West Partnership end of year report 2025-26

Introduction

The 2025-26 session marks the eighth year of the West Partnership and the first beyond the period of Regional Improvement Collaborative funding. The continuation and evolution of collaborative activity following the end of dedicated funding demonstrates the extent to which partnership working is now embedded across the region. This report provides an overview of the activity undertaken during 2025-26 and the difference it has made for practitioners, schools and young people.

While the context has changed, our vision and values remain central to everything we do by providing a strong foundation for collaborative improvement across the eight local authorities:
*To embed the values of **equity**, **excellence** and **empowerment** in everything we do, building a collaborative, **networked learning system** to **improve learning experiences** and **outcomes** for **every learner** across the region*

Across the eight local authorities, there continues to be a strong commitment to collaboration around shared priorities, recognising that working together enables us to add value and improve outcomes for children and young people in ways that would be more difficult to achieve individually.

Developing a networked learning system remains a key feature of this work. This can be seen in the Spotlight examples included in this report which are drawn from formal, long-standing networks, professional learning programmes and short-term responsive groups. They highlight the range of improvement activity and the strong impact of our professional learning programmes in classrooms and playrooms. The common feature of these is that they bring colleagues together to share expertise, build professional relationships and learn from one another. This means that decisions and improvement activity are shaped by those closest to the work while benefiting from the collective knowledge of the wider network.

The Partnership's strength is enhanced by the geographical proximity of the eight local authorities. This creates opportunities to address shared challenges, align activity where appropriate and engage collectively with wider regional and national developments. As partnerships across public services become increasingly important, our position within a connected regional landscape provides a strong foundation for collective action.

Our impact continues to be seen in relation to a number of our critical indicators (**appendix 1**). The attainment gap in the BGE between the 20% most deprived and 20% least deprived reduced from 2023-24 to 2024-25. At Senior Phase, attainment has now exceeded pre-pandemic levels. Attendance in both the primary and secondary sectors has improved for the second consecutive year, bringing it closer to pre-pandemic levels. However, further work is required in relation to literacy and numeracy in the BGE, the equity gap in the senior phase and school leaver destinations.

As the examples in this report demonstrate, collaboration is a powerful mechanism for innovation, mutual support and improvement. This is the foundation that ensures the West Partnership continues to evolve in ways that are responsive to local, regional and national changes, while maintaining a relentless focus on improving outcomes for children and young people.

Mark Ratter, West Partnership Regional Lead

Workstream summaries

The West Partnership's Collaborative Framework was built around four workstreams in 2025-26.

- **Early Level**
- **Leadership of Learning**
- **Inclusion**
- **Emerging Priorities**

This section contains an overview of the workstreams, including examples of collaborative work that has been undertaken by groups and networks over the last year and an impact summary of the professional learning programmes. One of the key foundations of much of our work is to continue to develop a networked learning system across the eight local authorities and beyond. The examples that are included in this section are also intended to provide a snapshot of the range of work built on collaboration. It is important to note that this is not an exhaustive account.

While this report highlights a range of planned and structured collaborative activity, it cannot fully reflect the breadth of professional learning and support that takes place through less formal interactions. Across the Partnership, networks have evolved in different ways, with some operating through regular meetings and work plans, and others functioning as responsive groups that connect colleagues as needs emerge, like a request from one local authority officer to connect with others who have responsibility for equalities. This is an example of a group that works through informal structures as a network of support to address new and unexpected challenges.

These relationships are a significant part of our vision for a networked learning system, where expertise is shared, challenges are addressed collectively, and improvement is driven through collaboration across organisational boundaries.

Early Level

The Early Years Strategic Group continues to provide a strong forum for sharing, problem solving, and alignment in priority areas such as the introduction of the new Quality Improvement Framework for the Early Learning and Childcare Sectors. The group also provides an important mechanism for connecting regional early years priorities with national improvement agendas and national bodies, ensuring that Partnership activity remains aligned, avoids duplication and focuses on areas where collaboration can add greatest value.

Network Spotlight 1 – building shared understanding of effective play in Primary 1

The Early Years Network has focussed on two areas of shared interest around play. They have created two resources that will shortly be available on the West Partnership website.

