

West Partnership



EVALUATION OF THE REGIONAL
IMPROVEMENT PLAN 2019-2020

How to connect with us



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Introduction



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

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

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

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

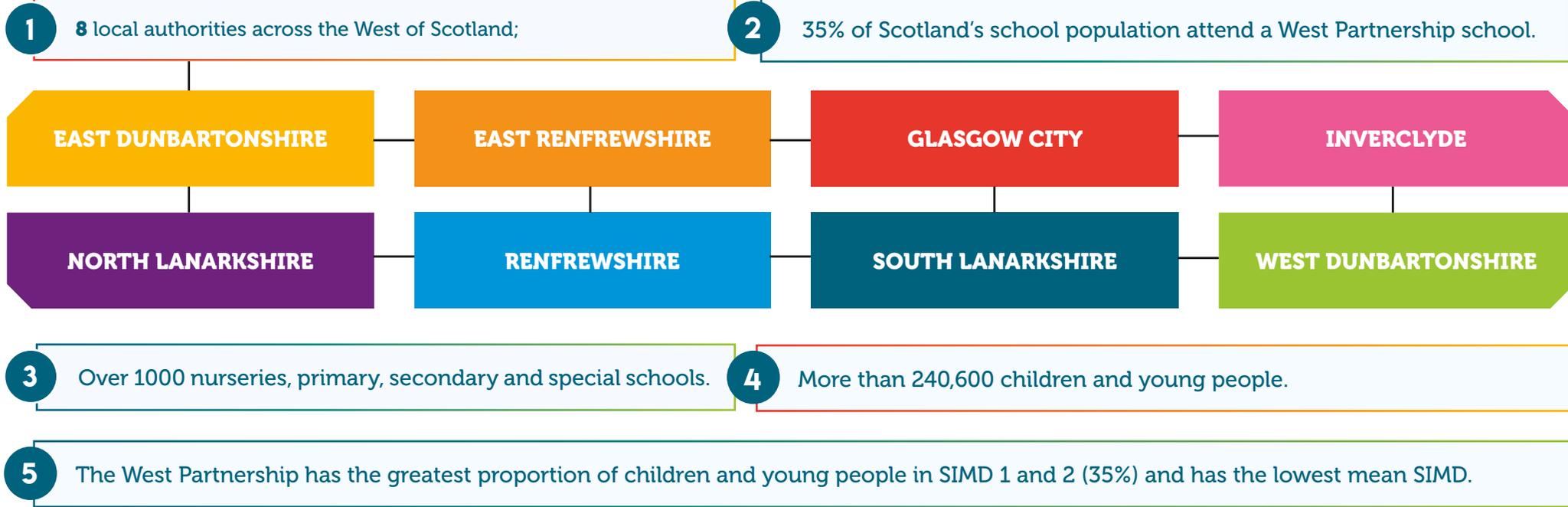
Despite these challenges however, very good progress has been made, of which we are very proud. Furthermore, the incredible efforts of staff in providing high quality remote learning experiences during lockdown, are greatly appreciated and speak volumes for their commitment to the children and young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

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

Mhairi Shaw



Context & Priorities



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

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

Success & Achievements



THE REACH OF THE PARTNERSHIP HAS SIGNIFICANTLY INCREASED THIS YEAR:

OVER 3180 PARTICIPANTS ATTENDED A WEST PARTNERSHIP EVENT

- 228 practitioners attended “An Empowered Primary Curriculum Leadership and Innovation” Conference.
- 709 practitioners attended the “Early Learning and Childcare Festival”.

OVER 1800 PRACTITIONERS HAVE TAKEN PART IN SUBJECT NETWORK FORUMS

- From April to June 2020 membership of the subject networks increased by 262%
- 17 local authorities outwith the West Partnership participated, demonstrating that we are looking outwards and learning from others and our reach is now beyond our boundaries.

MORE THAN 700 INDIVIDUALS SUBSCRIBED TO THE QUARTERLY NEWSLETTER

OVER 3500 TWITTER FOLLOWERS

- Remote Learning research paper viewed by over 11,000 individuals.
- 737 practitioners participated in a series of seminars on Remote Learning.

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

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



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

THIS YEAR, THE PARTNERSHIP HAS SUCCESSFULLY COLLABORATED AND ADDED VALUE BY:



Sharing good practice – some examples

UPSTREAM BATTLE

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

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

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



THE MODERATION PORTAL

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

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

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

YOUTH VOICE EVENT

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

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

Sharing good practice – some examples

DEVELOPMENT OF THE WEST PARTNERSHIP FOCUS

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



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

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

IMPROVEMENT THROUGH EMPOWERMENT

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

School leaders developed an understanding of current national expectations and applied HGIOS²⁴ in evaluating learning and teaching in a real context. This allowed for the future development of new practices within their own establishments and enhancing the support available and mechanisms designed to close the poverty-related attainment gap where relevant. It also led to partnerships between schools which collaborated to self-evaluate to improve learning and teaching.

