The West Partnership

EVALUATION REPORT 2020–21

Equity, Excellence & Empowerment

GLASGOW
CITY REGION
Education

Contents.

Introduction

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 our ambitious vision.

This report details progress over the academic year 2020-2021 towards achieving each of the associated target outcomes and expected impacts as detailed in the West Partnership Improvement Plan for 2020-2023.

Each year, we see the growing benefit of working collaboratively and systematically across the West Partnership area, and the difference this is making. There are many compelling examples of how our partnership working translates into practice, for example this session saw the introduction of West Online School (West OS). The pre-recorded lessons developed by West OS have been used by almost all of our schools and many thousands of our teachers and young people. This is a clear demonstration of how the West Partnership can add value, and respond quickly to a dynamic system.

The report captures the very good progress made within the West Partnership across our three main workstreams, even when taking into account the significant challenges that all education staff have faced during the course of another extraordinary school session. This is testament to the dedication and commitment of all staff who have worked to support our children and young people.

Our move towards more flexible ways of working across the West Partnership reflects the increased use of digital technology in society more generally. However, we have been able to see the immediate value of this in how we have sustained a wide range of opportunities, despite the restrictions faced. In this report, please take time to read about the many examples of our work where we have been able to gain a collective benefit from the expertise across our region. We have included case studies showcasing our work in more detail and where possible, attainment and senior phase data, to demonstrate the progress of our learners.

As we strengthen our networked learning system; a system that enables collaboration, encourages connectedness and helps practitioners at all levels, our focus within the West Partnership remains on ensuring our children and young people flourish, irrespective of their personal circumstances.

……………..

Tony McDaid

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;

- Over 1000 nurseries, primary, secondary and special schools;

- More than 240,600 children and young people; and

- The greatest proportion of children and young people living in SIMD 1 and 2 data zones, across Scotland.

West Partnership Pupil Constitution by SIMD Quintile

SIMD Quintile: ● 1 ● 2 ● 3 ● 4 ● 5

- 17%
- 34.9%
- 15.4%
- 12.2%
- 20.6%
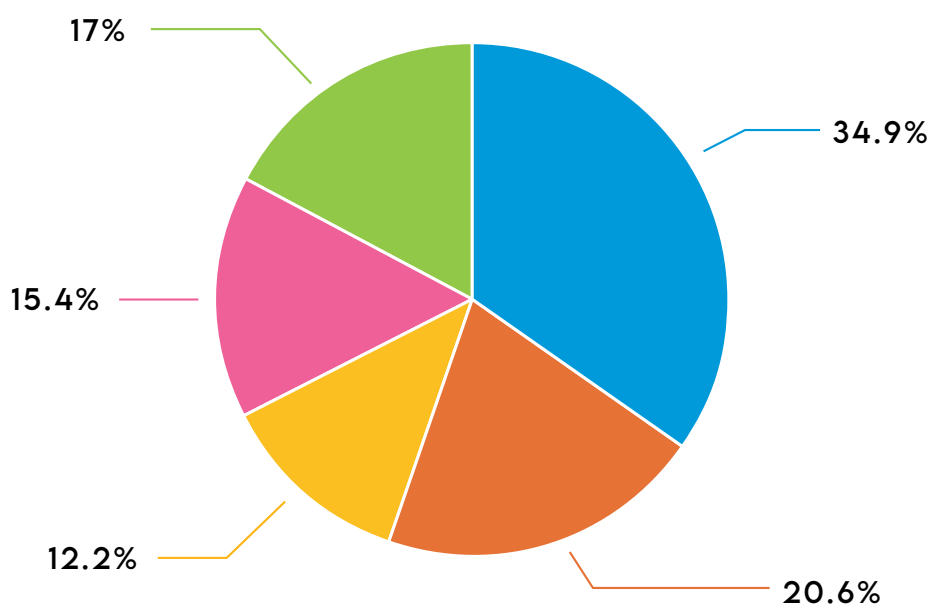
The West Partnership has a clear vision: to embed the values of equity, excellence and empowerment in everything we do, building a collaborative, networked learning system to improve learning experiences and increase attainment for every learner across the region.

To achieve our vision the Partnership has:

SUPPORTED DEVELOPED FACILITATED CONNECTED COLLABORATED EMPOWERED

Reach

This year, we have continued to make very good progress with extending our reach through a variety of ways.

➔ **1734 colleagues attending West Partnership events.**

- 253 of these were from other local authorities outside the West.