The first resource is designed for parents and carers of children moving into Primary 1. The information film, which includes examples from schools and settings across the Partnership, and the accompanying graphic are intended to support a clearer and more consistent message about the role of play in early learning. Although the resource has not yet been implemented widely enough to evaluate impact, it addresses an identified gap in shared communication with families and provides a common reference point for schools, settings and local authorities.

The second resource is aimed at primary school leaders and consists of a series of talking head films from headteachers and deputes who have successfully developed play in their schools. The films are structured around ten questions, covering areas such as establishing a vision, evidencing progress and impact at class and whole-school level, and ensuring continuity of experience for children. By drawing on examples from different local authorities and contexts, the resource is intended to help leaders reflect on their own practice, identify next steps and reduce variation in confidence and understanding. It also has the potential to support quality assurance processes by providing a shared set of prompts for professional dialogue, self-evaluation and evidence gathering around the quality of play pedagogy. The next stage will be to support wider use of the materials and gather evidence on how effectively they influence practice, decision-making, quality assurance activity and children's experiences.

Leadership of Learning

The scale of the Leadership of Learning workstream reflects the continuing strong shared focus in this area. The workstream continued to be the Partnership's most extensive area of activity during 2025-26, with the largest number of groups, networks and professional learning programmes. This reflects the sustained shared commitment across the eight local authorities to improving learning, teaching and leadership at all levels of the system. The workstream includes both networks that work together consistently across the year and time-limited groups that come together to address specific priorities and shared challenges. These groups exemplify the Partnership's ongoing commitment to building a networked learning system, creating flexible opportunities to share expertise, test new ideas and build collective capacity across authorities.

The examples below provide an illustration of the range collaborative activity that has taken place across the workstream's networks.

Network Spotlight 2 – building better Senior Phase Pathways

The Senior Phase Network brings together secondary headteachers and officers with a focus on how we can improve outcomes and post-school pathways for young people. Members contribute a wide range of expertise spanning curriculum design, profiling, high-quality pedagogy, skills development and project-based learning.

During 2025-26, the network began working with the Glasgow City Region to identify ways of providing schools with more relevant and timely information about regional growth sectors, employment opportunities and future workforce needs. This collaboration has laid the foundations for a programme of activity in 2026-27, including online sessions for young people focused on priority sectors, pathway resources highlighting different routes into employment, and briefings for school staff designed to strengthen understanding of regional opportunities and support curriculum and pathway planning.

Network Spotlight 3 - supporting robust judgements about learners' progress

The Assessment and Moderation Network brings together teachers, middle leaders and officers from across the Partnership. Their focus is on strengthening confidence and consistency in professional judgement within the Broad General Education. Through a programme of online and face-to-face

professional learning, participants engage in collaborative moderation activities and explore how they use evidence to support robust judgements about learners' progress.

This year, the network focused on S1-S3 Music and Geography and Early to Fourth Level Literacy and Numeracy. Evaluation data indicates that participants increased their confidence and understanding in making professional judgements about progress, developed a stronger understanding of ACEL data and Benchmarks, and made greater use of a broader range of high-quality evidence to support decision-making. By increasing practitioner confidence in moderation, the network is helping ensure more consistent professional judgements across the region, leading to better identification of learners' progress and support needs. The programme will continue in 2026-27, with a focus on Home Economics and Modern Languages within the secondary BGE, alongside Early to Fourth Level Literacy and Numeracy.

Network Spotlight 4 - designing AI chat bots to support teacher enquiry

A cross-authority group of teachers and middle leaders has been working with a researcher from the University of Glasgow to explore how artificial intelligence can support practitioner enquiry. The group has been developing a series of AI chatbots using Google Gems through Glow, each designed to support a different stage of the enquiry cycle.

The aim of this work is to provide practical tools that help teachers engage in high-quality enquiry while making the process more accessible and manageable. The Gems currently focus on four parts of the enquiry process: defining problems of practice, formulating enquiry questions, devising enquiry methodologies and designing interventions. The group has learned to build the Gems, tested the early versions with colleagues and gathered feedback. Development will continue to build the remaining Gems and refine their functionality next session. The completed Gems will be made available to teachers across the West Partnership and beyond.