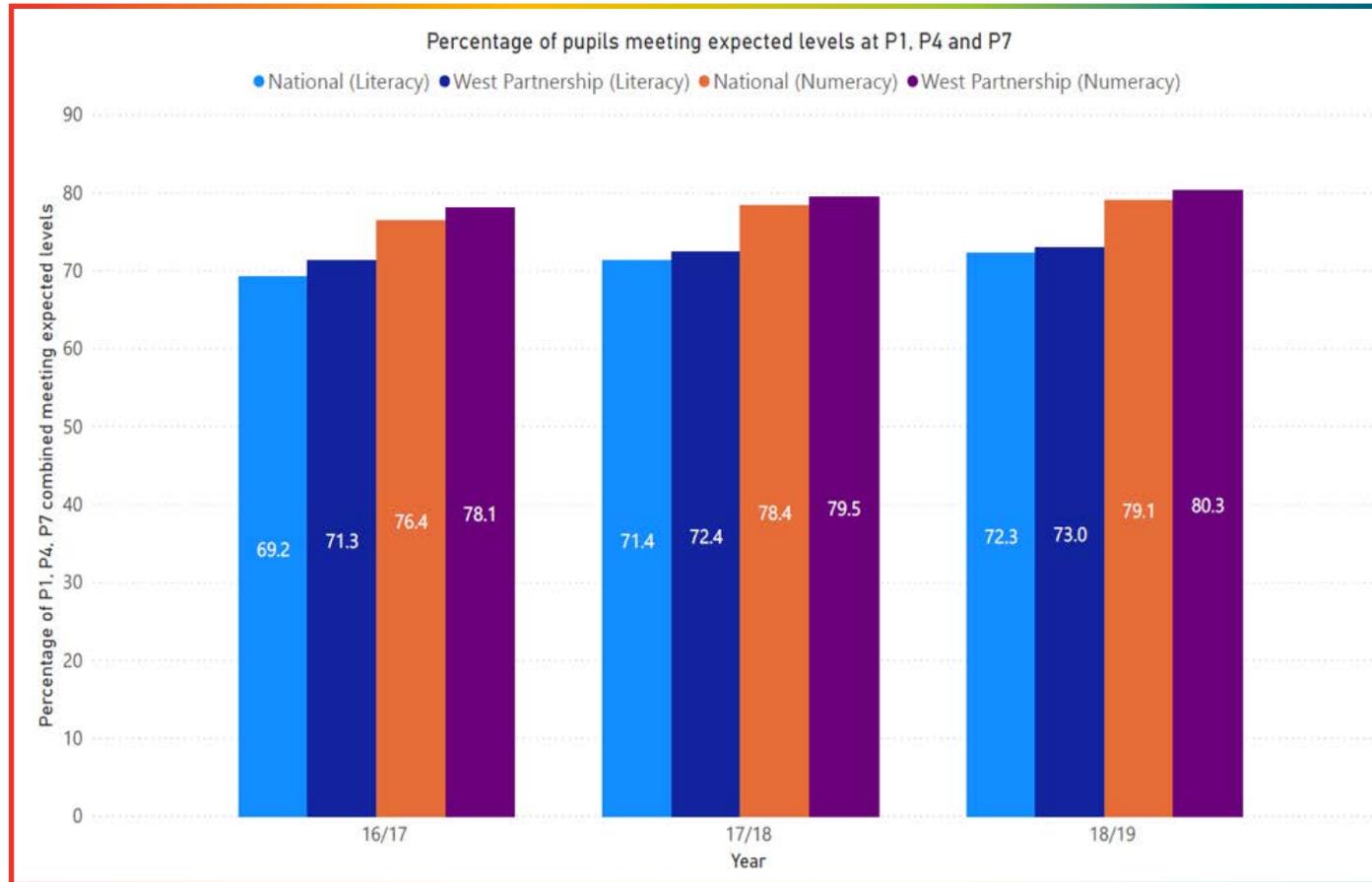
How did the West compare nationally?



BGE ATTAINMENT

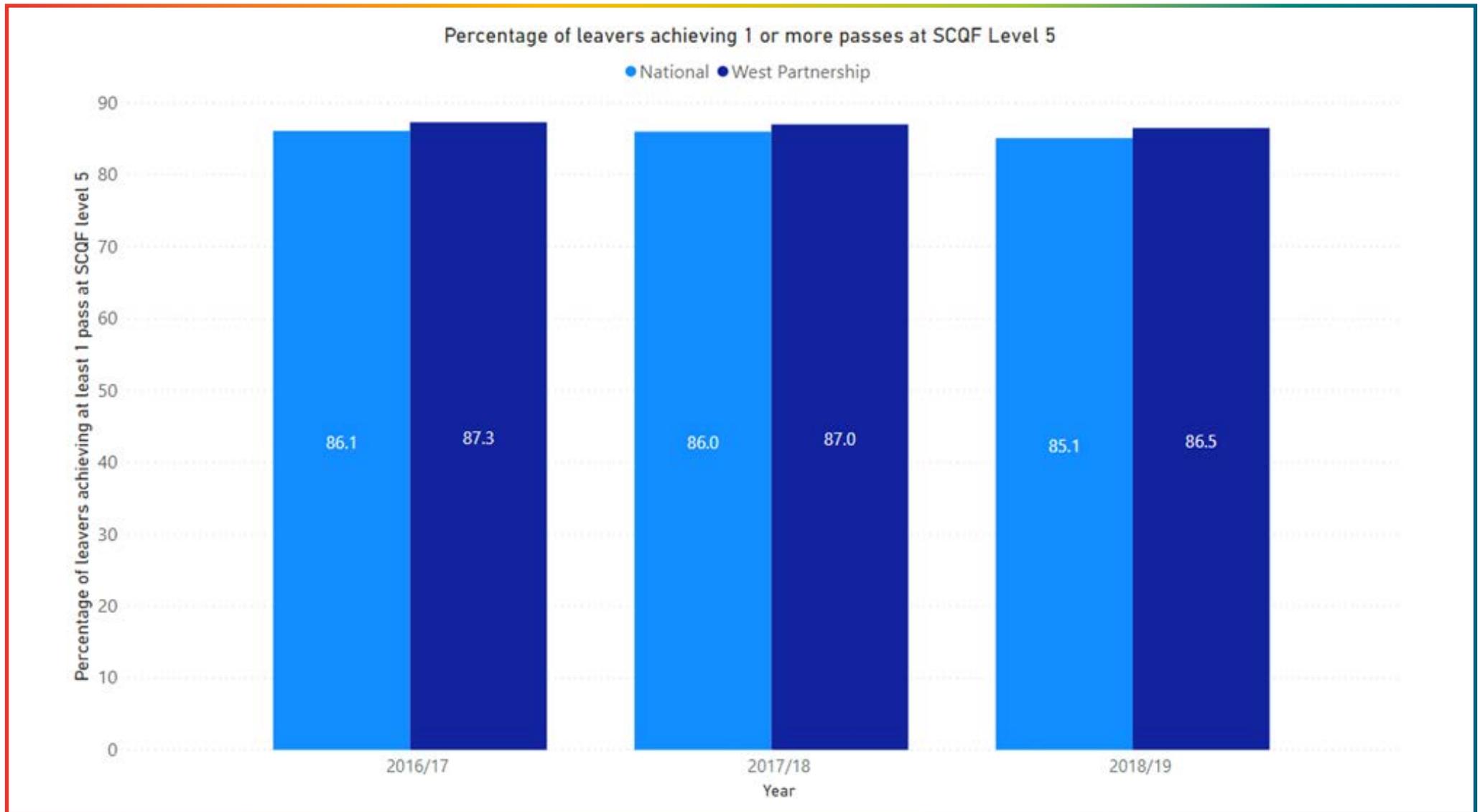
The Curriculum for Excellence (CfE) data, which is used to analyse improvements in attainment and achievement in the broad general education (BGE), was not updated. As a result, the 2019-2020 BGE data is not included in this report.

