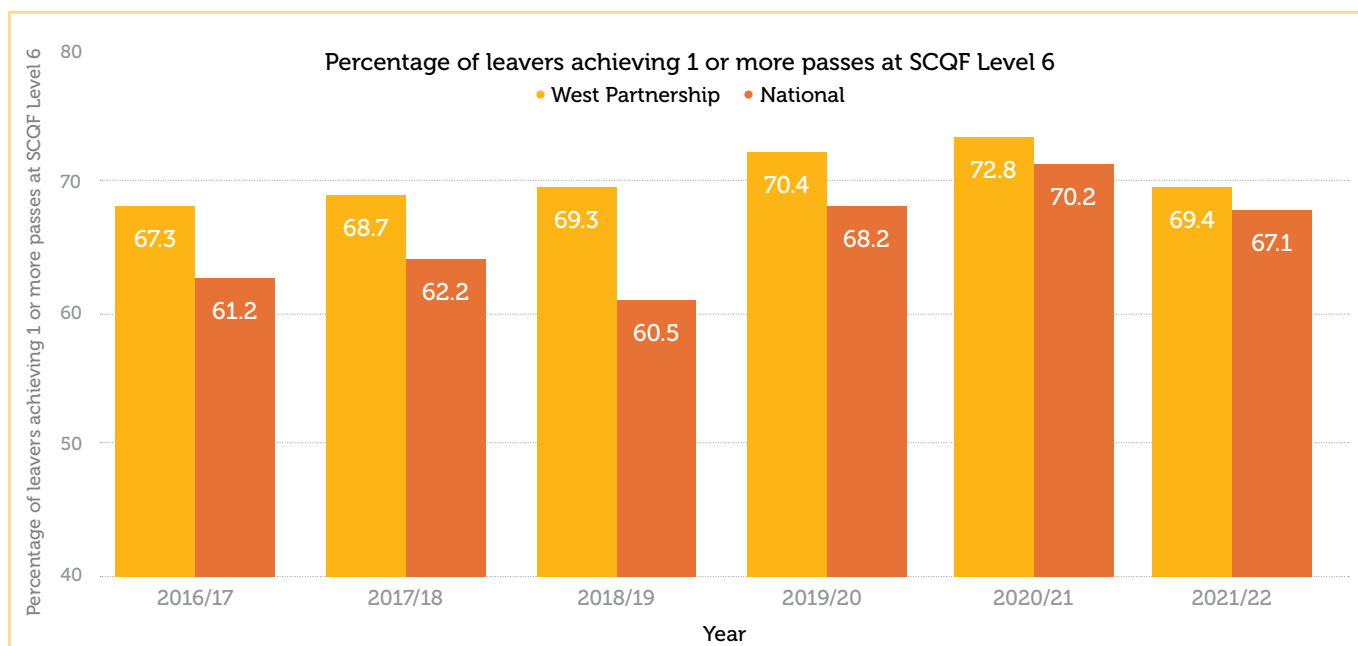
The percentage of leavers achieving 1 or more passes at SCQF Level 5 decreased by 1.2 percentage points to 89.4% from 90.6% in 20/21. Whilst a reduction on the previous year, the 21/22 figure remains higher than all other years since 2016/17. The West Partnership continues to have a higher percentage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



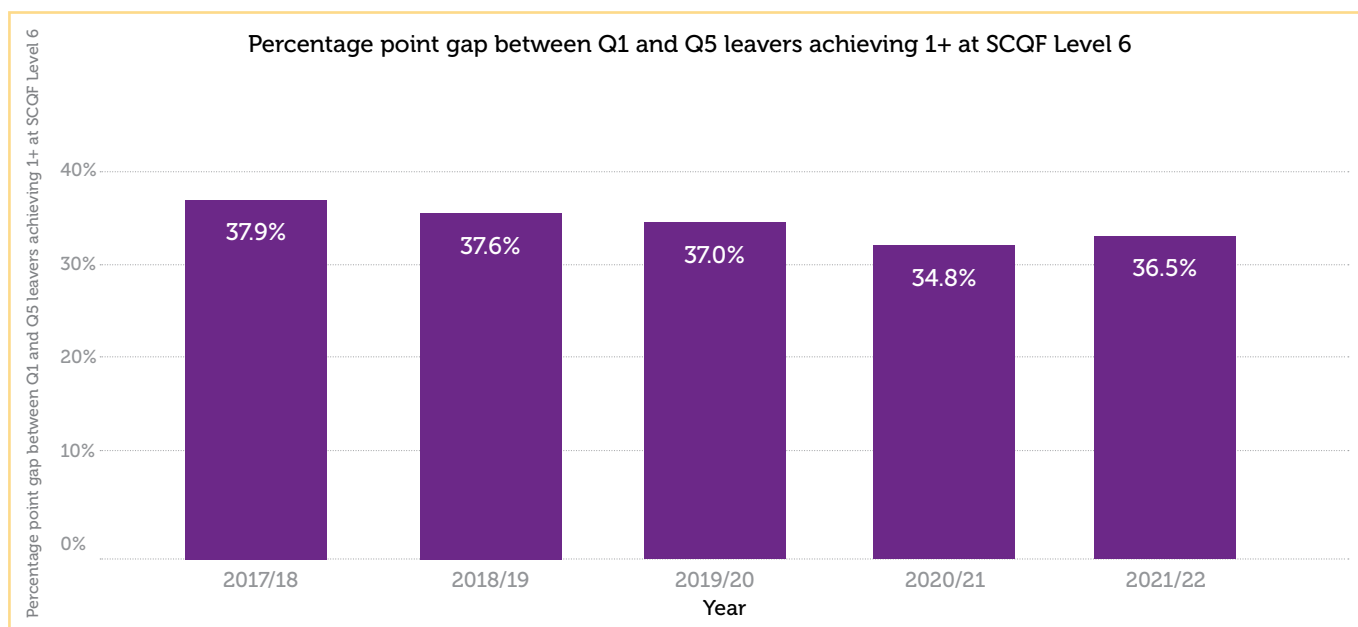
Progress towards closing the gap between SIMD quintiles 1 and 5 in relation to leavers achieving 1 or more passes at SCQF level 5 remains stable. Since 2018 the gap between quintiles 1 and 5 has decreased by 1.5 percentage points, moving from 18.6% in 2018 to 17.3% in 2022.

How does the West Partnership compare?