Professional learning programmes

In addition to the network activity, this workstream is home to the professional learning programmes below.

Programme	Designed for	Duration
Improving Our Classrooms (30 Masters Credits)	Individual teachers in primary, secondary and ASN sectors	1 year
Improving Our Schools	Whole primary schools	14 months
Improving Our Departments and Faculties	Departments / faculties in secondary schools – all subjects	14 months
Improving Our Pedagogy	All sectors	5 weeks (I hr per week online)
Delivering Mentorship (15 Masters Credits)	Individual teachers in primary, secondary and ASN sectors	1 year
Thinking About Headship	Experienced depute heads in all sectors and, in some cases, experienced primary principal teachers	10 months

These programmes have a strong track record of success over several years and the evaluation data from 2025-26 continues that. A summary of themes emerging from the data is included here and more detail can be found in **appendix two**.

Improving Our Classrooms (IOC) participants continue to report significant impact both on their practice and the children and young people they work with as a result of completing the programme. This programme continues to perform very well with all measures of success sitting consistently at 90% and above for the last four years (see **appendix 2).** A very small number of IOC mentors undertook **Delivering Mentorship** in 2025-26. This programme has an almost 100% pass rate and this was maintained this year.

'The structure of the IOC course has been fundamental in moving my practice from instinctive classroom management to evidence-based practitioner enquiry. The IOC framework provided the necessary discipline to treat my classroom as a site of research.'

Secondary IOC participant, 2025-26

The evaluations from the **Improving Our Schools** (IOS) participants are broadly consistent with the 2024-25 data (see **appendix 2**) indicating strong impact on school leaders, teachers and children. Variation is largely due to the smaller numbers that participate in this programme. It is notable that the percentage of school leaders who state the programme has expanded their networks is lower. Further investigation of this revealed that in some cases the evaluation is completed by the headteacher who may have had deputes attend the in-person sessions on their behalf. These sessions are the main mechanism for network building in the programme.

'The programme has provided structure for both staff and curriculum development. It has helped to embed a data driven process for change and helped develop staff confidence in using data to back up teacher judgements.'

Primary DHT, IOS participant 2025-26

Improving Our Departments / Faculties (IODF) continues to demonstrate strong impact on participants, teachers and young people, with results broadly consistent with 2024-25 (see **appendix 2**). Participants also reported significant benefits from the professional networks developed through the programme. The lower percentage for *Attainment improved* reflects the timing of evaluation, with some participants focusing on Senior Phase priorities and therefore not yet having access to National Qualification results. It may be helpful to revisit whether the programme needs to review how it includes, positions and values different evidence sources.

'Having the opportunity to share good practice with subject leads from out with our own authority has been invaluable. Experienced middle leaders often get swept away dealing with the general hustle and bustle of the school. I've really valued the time to reflect and share ideas with others.'

Faculty Head, IODF participant 2025-26

In addition to the annual data collected for IOS and IODF, a qualitative evaluation was undertaken with participants from the pilot groups for both programmes. This was designed to better understand the impact of both programmes over the longer-term. Three clear themes emerged from the data:

i. *Fostering collaboration across the system*
   This was seen as a strength within and between schools and across local authority boundaries.
ii. *Increasing knowledge, understanding and confidence to deliver improvement*

The structure of both programmes develops confidence and understanding in using data and evidence to inform improvement. Participants have continued to use this structure, adapting it to suit their context.

iii. *Changing practice to impact positively on children and young people*
The programmes have driven significant positive change in classroom practice, as well as departmental and school culture. Participants described the impact of this on learners as improved confidence and ability to reflect and, improved attainment.

There were two cohorts of **Improving Our Pedagogy** in 2025-26. This is delivered online at the end of the school day. Each of 5-hour long sessions focuses on a different aspect of effective pedagogy and is split into key messages followed by teachers exemplifying how they use it. An optional Teaching Sprint is offered at the end. The format of this programme is designed in such a way that individuals can sign-up or one member of a department or school team can sign-up on behalf of the group they work with. For this reason, registration numbers represent the minimum number of participants. As with the other programmes, evaluations show that a high percentage of participants improved their knowledge and understanding and were likely to make changes to their practice as a result of participation (see **appendix 2**).