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



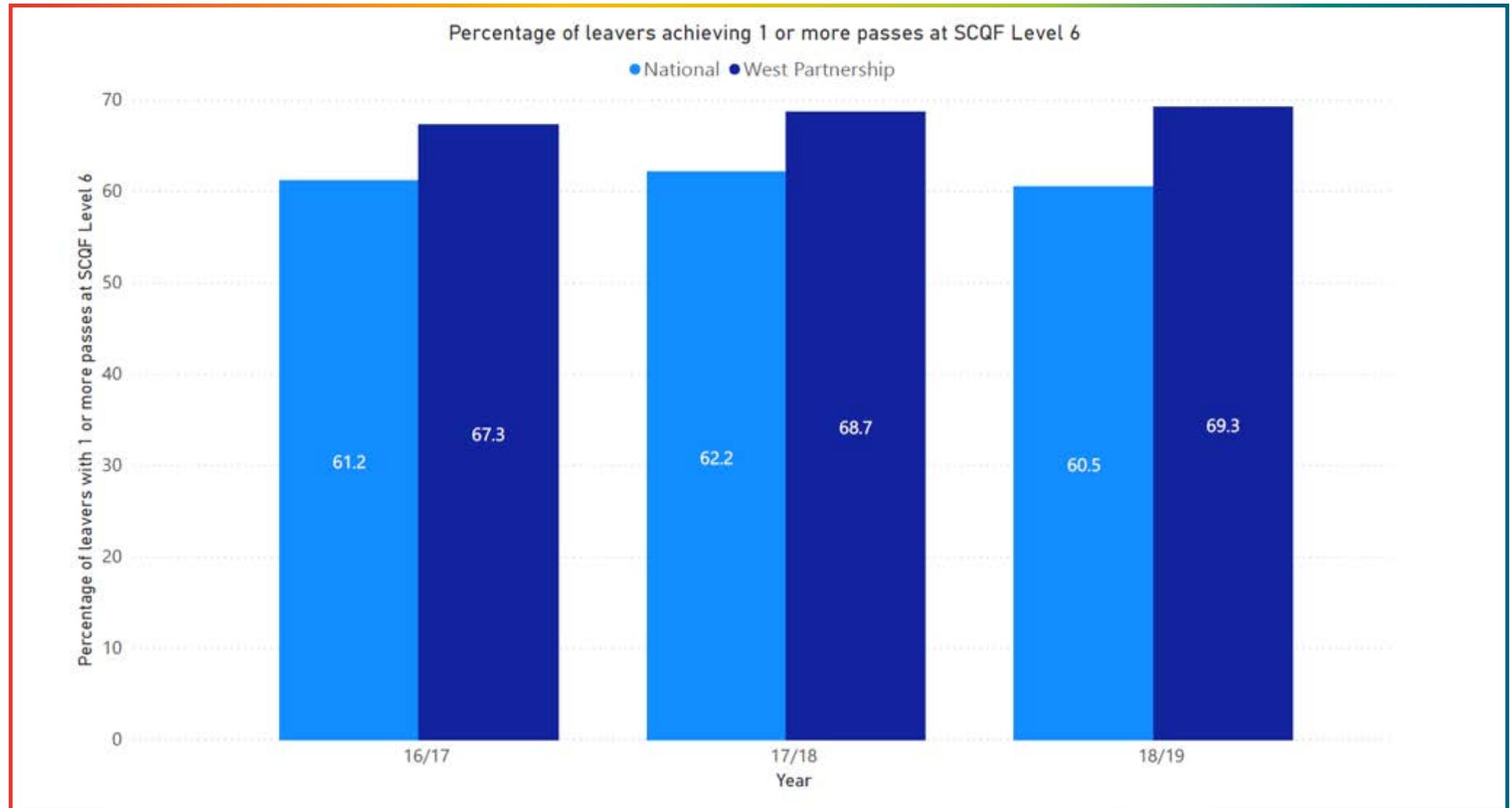
SENIOR PHASE ATTAINMENT

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



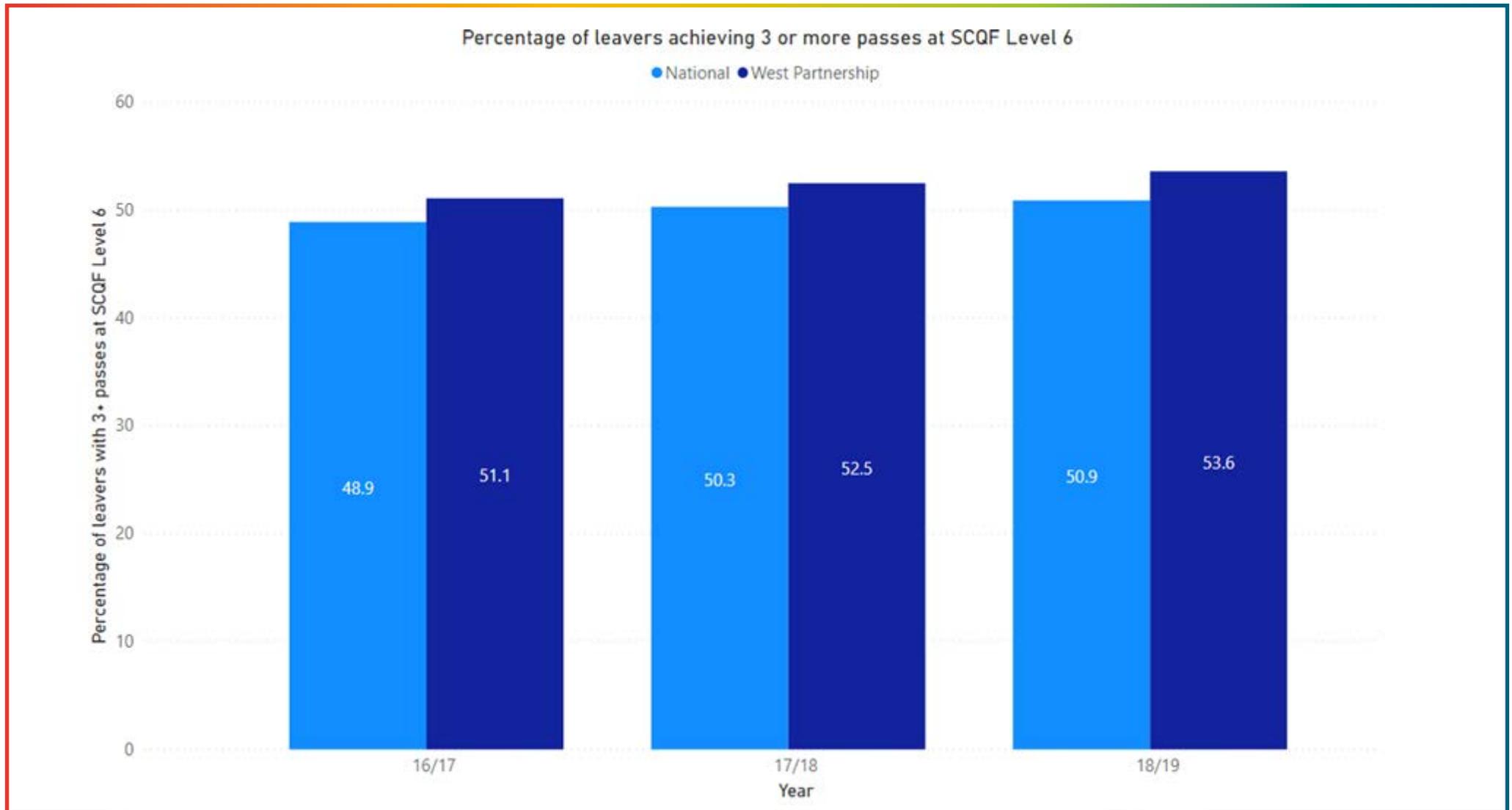
SENIOR PHASE ATTAINMENT

The West Partnership consistently performs above national in the percentage of leavers achieving 1 or more passes at SCQF level 6. There has been an increase in this measure within the West Partnership of 2 percentage points over 3 years, compared with a marginal decrease nationally.