SENIOR PHASE



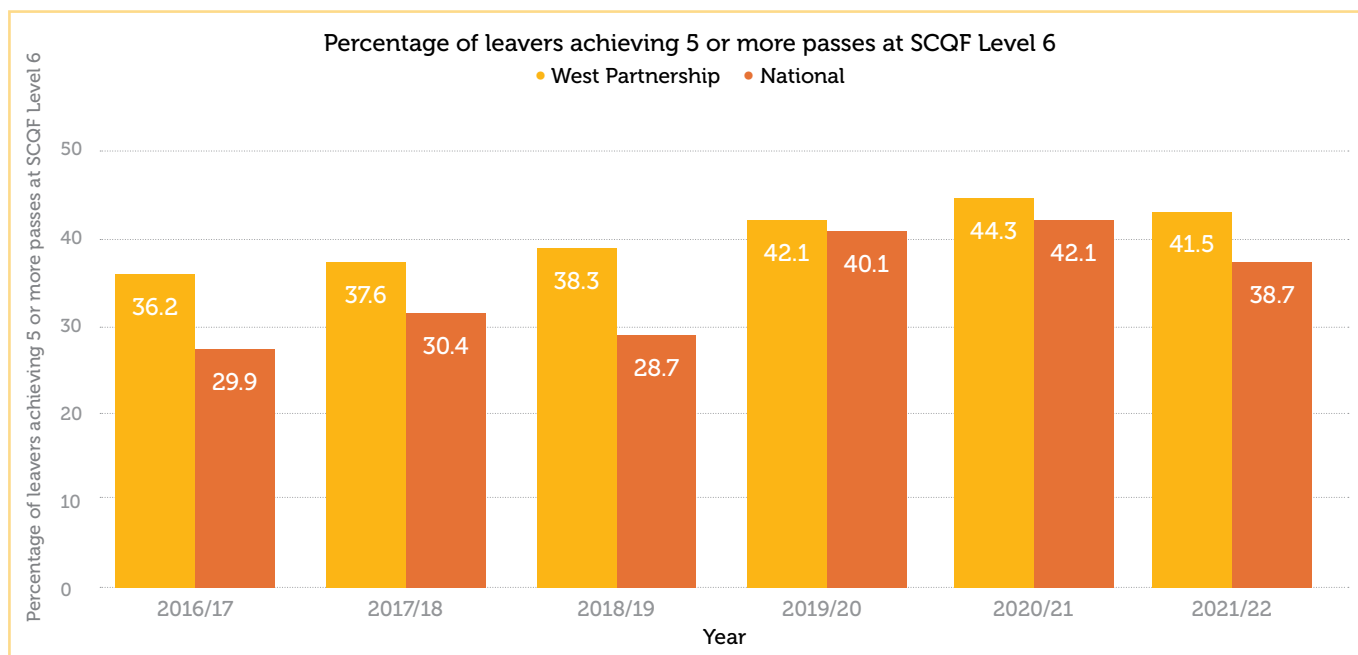
The percentage of leavers achieving 1 or more passes at SCQF Level 6 has fallen by 3.4 percentage points. The figure of 69.4% is now in line with the last session which had a traditional model of assessment (18/19). West Partnership pupils continue to outperform the national figure on this measure.



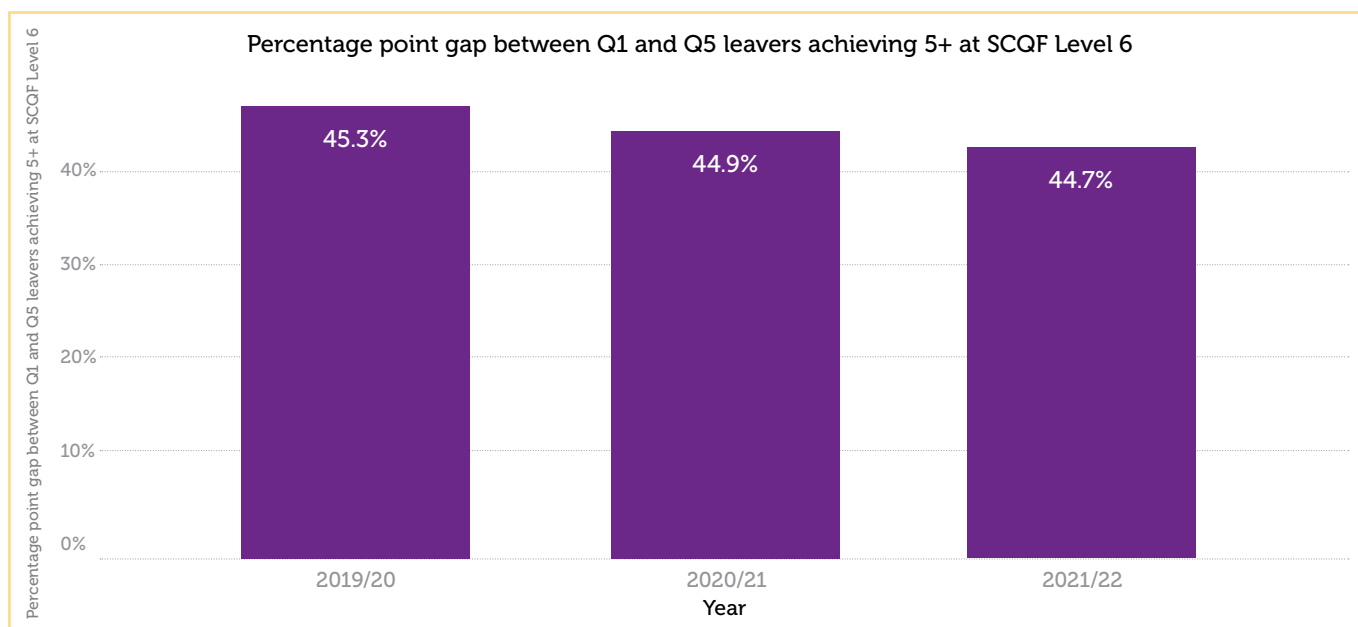
Progress towards closing the gap between SIMD quintiles 1 and 5 in relation to leavers achieving 1 or more passes at SCQF level 6 has reversed slightly from 2021. Since 2018 the gap between quintiles 1 and 5 has decreased by 1.4 percentage points, moving from 37.9% in 2018 to 36.5% in 2022.

How does the West Partnership compare?