Programme Spotlight – contributing to school improvement

The Improving Our… programmes area all designed to focus on:

- the effective use of **evidence** and **enquiry** to drive change;
- high quality **self-evaluation** undertaken collectively and individually;
- improving **learning and teaching and assessment;**
- a relentless focus on **equity and excellence** for all children and young people; and,
- developing **networks** and working **collaboratively across boundaries**.

This is a deliberate decision to make it as straightforward as possible for schools and centres to integrate learning from the programmes into their own improvement processes and activity. An example of how this works in practice can be found in **appendix three**. Chryston High School in North Lanarkshire has used the programmes as part of their whole school drive to improve learning, teaching and assessment. Evidence from teachers and leaders suggests that the flexibility of the programmes has enabled departments and individuals to apply the learning in ways that are relevant to their own context while contributing to shared school priorities.

Evaluations from the 2025-26 cohort of **Thinking About Headship** participants are consistent with previous years, showing a very positive impact on knowledge and understanding and confidence relating to leadership (see **appendix 2**). There is one notable change. The number of participants who have gone straight onto Into Headship has decreased. It is usually 40-50% but is 32% for this group. The shift is towards completing Into Headship in the coming year or at some point in the next five years. There is no change to the number of participants who decide that being a headteacher is not for them, that has consistently been 1 person each year. The programme development group has gathered feedback from participants and headteacher supporters to better understand the reasons for this shift, and several changes have been made to the 2026-27 programme as a result.

Overall, the Partnership's professional learning programmes continue to be very strong in terms of their impact at different levels in the system. Areas requiring change or further investigation will be picked up by the development group for each programme.

Inclusion

The Inclusion Workstream provided an important mechanism for collaboration across the eight local authorities in an area characterised by significant complexity, increasing demand and a rapidly evolving national context. The workstream focused on four key areas: *Included, Engaged and Involved Part 3 (IEI3)*, ASN Tribunals, the *Respectme* refresh and summer provision arrangements for children and young people with additional support needs. All four areas were addressed across the year. This was done in different ways, predominantly through collective problem-solving, sharing materials, approaches and practice.

This workstream exemplifies the importance of a networked learning system. Although much of the activity is less visible than formal programmes of work, the relationships, professional trust and shared expertise developed through these connections help build collective capacity across the Partnership. By providing a responsive and supportive forum for addressing common challenges, the Inclusion Workstream strengthens opportunities for collaboration and enables everyone to benefit from the knowledge and experience that exists across the wider network.

Emerging Priorities

Three priorities were identified for this workstream in 2025-26. It provided a forum to respond collectively to emerging issues of strategic importance. During the year, activity focused on three priority areas: misogyny and knife crime, a cross-authority learning visit model, and materials to improve information available about child-friendly complaints.

Initial plans to develop an overview of resources, support and effective practice relating to misogyny and knife crime were overtaken by the launch of the YouthLink Scotland Schools Directory in summer 2025. The group subsequently shifted its focus towards maintaining a strategic overview of these issues through the sharing of intelligence, resources and local approaches across authorities. This area of work will be reframed in the coming year under the broader theme of safety and positive relationships.

A cross-authority learning visit model has been developed to promote professional dialogue and shared understanding of high-quality learning and teaching in schools and centres. The model is intended for use across all sectors and leadership levels, including head teachers, centre leaders, depute heads and principal teachers/faculty heads, and will be piloted during the coming session.

Network Spotlight 5 – Child-friendly complaints, a short-term group in action

The third group in this workstream have developed a suite of resources to improve understanding about child-friendly complaints procedures. These materials, will shortly be available on the West Partnership website, include short, narrated presentations, supporting scripts and information leaflets for children and young people. The resources provide an overview of child-friendly complaints, their relationship to the UNCRC and the seven associated principles, supporting a shared understanding of rights-based approaches across schools, centres and local authority services. The materials are relevant to teams in all schools and centres and to anyone in a local authority who is involved in child-friendly complaints.