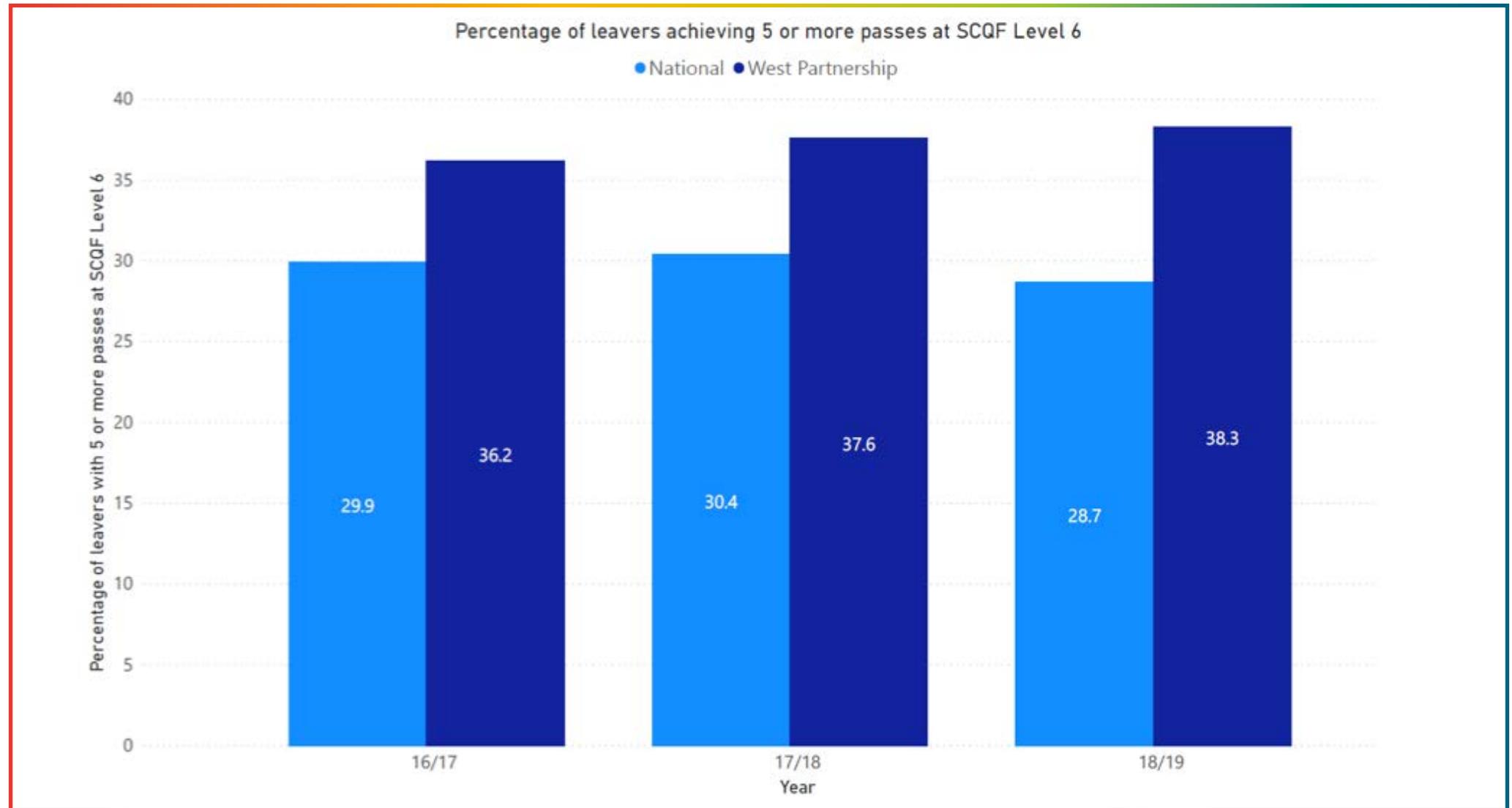
SENIOR PHASE ATTAINMENT

The West Partnership consistently performs higher than national in the percentage of leavers achieving 3 or more passes at SCQF level 6. There is an increasing trend within this measure in the West Partnership, with an increase of over 2 percentage points since 2016/17.