SENIOR PHASE



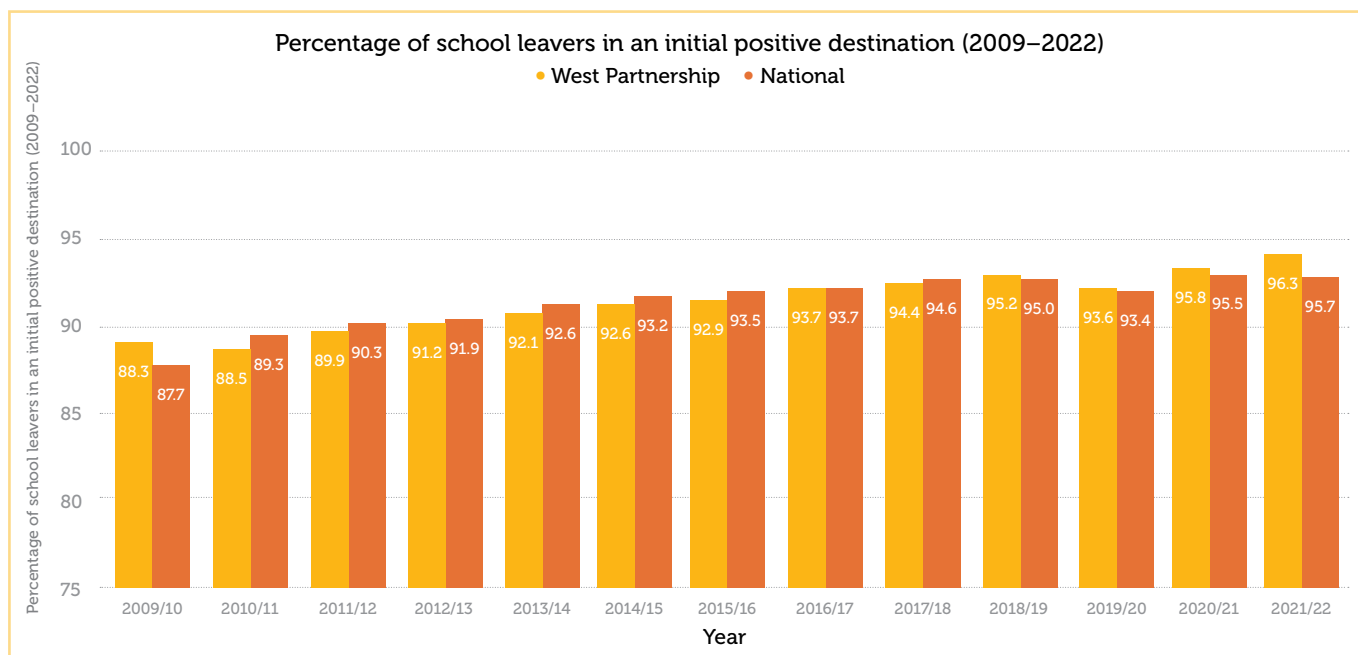
As in other measures at Level 6, the percentage of leavers achieving 5 or more passes has decreased against 20/21 figures. The figure of 41.5% for 21/22 is a 2.8 percentage point decrease from the high of 44.3% in 20/21. The 21/22 figure remains higher than the last non-disrupted session of 18/19. As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



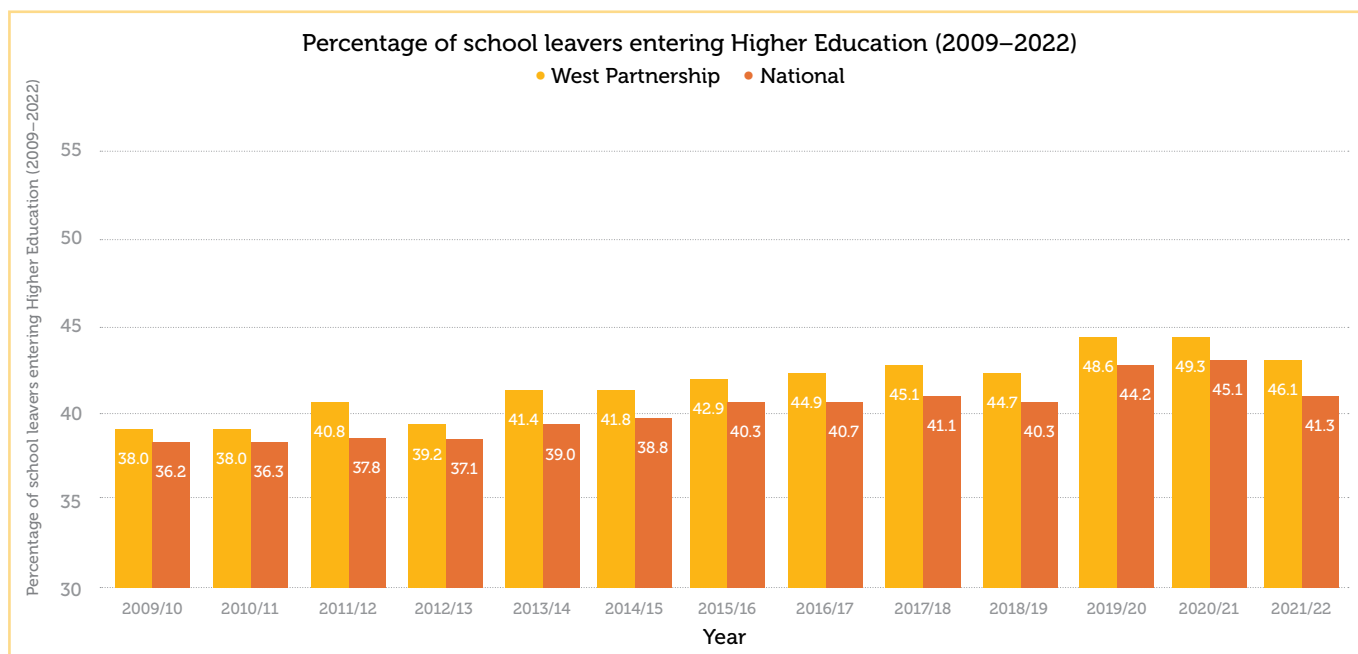
Progress towards closing the gap between SIMD quintiles 1 and 5 in relation to leavers achieving 5 or more passes at SCQF level 6 continues to slowly decrease. Data prior to 2019/20 is unavailable for this measure, but since 2020 the gap between quintiles 1 and 5 has decreased by 0.6 percentage points.

How does the West Partnership compare?