Taken together, the evidence presented throughout this report demonstrates that the West Partnership continues to provide significant added value for participating authorities. Through

professional learning, collaborative networks and responsive improvement activity, the Partnership has strengthened professional capacity, supported innovation and contributed to improvements in learning, teaching and inclusion across the region.

Looking ahead to 2026-27

As the West Partnership enters its ninth year, our commitment to collaboration remains as strong as ever. The changing educational landscape continues to present both opportunities and challenges, reinforcing the importance of working together to address shared priorities, learn from one another and build collective capacity across the region. The examples throughout this report demonstrate the value of a networked approach to improvement and provide a strong foundation for the year ahead.

Our priorities for 2026-27 build on existing strengths and responding to emerging areas of need and opportunity. In the coming year our priorities will be structured around two workstreams:

1. **Leadership of Learning**
2. **Inclusion**

This streamlining is a result of our self-evaluation and reflects our continued focus on identifying what will add value for all eight local authorities and avoid the duplication of work taking place elsewhere. There are seven priorities across the two workstreams. **Appendix four** sets out the seven priority areas and associated high-level actions. Some build on and expand work that is already underway, such as the Senior Phase Pathways. Some represent new areas of work, such as curriculum-making, a regional response to a national priority. Regardless of the priority the emphasis will remain on creating opportunities for collaboration, professional learning and the sharing of effective practice.

While individual priorities will continue to evolve, our vision remains unchanged. By embedding the values of equity, excellence and empowerment in everything we do, we will continue to build a networked learning system. This will support innovation, collective action and continuous improvement, while maintaining a clear focus on improving learning experiences and outcomes for every learner across the region.

Appendix 1 - Critical Indicators

The Critical Indicators are linked to the West Partnership values – excellence, equity and empowerment. They give us an overview of how the Partnership is performing as a system, areas where we are making progress and those we need to focus on.

Indicators	Excellence, Equity or Empowerment	2018/19 Value	2019/20 Value	2020/21 Value	2021/22 Value	2022/23 Value	2023/24 Value	2024/25 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	73.0	**	69.7	72.4	74.4	74.5	74.3
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy		80.3	**	77.3	79.6	81.1	80.9	80.6
% of leavers achieving 1 or more awards at SCQF Level 6 or better		69.3	70.4	72.8	69.4	68.1	69.1	71.4
% of leavers achieving 5 or more awards at SCQF Level 6 or better		38.3	42.1	44.3	41.5	40.6	41.8	43.7
% of leavers achieving SCQF Level 5 or better in literacy		82.6	83.1	84.6	82.7	82.3	82.5	83.0
% of leavers achieving SCQF Level 5 or better in numeracy		69.2	70.8	72.8	71.3	71.5	73.2	75.1
Primary Attendance Rates		94.2	N/A	93.4	N/A	91.7	92.1	92.7
Secondary Attendance Rates		90.3	N/A	88.4	N/A	87.4	87.7	88.0
Initial School Leaver Destinations (Positive)		95.2	93.6	95.8	96.3	96.8	96.1	95.7
% point gap between Quintile 1 and Quintile 5 primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy	Equity	22.4	**	26.1	22.6	22.5	22.6	21.8
% point gap between Quintile 1 and Quintile 5 primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy		17.5	**	21.7	18.3	18.2	18.6	18.4
% point gap between Quintile 1 and Quintile 5 leavers achieving 1 or more awards at SCQF Level 6 or better		39.6	36.9	34.8	33.4	32.6	33.2	33.3
% point gap between Quintile 1 and Quintile 5 leavers achieving 5 or more awards at SCQF Level 6 or better		48.1	42.5	44.0	44.7	43.1	44.7	46.1
% point gap between Quintile 1 and Quintile 5 leavers achieving SCQF		34.7	35.7	34.4	34.0	33.5	34.5	32.3