➔ **4865 followers on twitter.**

- Our tweets over the past academic year have been viewed just under 1 million times.

- Storyboard tweets were seen 104k times.

- Blended learning research paper had 2944 views.

- Remote and digital learning research paper had 1182 views.

Our impressive engagement data demonstrates we are influencing stakeholders within, across and beyond the West.

Responding to COVID-19

In January 2021, The West Partnership Improvement Plan, The Road to Renewal: Our Response to Covid-19, was drawn up at the request of the Board to address the challenges of the current and immediately foreseeable educational landscape. The plan confirms that, as a Regional Improvement Collaborative, we were, and continue to be, fully aware of the pressures that education staff across the West Partnership are facing as a result of Covid-19.

The plan recognises the need to prioritise and accelerate certain aspects of the West Partnership's Plan 2020-23, The Road to Renewal: Our Response to Covid-19, and accepts that other aspects will temporarily be paused. Almost all projects identified in the Interim Action Plan have been taken from the West Partnership's 2020-23 plan. Provision has also been made for additional projects to be included at the request of the Board.

In light of the immediate circumstances, it was essential that the work of the West Partnership continued to be seen to be both relevant and adding value to colleagues across local authorities where it matters most.

Our work has focused on 7 priority projects this year.

LEADERSHIP, EMPOWERMENT & IMPROVEMENT	
1	HEADTEACHER MENTORING SCHEME
2	LEADERSHIP LEARNING SETS
3	VIRTUAL LEADERSHIP NETWORKS
CURRICULUM, LEARNING, TEACHING & ASSESSMENT	
4	WEST OS
5	SUPPORT FOR PRACTITIONERS THROUGH CURRICULUM NETWORKS
COLLABORATIVE LEARNING NETWORKS	
6	HEALTH AND WELLBEING — TRACKING LEARNERS' WELLBEING
7	SUPPORTING LEARNERS WITH ADDITIONAL SUPPORT NEEDS

Spotlight On Our Response: *Case Studies*

WEST ONLINE SCHOOL (WEST OS)

The West Online School (West OS) planned to provide a bank of high-quality learning videos that could support practitioners and learners both inside and outside of the classroom. The project aimed to provide support across the breadth of the curriculum at both the Broad General Education and Senior Phase levels.

After an audit of the curriculum to identify the engagement with each subject, the West OS core team set out protocols for creating high quality videos that would be developed within a rigorous quality assurance process. The core team identified subject co-ordinators across the eight local authorities, each a subject specialist and experienced teacher. Subject co-ordinators had the responsibility of recruiting teachers to be video contributors and took a lead role in the quality assurance of videos. Each video passed through a three-stage quality assurance process (practitioner, subject coordinator, quality assurance group) which meant that published videos were of a consistently high standard.

Video contributors from across the West Partnership region produced short videos (10-15 minutes) to assist learners and practitioners. The project, initially envisaged as a regional resource, very quickly became nationwide, with contributors from other Regional Improvement Collaboratives and selected external partners, such as the University of Glasgow and Edinburgh Napier University, also producing quality-assured videos. Published videos are hosted on the ClickView platform, with all of Scotland's pupils and practitioners having access via their secure Glow accounts.

The resource has become a key part of Scotland's National e-Learning offer and, in March 2021, contributed to the Sustainable Scotland initiative. This was a comprehensive programme of educational experiences for pupils in primary and early secondary to explore sustainability across a number of curricular areas.

The West OS core team had to overcome a number of barriers and challenges:

- Producing videos at different levels and across the entirety of the curriculum;
- Accessing subject expertise during pandemic conditions;
- Ensuring the quality and accessibility of all videos that were published; and
- Ensuring awareness of the resource was available across the West Partnership and Scotland.

The project added considerable value across the education system:

- Learners benefitted from quality-assured videos that assisted their home learning, revision and assessment preparation;
- Teachers gained a resource that they could use either in-class or could use as a task for home learning;
- Video contributors, subject co-ordinators and the core team developed professionally through contributing to a national level e-Learning resource; and
- The project was an example of effective collaboration across Regional Improvement Collaboratives, Local Authorities, sectors and levels.