SENIOR PHASE



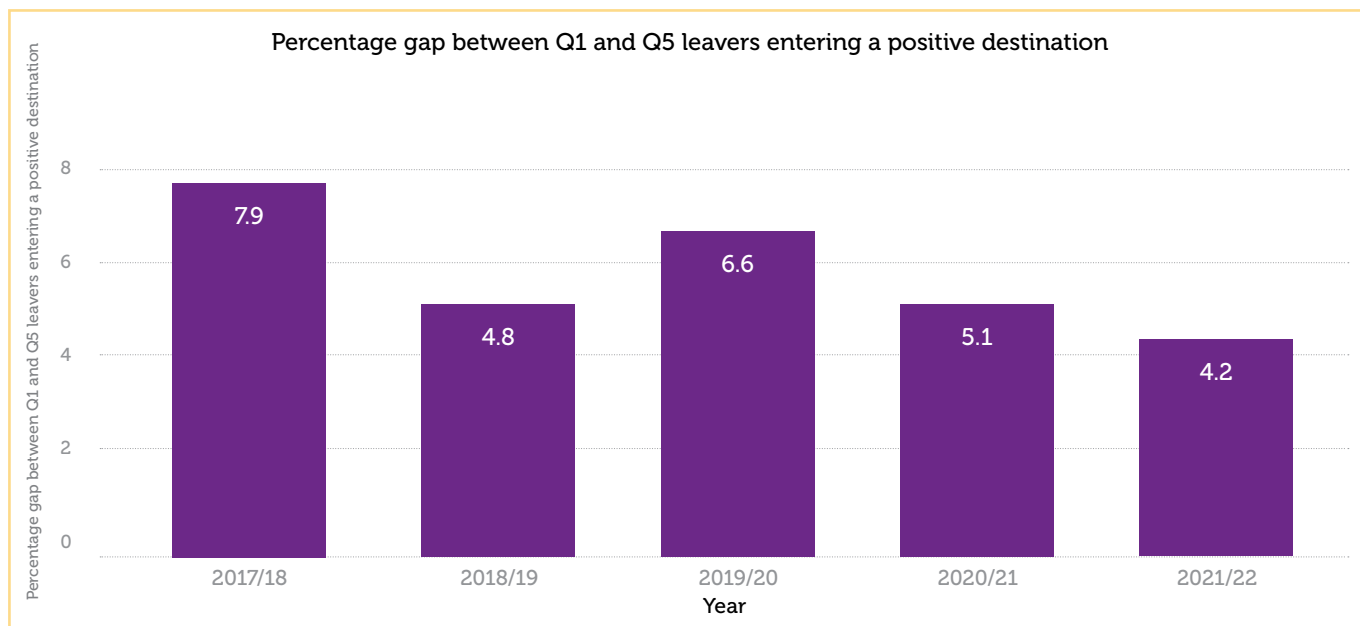
The percentage of West Partnership leavers entering initial positive destinations is at the highest it has been since records began. This continues a trend of year-on-year increases that was only interrupted in 19/20, when pandemic related disruption significantly reduced the percentage of leavers entering employment. The figure of 96.3% continues the progression from 88.3% in 2010. For the fourth year in a row, West Partnership leavers were more likely than their national peers to be in an initial positive destination.



The percentage of West Partnership leavers entering Higher Education has fallen to 46.1% in 21/22, down from historic highs of 49.3 in 20/21. This figure is higher than the last non-pandemic-disrupted session in 18/19. West Partnership leavers have consistently been more likely to enter Higher Education when compared to their national peers, a trend that continued in 21/22.

How does the West Partnership compare?

SENIOR PHASE



The percentage gap between SIMD Q1 and Q5 leavers entering a positive destination has decreased in comparison to 20/21 and is the lowest it has been in the last 5 years. Leavers in the 19/20 cohort were impacted by a lower number of leavers entering employment, a trend reversed in 2022 with 7.3 percentage point more leavers entering employment than in 2020.



Evaluation Framework: *Three Drivers of Improvement*

Our evaluation framework demonstrates the added value and collective impact of the partnership activity. Through the development of clear workstream outcomes and measures, three common themes have emerged from the evidence leading to the creation of the three drivers of improvement evaluation framework.

The three drivers of improvement are defined below and summarised in diagram 1.



DRIVER 1: FACILITATING VARIOUS FORMS OF COLLABORATION

We recognise that collaboration is desirable in our system but also that it is necessarily varied with regards to its form. Some collaboration may involve short-term interactions whilst others demand sustained collaborative working around areas of interest. This is necessary in meeting the needs of a range of practitioners, some of whom desire relatively light-touch association and networking opportunities whilst others require more hands-on sustained co-production activities on areas of shared importance.