Level 5 or better in literacy and numeracy								
% point gap between Quintile 1 and Quintile 5 leavers entering initial positive destinations		4.8	6.6	5.1	4.2	3.5	4.2	4.5
% of looked after school leavers achieving 1 or more awards at SCQF Level 6 or better		N/A	N/A	29.8%[1]		29.9%		N/A
% of looked after school leavers achieving 5 or more awards at SCQF Level 6 or better		N/A	N/A	8.9%		8.3%		N/A
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	Empowerment	TBC	3185	3137	4467	10443	2457	547[2]
Percentage of practitioners reporting an increase in their knowledge following participation in West Partnership activities		NA	NA	85.1	85.3	85.8	89.3	88.4[3]
% of establishments evaluated as good or better for leadership of change		73	*	*	91	81	79[4]	82[5]
% of establishments evaluated as good or better for learning, teaching and assessment		71	*	*	88	85	76[6]	79[7]

[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] This number represents the participants who participated in West Partnership programmes in 2025-26, the first year post-Scottish Government funding. Two of the programmes work across whole departments and establishments. The FTE of schools and departments who participated in these programmes is 564 and not included in the total above.
[3] Average based on all professional learning programmes offered in 2025-26.
[4] Based on 32 inspections taking place between June 24 to July 25
[5] Based on 34 inspections taking place between June 25 and July 26
[6] Based on 62 inspections taking place between June-24 to July-25
[7] Based on 56 inspections taking place between June 25 and July 26

Appendix 2 - Programme evaluation data

Improving Our Classrooms
63 participants

Impact on students	**2022-23**	**2023-24**	**2024-25**	**2025-26**
Attainment, % stated increased	95%	94%	94%	92%
Engagement, % stated improved	95%	95%	93%	95%
Confidence, % stated improved	100%	99%	99%	98%
Impact on teachers	**2022-23**	**2023-24**	**2024-25**	**2025-26**
Use of data, % stated increased	94%	93%	90%	90%
Understanding of focus areas, % stated improved	94%	100%	100%	98%
Confidence to change practice, % stated improved	96%	98%	96%	95%
Skills as a teacher, % stated improved	96%	99%	100%	100%

Improving Our Schools
25 primary schools with an FTE of 287

Impact on	**School leaders**		**Teachers**		**Children**	
	2024-25	**2025-26**	**2024-25**	**2025-26**	**2024-25**	**2025-26**
Improved knowledge and understanding	95%	93%	100%	88%	-	-
Improved confidence	100%	93%	100%	88%	95%	85%
Expanded networks	80%	70%	-	-	-	-
Improved practice	-	-	100%	88%	-	-
Attainment improved (all and most)	-	-	-	-	90%	85%
Improved engagement	-	-	-	-	95%	85%
Would recommend to others	100%	100%	-	-	-	-
Plan to continue the model	100%	100%	-	-	-	-

Improving Our Departments and Faculties
31 departments / faculty heads working with 277 FTE equivalent of teachers

Impact on	**Dept / Faculty Heads**		**Teachers**		**Young people**	
	2024-25	**2025-26**	**2024-25**	**2025-26**	**2024-25**	**2025-26**
Improved knowledge and understanding	95%	100%	84%	80%	-	-
Improved confidence	100%	95%	82%	85%	88%	85%
Expanded networks	80%	85%	-	-	-	-
Improved practice	-	-	100%	90%	-	-
Attainment improved (all and most)	-	-	-	-	72%%	75%
Improved engagement	-	-	-	-	91%	80%
Would recommend to others	100%	100%	-	-	-	-
Plan to continue the model	100%	95%	-	-	-	-

Improving Our Pedagogy

379 participants (minimum number, participants can sign-up as individuals, departments or as a school /centre)

Feature of pedagogy	Increased knowledge and understanding	Likelihood of practice change as a result participation
Learning intentions / success criteria	81%	87%
Questioning	87%	89%
Feedback	84%	82%
Adaptive teaching and differentiation	84%	78%
Retrieval Practice	84%	80%

Thinking About Headship

49 participants

	2023-24	2024-25	2025-26
Increased knowledge & understanding	100%	100%	93%
Increased confidence	100%	100%	97%
Catholic leadership pathway	29	27	18
Role breakdown	DHT 44 / PT 4	DHT 29 / PT 21	DHT 30 / PT 20
Sector breakdown	S 9 / Pr 36 / ASN 2	S 12 / P 34 / ASN 3	S 10 / P 40

Appendix 3 – Programme Spotlight

The Improving Our… Programmes in Chryston High School

Chryston High School in North Lanarkshire has had a sustained focus on improving learning and teaching over several years. The school has focussed on developing a culture of effective self-evaluation, enquiry and high aspirations for all its young people. The school team has a range of effective approaches and systems in place to support this, including the development of a *Learning and Teaching Top Ten*, a professional reading group, professional learning showcases and *Come and see me about* practice sharing.