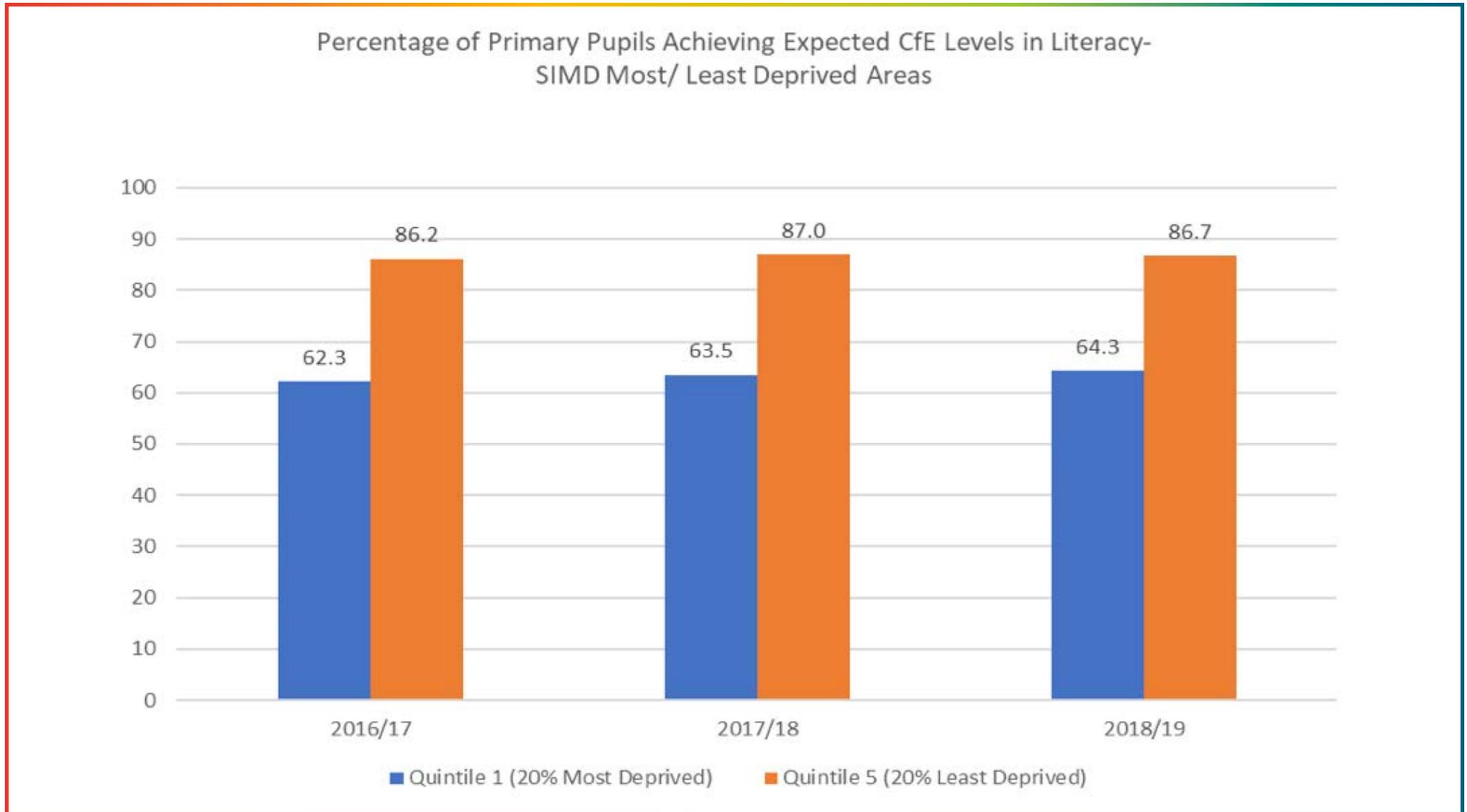
SENIOR PHASE ATTAINMENT

The proportion of leavers achieving 5 or more awards at SCQF level 6 is consistently higher in the West Partnership than nationally. This gap has continued to widen over 3 years, with the West Partnership figure in this measure nearly 10 percentage points above national in 2018/19.