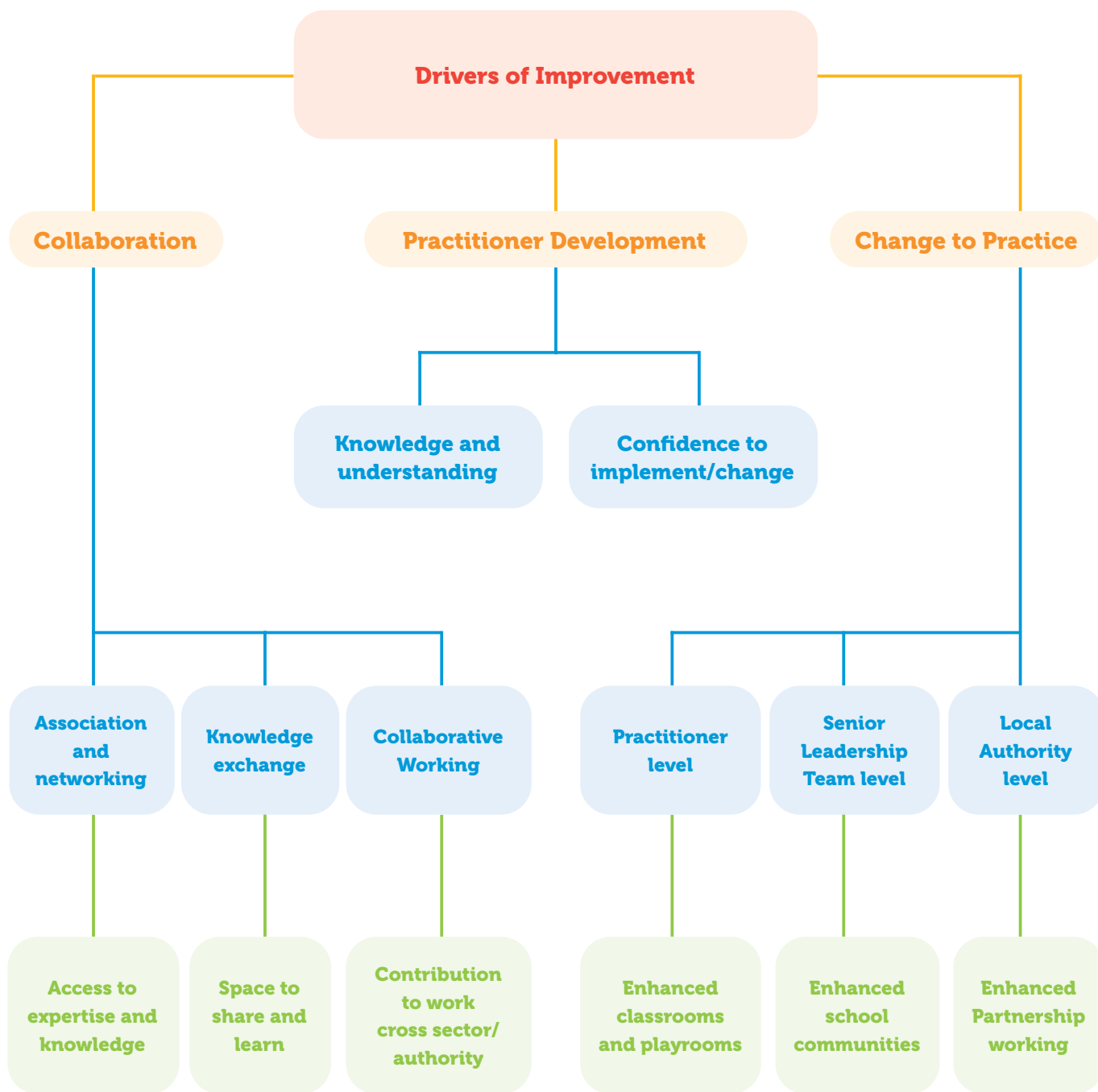
DRIVER 2: ENHANCING PRACTITIONER KNOWLEDGE, UNDERSTANDING AND CONFIDENCE

Our region contains just over 19,000 practitioners, some 36% of all practitioners in Scotland. We see our work as enhancing practitioner knowledge, understanding and confidence at all levels, from those newly qualified to those at the most senior level. The enhancement of practitioner knowledge, understanding and confidence is inherently linked to our collaborative working. There is a great amount of expertise and experience across our 8 authorities and the exchange of knowledge and sharing of practice is a key role that the partnership plans for and supports

DRIVER 3: SUPPORTING PRACTICE CHANGE AT VARIOUS LEVELS

Our collaborative work and our aim to affect practice change is supported through partnership activity. Practice change at all levels of the system is a key aspiration for the West Partnership. This extends from the way in which our teachers deliver in the classroom to the ways in which local authority central teams interact across our region. As such, we envisage partnership activity as facilitating practice change as a consequence of a dynamic offering which targets all practitioners irrespective of their role.

West Partnership Drivers Model



Mapping

In the section below we provide a map of work which has been completed in each workstream. These maps give an overview of the breadth of work which has been completed.

LEADERSHIP, EMPOWERMENT, AND IMPROVEMENT

Across the last session, the Leadership, Empowerment, and Improvement workstream has delivered 5 programmes involving practitioners from all West Partnership local authorities. Projects in this workstream aim to produce highly effective development opportunities which mean that leaders of learning and school leaders are best equipped to deliver successful practice change. In total, the workstream has engaged with approximately 900 practitioners. A breakdown is included in the visual below:

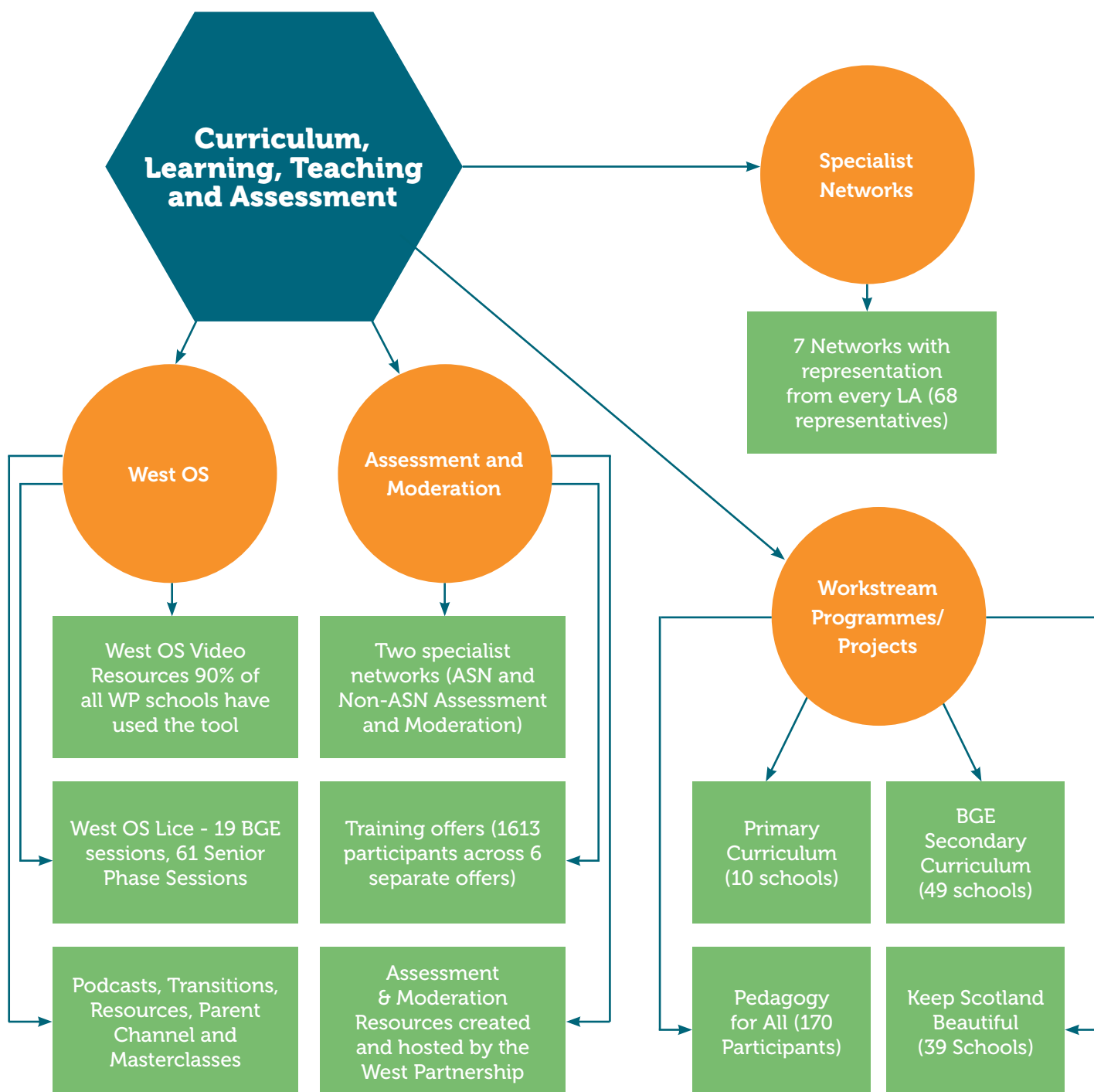


Mapping

CURRICULUM, LEARNING, TEACHING, AND ASSESSMENT

Across the last session, the workstream has delivered work across 4 broad areas. The workstream facilitates 7 specialist networks with 68 representatives from all 8 local authorities. Furthermore, Development Officers have delivered work specifically around West OS and Assessment and Moderation. Four workstream specific programmes have also been delivered.