Teachers in the school have participated in all the West Partnership's Improving Our … programmes over the last three years. The school gathered feedback from teachers who had participated in *Improving Our Classrooms, Departments / Faculties* and / or *Pedagogy* and asked them about the impact of participation on their practice and the young people they work with. Their responses can be broadly organised under three themes.

1. **Enhanced Professional Knowledge and Confidence**
   Participation in the *Improving Our* programmes strengthened staff knowledge, understanding and confidence across a range of areas. Participants reported a deeper understanding of effective pedagogy, self-evaluation, feedback, questioning and the use of data to support improvement. Many also described greater confidence in explaining their practice, leading improvement and making evidence-informed decisions.

2. **Stronger Collaboration and Professional Networks**
   A consistent theme was the positive impact on collaboration within departments, across the school and beyond. Participants valued opportunities to engage in professional dialogue, share practice and learn from colleagues. The programmes supported stronger professional relationships and created a more collaborative culture focused on continuous improvement and collective responsibility for outcomes.

3. **Improved Learner Engagement, Confidence and Outcomes**
   Staff reported positive changes to learners' experiences through clearer learning intentions, stronger questioning, more effective feedback and increased consistency in classroom practice. Learners were described as being more engaged, more confident in discussing their learning and more aware of what success looks like. Responses also highlighted emerging evidence of improved attainment and assessment performance.

The experiences of participants suggest that the programmes have been most effective when used as part of the school's wider approach to improvement rather than as standalone professional learning. The focus of the programmes has aligned closely with existing school priorities relating to learning, teaching, assessment and self-evaluation, contributing to both a common language and tools to support improvement. The flexibility of the programmes has enabled departments and individuals to apply the learning in ways that are relevant to their own context while contributing to shared school priorities and wider improvements in learning, teaching and assessment.

Appendix 4

WEST PARTNERSHIP 2026-27 – PLAN ON A PAGE

Our vision: Build a **networked learning system** to **improve learning experiences and outcomes** for **every learner** across the region.

Our values: Equity · Excellence · Empowerment

Our priority areas and key actions for 2026-27

1. Learning, Teaching and Assessment

- High quality programmes focussed on pedagogy, data use and understanding of improvement processes

- High quality professional learning for assessment and moderation across the Broad General Education

2. Quality Improvement

- Pilot the draft West Partnership model with middle and senior leaders across sectors, focussing on building skills and confidence in self-evaluation

- Programme of school and centre visits focused on learning and teaching. Use learning from these visits to refine and expand the model

3. Curriculum Making

- Participate in the pilot of the new curriculum making resource from the Stirling Centre for Research into Curriculum Making. Share learning and practice across the Partnership

- Identify, share and promote effective practice in curriculum making across the Partnership

4. AI and Emerging Technologies

- Establish a cross-authority network of those who are shaping and leading the use of AI and emerging technologies in schools and centres

- Share expertise, practice, opportunities and challenges

5. Post-School Pathways

- Online sessions for young people focussed on priority sectors within the City Region, highlighting jobs available, skills required and pathways into employment

- Visual pathway plans that set out different routes into jobs in the City Region's priority sectors

- Briefings for school teams with information about the City Region and opportunities for young people

- Work with the GCR Intelligence Hub to identify regional data sources that might support curriculum planning

6: Inclusion and Support

Share practice and develop new approaches, resources and guidance, focused on:

- Included, Engaged, Involved Part 3
- Child-friendly complaints, ASN lense
- Flexi-schooling and flexible timetables
- Residential Outdoor Education Bill

7. Wellbeing, Safety, Positive Relationships

- Establish a cross-authority group, including partners, to share and review existing practice and resources

- Identify shared priority areas and actions.