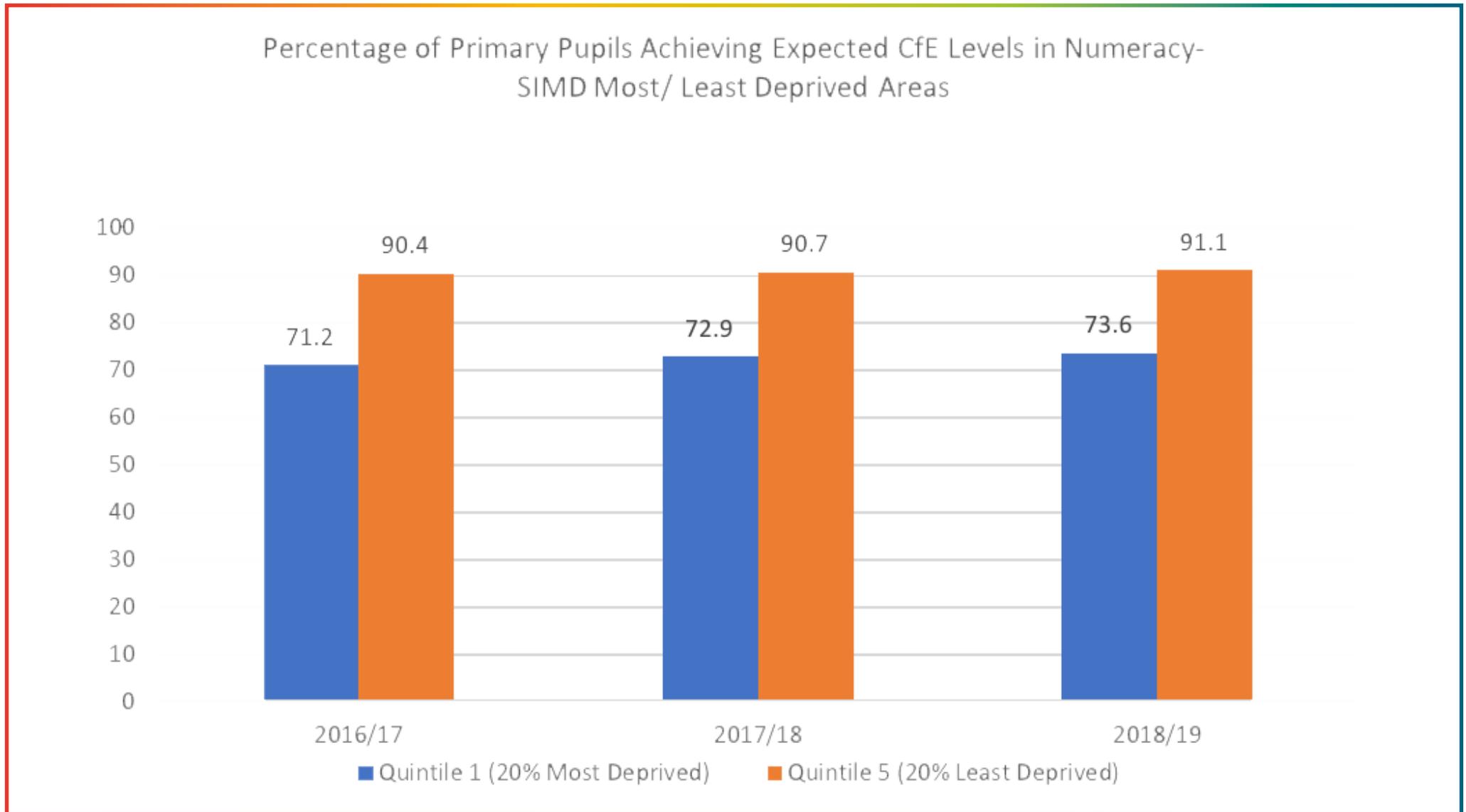
POVERTY-RELATED ATTAINMENT GAP

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



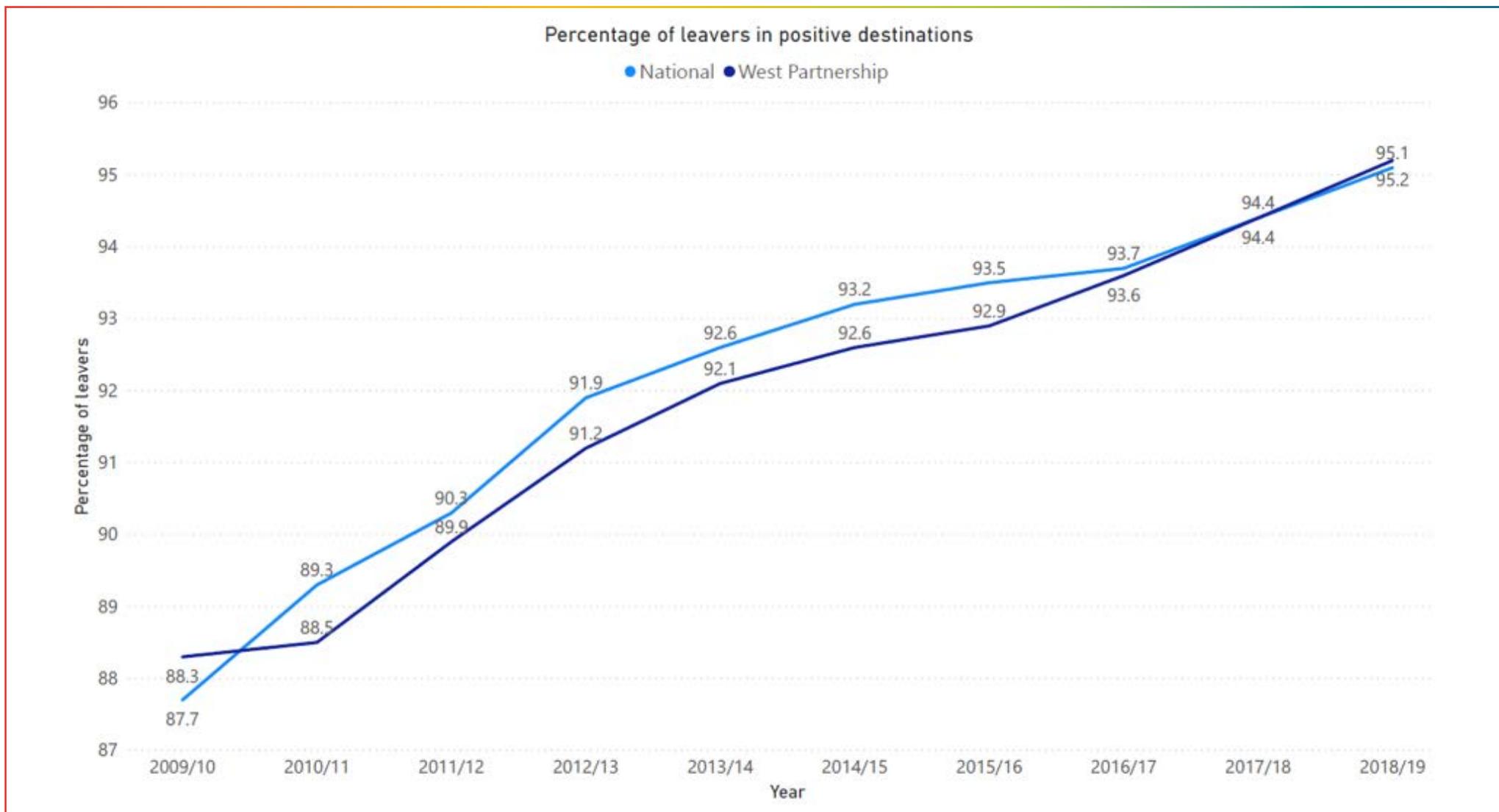
POVERTY-RELATED ATTAINMENT GAP

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



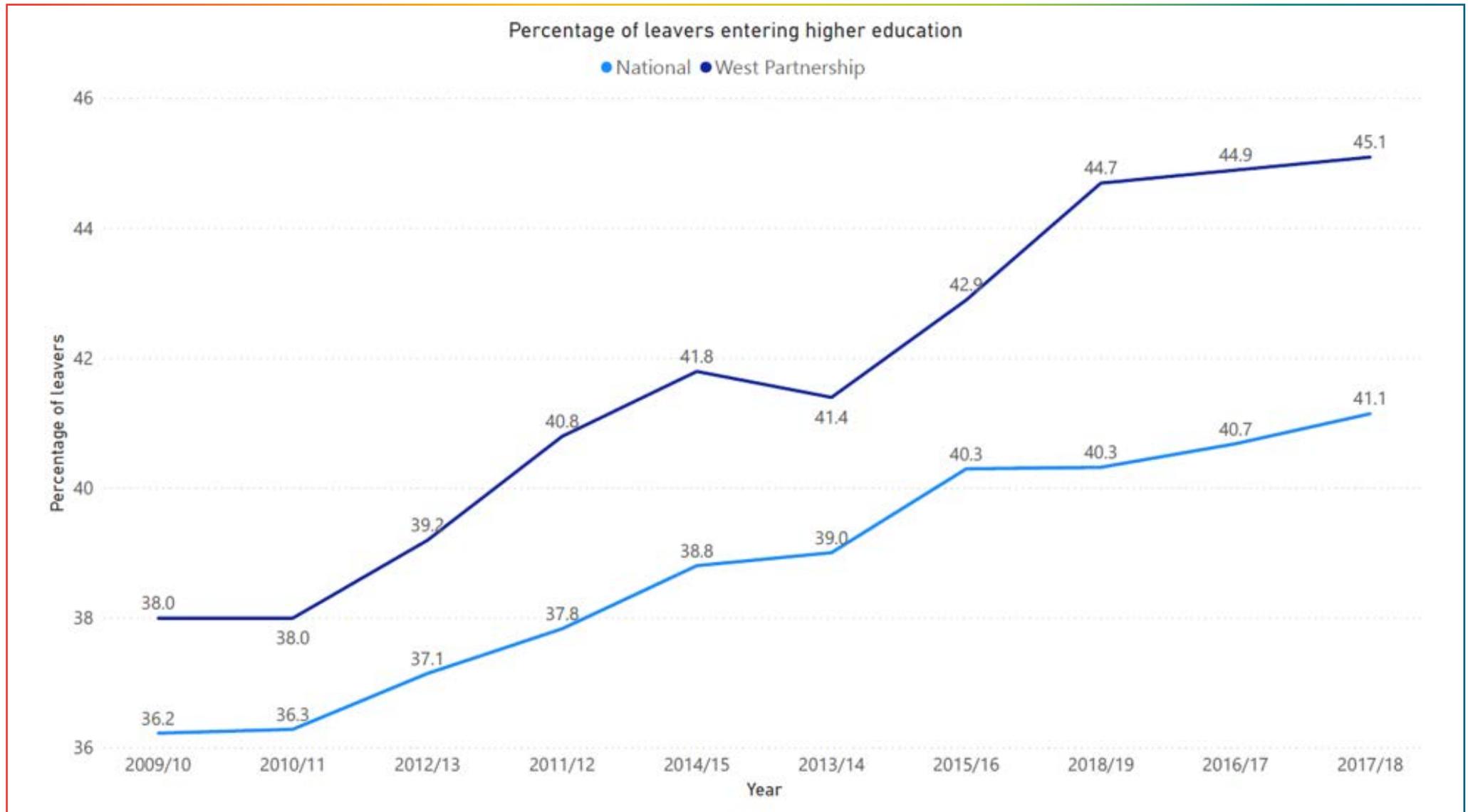
POSITIVE DESTINATIONS

In terms of positive destinations for school leavers, the West Partnership has improved rapidly in recent years moving in line with national figures. In 2018/19, the percentage of school leavers entering a positive destination increased and is marginally ahead of national for the first time.



POSITIVE DESTINATIONS

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



How did the West compare nationally?

SUMMARY OF PROGRESS

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

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

The attainment gap in literacy and numeracy between the 20% most deprived and 20% least deprived has reduced by 1.5 percentage points and 1.7 percentage points respectively.

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

The West Partnership consistently performs above national in the percentage of leavers achieving 1 or more passes at SCQF level 6. There has been an increase in this measure within the West Partnership of 2 percentage points over 3 years, compared with a marginal decrease nationally.

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Workstream Highlights



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

LEADERSHIP, EMPOWERMENT AND IMPROVEMENT

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

HIGHLIGHTS

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

FEEDBACK FROM PRACTITIONERS

"From a RIC perspective it was excellent to connect with colleagues from across the Local Authorities and to make connections and gain feedback from them. I also found it useful in strengthening my relationship with colleagues from Education Scotland".