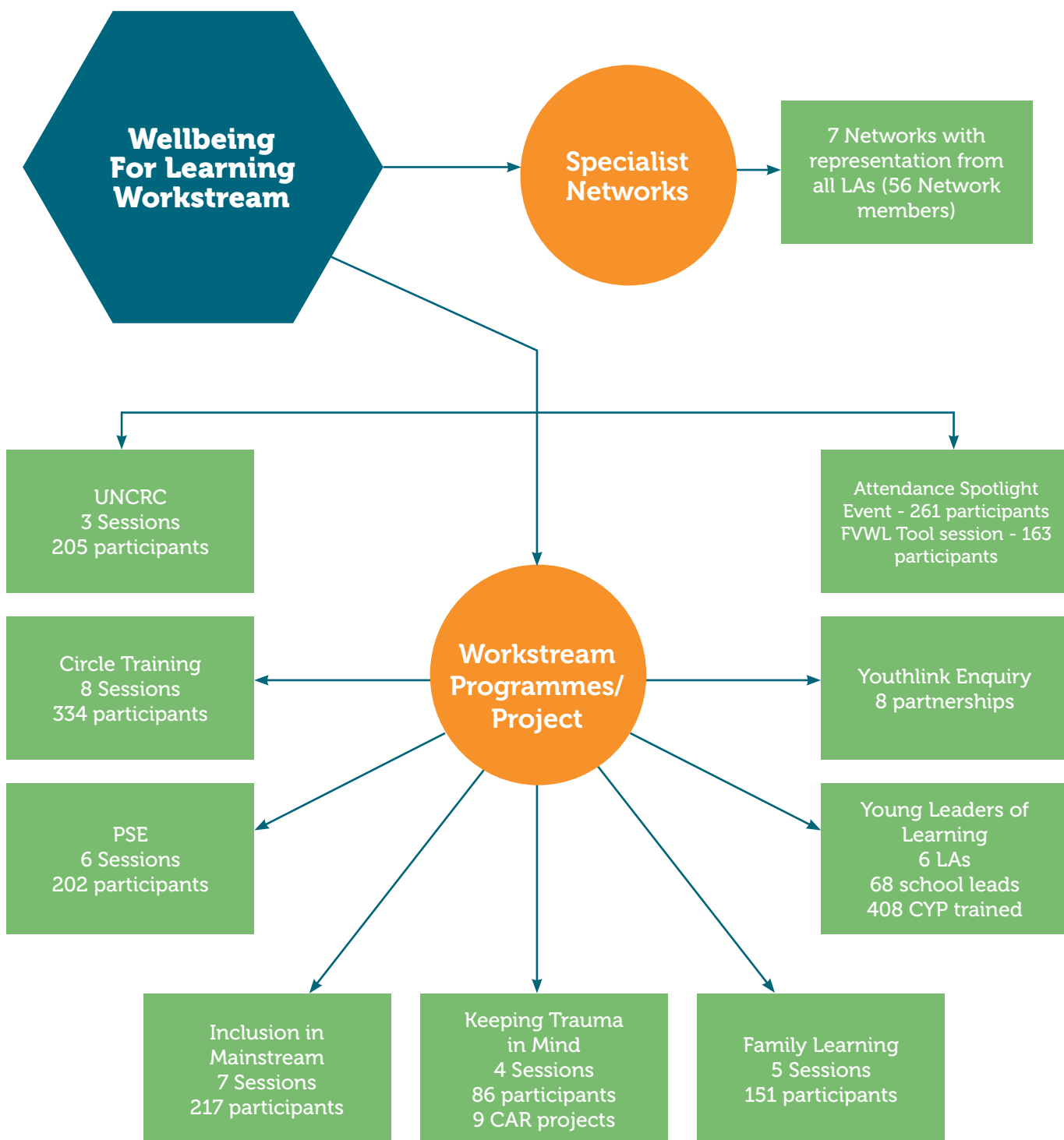
In total, the workstream has engaged with approximately 1900 practitioners. A breakdown is included in the visual below:



Mapping

WELLBEING FOR LEARNING

Across the last session, the workstream has delivered work via specialist networks and also centrally. The workstream has 7 specialist networks with 56 members from across all West Partnership local authorities. Nine programmes of work have been delivered centrally by the workstream. In total, just under 1700 practitioners have engaged in workstream related work. A breakdown is included in the visual below:



Illustrations: Improving our Classrooms

Improving Our Classrooms (IOC) is part of the West Partnership's Improving Our... professional learning programmes. The others are Delivering Mentorship (Masters module), Improving Our Schools, Improving Our Departments and Faculties, and Leadership of Learning Groups. All have the same focus on high quality self-evaluation at classroom level, leading to:



- ➔ improved learning and teaching
- ➔ use of data informed targeted interventions
- ➔ improved attainment and achievement
- ➔ a relentless focus on equity and excellence for all children and young people; and
- ➔ expanding the networks of participants across the West Partnership area.

IOC is a Masters level, year-long programme for teachers in all sectors. Those who successfully complete IOC are awarded 30 Masters Credits and GTCS Professional Recognition. In 2022-23, 100 teachers from eight local authorities submitted case studies. These are focused on their class data, the learners they work with and their own practice. Two examples of case studies are provided below:

QUESTION

Does active learning lead to improved attainment in National 5 Reading for Understanding, Analysis and Evaluation for a target group of S4 pupils?

IMPACT

Attainment increased in the target area for all young people. They were also more engaged and asking more questions. This approach is now being used across year groups and across the department.

QUESTION

Can the use of retrieval practice lead to improved strategy skills when adding and subtracting within 20 for a target group of EAL learners in P3?

IMPACT

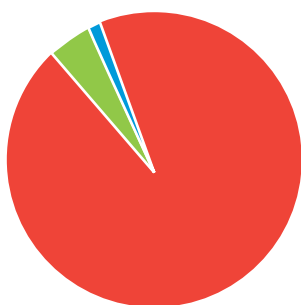
All children could identify and use a greater number of strategies. This was the case in the target group and beyond in the class. The group's engagement and attendance also increased.

Illustrations: Improving our Classrooms

Participating teachers were asked to evaluate the impact of their participation in IOC on both the learners they work with and their own practice. An overview of this data, based on 83 practitioners, is presented below.

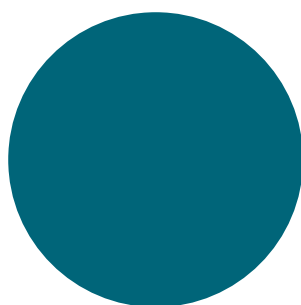
IMPACT ON CHILDREN AND YOUNG PEOPLE

ATTAINMENT



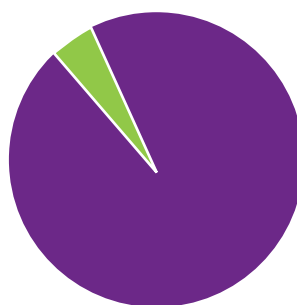
95% saw an increase
4% said they didn't yet have enough evidence
1% saw no increase

CONFIDENCE



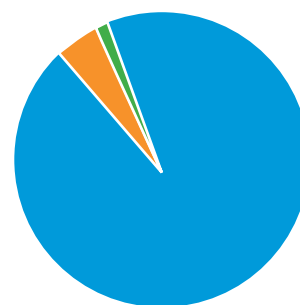
100% saw an improvement

ENGAGEMENT



95% saw an improvement
5% said it stayed the same

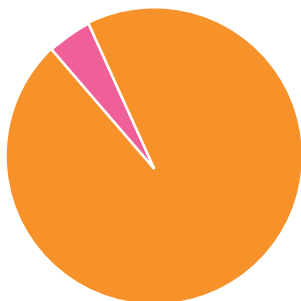
ATTITUDE TO LEARNING



94% saw an improvement
5% said it stayed the same
1% said it decreased

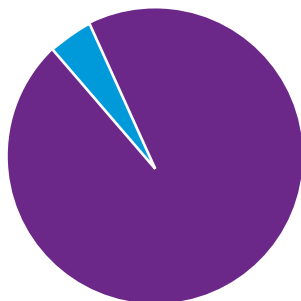
IMPACT ON TEACHERS

USE OF DATA



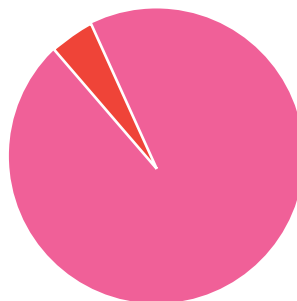
94% said they were using data more
6% said their use of data was the same

CONFIDENCE TO CHANGE PRACTICE



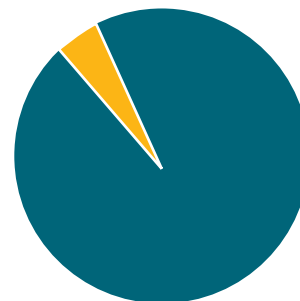
96% said they were more confident
4% said this was unchanged

SKILLS AS A PRACTITIONER



96% said their skills had increased
4% said this had stayed the same

UNDERSTANDING OF AREA OF IMPROVEMENT



98% said their understanding increased
2% said it stayed the same

My Thinking About Headship Journey

In addition to the Improving Our Classroom illustration, an insight from a Thinking About Headship participant from South Lanarkshire is shared below. The case study below was produced by DHT Hazel Buchanan and is an example of how work in the Leadership, Improvement, and Empowerment workstream can enhance practitioner knowledge, skills, and confidence.

My Thinking About Headship Journey

Hazel Buchanan
Crawforddyke Primary
DHT

This programme has truly been a useful and highly worthwhile preparatory step in my journey towards becoming a Headteacher. Working with colleagues in similar roles in other local authorities, has supported me to further develop my understanding of leadership from a strategic perspective. It has allowed me to see the bigger picture.

Understand Myself

It has encouraged me to look at my own practice and to identify the type of leadership qualities I hold and the leader I want to become.

Build Relationships

I have enjoyed working with colleagues from a variety of backgrounds. The professional dialogue has been superb and has allowed me to grow my network of support.

Learn from Others

I have enjoyed the many guest speakers and hearing about their journey and experience. It has filled me with hope and positivity. It has ignited something within me.

Develop a Clear Vision

It has helped me to clarify who I am as a leader and what my next steps will be. It has filled me with reassurance and clarity.

Next Steps

I have increased self-knowledge, leadership knowledge and system-change awareness. This programme has also helped me to further understand the impact of my leadership actions at a school, local and national level. It has made me question the decisions I make daily and has given me answers as to why I make these decisions. It has made me look more deeply at how these decisions/leadership actions impact myself, my staff and my pupils. Thanks to this programme I have secured a place on next year's Into Headship course. I am unbelievably grateful and excited. I can't wait to take this next step in my journey.

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

I have learned:

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

What does this mean for me:

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

Evaluating the impact of 1140 Hours

In the 2022/23 session we also saw the commencement of research into the impact of the 1140 hours early years policy. The research aims to understand what impact the policy has had on children and families within our region. The research also aims to gather insight into the experience of practitioners in the area and central authority teams who are involved in the delivery of early learning at a local authority level. Excellent progress has been made so far. A taste of our initial findings can be found in the visual below:

1140 Hours Evaluation

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

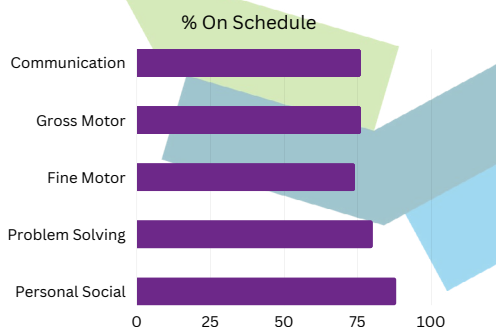
97 nurseries across the West Partnership have been participating in a range of research methods to gain a wider understanding of the impact of 1140. This includes:

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

Measuring Children's Outcomes

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

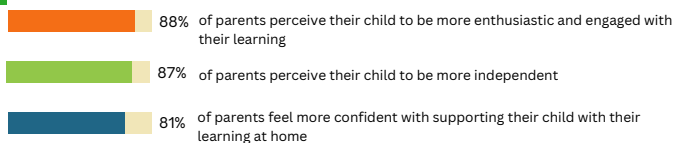
The current findings show that the majority of children are meeting their developmental milestones, with 74% to 88% of children being on schedule across each domain. However, time spent accessing 1140 did not have an effect on these outcomes, making it difficult to identify if these findings are a result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



Parent and Practitioner Views

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

Since accessing 1140 hours...