"I feel very lucky to have been part of this experience. The colleagues I met will become friends as we move forward and develop our approaches together. Best CPD activity I have had in a long time"



CURRICULUM, LEARNING AND TEACHING AND ASSESSMENT

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

Very good progress has been made in assessment and moderation.

HIGHLIGHTS

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



FEEDBACK FROM PRACTITIONERS

“The West Partnership model [for moderation] has been instrumental in the model I have taken forward in my authority”



“This will have a big impact on our school. We are involved in a council wide moderation project and this will support the process in school”



“Great to view and witness examples of good practice across authorities and children actively and enthusiastically leading learning”

COLLABORATIVE LEARNING NETWORKS AND FAMILIES AND COMMUNITIES

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

HIGHLIGHTS

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

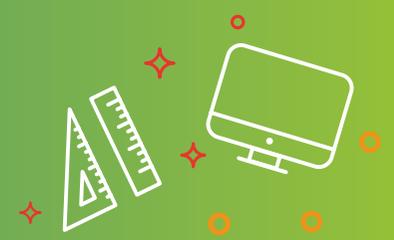


FEEDBACK FROM PRACTITIONERS

“The West Partnership professional learning for home link events were well structured...There was a real buzz about the room, everyone was really enthusiastic and keen to apply what they had learned throughout the sessions”

“I felt valued and appreciated in my role”

Next Steps and Conclusion



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



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

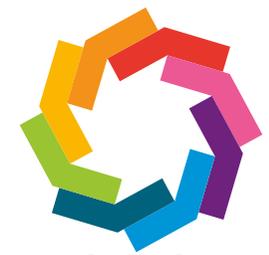