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

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

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

Child-led Tours

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

Pupil and Practitioner Voice

This section provides a range of quotes from pupils and practitioners who have engaged in partnership activity this year. The quotes provide an insight into the impact that the activity has had on learning, improving practice, increasing knowledge and confidence as well as strengthening relationships and network through collaboration.

"I really enjoyed making really great friendships in the STEM group. We have worked really well together through our whole project and are looking forward to doing more challenges together in the future."

(P7 PUPIL, KEEP SCOTLAND BEAUTIFUL)

"As a group we all agree that this challenge has been an extraordinary experience for all of us and it opened our eyes to how bad pollution is in Scotland and all over the world. It has helped us build up our communication and team working skills. We are happy to be part of a solution that is affecting our generation and making a better future for ourselves and generations to come."

(S3 PUPIL, KEEP SCOTLAND BEAUTIFUL)

"The STEM the Flow project has allowed me to see how small impacts locally can impact the planet on a bigger scale, and how we can take action and stop plastic damaging the environment and hurting wildlife."

(S3 PUPIL, KEEP SCOTLAND BEAUTIFUL)

"We loved the interviewing task where we had to interview pedestrians in the park, I enjoyed hearing their opinions and discussing the conditions of the park. Lots [of people] said litter was a problem and they want it to improve."

(S1 PUPIL, KEEP SCOTLAND BEAUTIFUL)

"Good to see how other schools do youth work"

(GLASGOW CITY COUNCIL, YOUTH WORK SCHOOL PARTNERSHIPS PARTICIPANT)

"Very interesting and detailed session. Answer to Q3 relates to needs of my own establishment"

(SOUTH LANARKSHIRE COUNCIL, YOUTH WORK SCHOOL PARTNERSHIPS PARTICIPANT)

"Develop additional ways to gather and evaluate impact of collaborative working."

(RENFREWSHIRE COUNCIL PARTICIPANT, YOUTH WORK SCHOOL PARTNERSHIPS PARTICIPANT)

Critical Indicators

Our critical indicators below are used as benchmarks to assess the collective impact of the West Partnership. These should be thought of as measures which, if our work is effective, will improve because of our interventions. Our drivers of improvement explain the mechanisms by which we aspire to impact on our system – our critical indicators tell us if we are having an impact on the system. At the same time, we recognise that our critical indicators are influenced by a significant number of variables which makes it difficult to assign direct causality from our work to our indicators. Nevertheless, we see our work as a contributory factor which should influence these outcomes.

This session we made a number of small changes to better link our critical indicators to our values as a Regional Improvement Collaborative. Firstly, in this evaluation report we have themed our critical indicators around our values of excellence, equity, and empowerment. Secondly, we have strengthened our commitment to equity through the addition of a few key measures. These related primarily to the poverty-related attainment gap, which we had included in previous evaluation reports, but not formally through our critical indicators. To demonstrate our commitment to The Promise, a new measure has been included on looked after young people.

INDICATORS	EXCELLENCE, EQUITY OR EMPOWERMENT	2017-18 VALUE	2018-19 VALUE	2019-20 VALUE	2020-21 VALUE	2021-22 VALUE
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	Excellence	72.4	73.0	**	69.7	72.4
% of primary pupils (p1, p4 and p7 combined) achieving expected levels or better in numeracy		79.5	80.3	**	77.3	79.6
% of leavers achieving 1 or more awards at SCQF Level 6 or better		68.7	69.3	70.4	72.8	69.4
% of leavers achieving 5 or more awards at SCQF Level 6 or better		37.6	38.3	42.1	44.3	41.5
% of leavers achieving SCQF Level 5 or better in literacy		82.8	82.6	83.1	84.6	82.7
% of leavers achieving SCQF Level 5 or better in numeracy		70.2	69.2	70.8	72.8	71.3
Primary Attendance Rates		N/A	94.2	N/A	93.4	N/A
Secondary Attendance Rates		N/A	90.3	N/A	88.4	N/A
Initial School Leaver Destinations (Positive)		94.4	95.2	93.6	95.8	96.3
% point gap between Quintile 1 and Quintile 5 primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy		Equity	23.5	22.4	**	26.1
% point gap between Quintile 1 and Quintile 5 primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	17.8		17.5	**	21.7	18.3
% point gap between Quintile 1 and Quintile 5 leavers achieving 1 or more awards at SCQF Level 6 or better	N/A		39.6	36.9	34.8	33.4
% point gap between Quintile 1 and Quintile 5 leavers achieving 5 or more awards at SCQF Level 6 or better	N/A		48.1	42.5	44.0	44.7
% point gap between Quintile 1 and Quintile 5 leavers achieving SCQF Level 5 or better in numeracy and literacy	N/A		34.7	35.7	34.4	34.0
% point gap between Quintile 1 and Quintile 5 leavers entering initial positive destinations	N/A		4.8	6.6	5.1	4.2
% of looked after school leavers achieving 1 or more awards at SCQF Level 6 or better	N/A		N/A	N/A	29.8%	
% of looked after school leavers achieving 5 or more awards at SCQF Level 6 or better	N/A		N/A	N/A	8.9%	
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	Empowerment	TBC	TBC	3185	3137	4467
Percentage of practitioners reporting an increase in their knowledge following participation in West Partnership activities		N/A	N/A	N/A	85.1	85.3
% of establishments evaluated as good or better for leadership of change		63	73	*	*	91
% of establishments evaluated as good or better for learning, teaching and assessment		66	71	*	*	88

Conclusion



The partnership continues to make very good progress in driving forward equity, excellence, and empowerment. The internal evaluation framework has enabled the partnership to build a bank of evidence to demonstrate the impact on children, young people, and practitioners. Our progress has been further recognised externally through research carried out by Glasgow University's Robert Owen Centre (ROC) for Educational Change. In their Phase 1 Defining and Understanding Impact report (2023) the ROC findings complement that of the internal evaluation providing a strong triangulated approach to evaluation.



The key findings included:

- ➔ Strengthened relationships across authorities
- ➔ Accelerated improvements across the system
- ➔ Grown capabilities' in and across the system, with school practitioners and LA officers working across multiple boundaries
- ➔ Increased opportunities for practitioners to learn and try new approaches to practice
- ➔ Collective agency being built



There is a collective commitment and relentless focus across the West Partnership to ensure that we are getting it right for every child and young person. We are achieving this through embedding a culture of equity, excellence, and empowerment and by enhancing the work of each local authority to improve our schools and outcomes for our learners continuously.





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