This year, the Partnership has made very good progress in driving forward equity, excellence and empowerment across the West. The work which has been undertaken has continued to support practitioners, children and young people during what has been an exceptionally challenging time for the education sector.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



Appendix 1

INDICATORS	2016-17 BASELINE	2017-18 VALUE	2018-19 VALUE	2019-20 VALUE	2020-21 TARGET
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	71.3	72.4	73.0	*	78
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	78.1	79.5	80.3	*	85
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	89.7	90.1	89.6	*	91
% of S3 pupils achieving third level or better in numeracy	90.1	89.7	90.0	*	91
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	46.7	48.8	49.7	*	55
% of S3 pupils achieving fourth level or better in numeracy	56.4	57.7	56.5	*	63
% of leavers achieving 1 or more awards at SCQF Level 6 or better	67.3	68.7	69.3	*	74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	36.2	37.6	38.3	*	35
% of leavers achieving SCQF Level 5 or better in literacy	81.9	82.8	82.6	*	86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70.2	69.2	*	76
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	TBC	TBC	TBC	3185	TBC
Mean change in staff knowledge, understanding and confidence as a result of the professional learning	This measure is currently being developed				
% of establishments evaluated as good or better for leadership of change	59	63		*	75
Primary Exclusion Rates (Rate per 1000 pupils)	9.9	N/A	3.7	*	6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A	23.7	*	45
Primary Attendance Rates	94.6	N/A	94.2	*	95
Secondary Attendance Rates	90.7	N/A	90.3	*	92
Initial School Leaver Destinations	93.6	94.4	95.2	*	95
% of establishments evaluated as good or better for learning, teaching and assessment	57	66		*	75

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



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