Spotlight On Our Response: *Case Studies*

WEST ONLINE SCHOOL (WEST OS)

The impact of West OS continues to emerge. As of July 1st, we can identify the following impact of West OS within the West Partnership region:

- Over 175 video contributors have created and published 2339 quality-assured videos;

- 46,500 different users from within the West Partnership region have utilised a West OS video;

- 87.5% of all West Partnership establishments have used West OS;

- 100% of all West Partnership secondary schools have used West OS;

- 93,000 video views have accumulated from West Partnership based users;

- A survey 57 West OS using practitioners found that 86% found that West OS was either useful or very useful to their pupils' learning; and

- Evidence demonstrates that 64% of all video views so far have occurred during school hours, with 36% occurring outside of traditional school hours. This demonstrates that the resource is being used flexibly, as the project intended.

> *I AM USING THIS TO EXTEND THE LEARNING AND ALLOWING EXPLANATION FROM A DIFFERENT PERSPECTIVE. GOOD OPPORTUNITIES TO PAUSE FOR QUESTIONING.*

> *I FEEL AS THOUGH MY OWN PRACTICE HAS ALSO IMPROVED THOUGH MY INVOLVEMENT WITH THE PROJECT AND HELPING TO CONTRIBUTE TO THESE VIDEOS.*

Spotlight On Our Response: *Case Studies*

VIRTUAL LEADERSHIP NETWORKS (VLN)

The West Partnership Virtual Leadership Networks (VLN) planned to provide a virtual space for leadership teams to effectively collaborate on issues around the response to the pandemic. The networks aimed to support and facilitate professional dialogue on key response areas to build staff capacity in order to improve outcomes for children and young people within the context of Covid19 and beyond.

As a response to home working and the inability to meet in-person, the West Partnership team set up Virtual Leadership Networks that were hosted on Microsoft Teams. Separate networks were created for Headteachers and Depute Headteachers and both networks were advertised to all West Partnership schools via local authority communications. To create a space for effective collaboration, four VLN meetings ran between September 2020 and May 2021 for each participant group.

Prior to meetings, participants received professional reading relating to the area of focus. After a short introduction, a guest speaker with expertise in the area of focus, delivered a keynote presentation. Participants were then organised into facilitated breakout rooms where they could discuss the area of focus. Breakout rooms were organised by sector, but randomised by local authority. This meant that each room could discuss issues in a way that was relevant to their school type and share ideas from outside of their own local authority.

To meet leaders' needs, evaluations of each event gave participants a chance to suggest areas of concern that could be explored in following meetings. The areas covered in the four meetings were:

1. positive ethos and effective communication;
2. learning and teaching;
3. wellbeing; and
4. equity.

These were all based on participant feedback.

The West Partnership team had to overcome a number of barriers and challenges:

- Using a platform that was new to a large number of prospective participants;

- Scheduling meetings in a period of great instability and uncertainty; and

- Responding to the needs of our leaders in an environment of rapid change.

The VLNs added value to our system through its support of leaders. Leaders entered a space where they could learn from others who were in the same unprecedented situation. They could learn outside of their own local authority and discuss with colleagues within the same sector. This supported systems leaders who were making decisions in unprecedented circumstances. The qualitative feedback from our evaluations suggested that the meetings provided reassurance to school leaders, which aided their decision making.

Spotlight On Our Response: *Case Studies*

VIRTUAL LEADERSHIP NETWORKS (VLN)

The impact of the West Partnership Virtual Leadership Networks continues to develop. Our event evaluations from 235 respondents demonstrate the following:

- 95% of respondents believed the meetings had covered the theme of the meetings effectively;

- 92% of respondents believed that the format of the meetings met their needs;

- 80% of respondents believed that the meetings had increased their confidence regarding the topic of the meetings;

- Regarding how valuable the events had been, respondents had an average of 8.0 on a scale of 0-10; and

- We asked respondents to explain how the VLN meetings would impact their practice. From these qualitative responses, we elicited the themes of reassurance (leaders were assured they were making the right choices), legitimation (leaders decisions were verified by their colleagues), raising awareness (leaders became aware of practices they didn't know about), inspiration (leaders were inspired by practice they had heard about from other participants).

> " I HAVE USED THE READING TO SUPPORT MY APPROACHES AT WORK AND LEADING OTHERS. PARTICULARLY THE READING ABOUT LEADING IN CRISIS. THE DISCUSSIONS AROUND AMBITION HAVE SUPPORTED ME IN MAINTAINING SOME STRATEGIC ACTIONS AT A TIME WHEN IT WOULD BE EASY TO REST IN DAY-TO-DAY MANAGEMENT TO KEEP THINGS AFLOAT. "
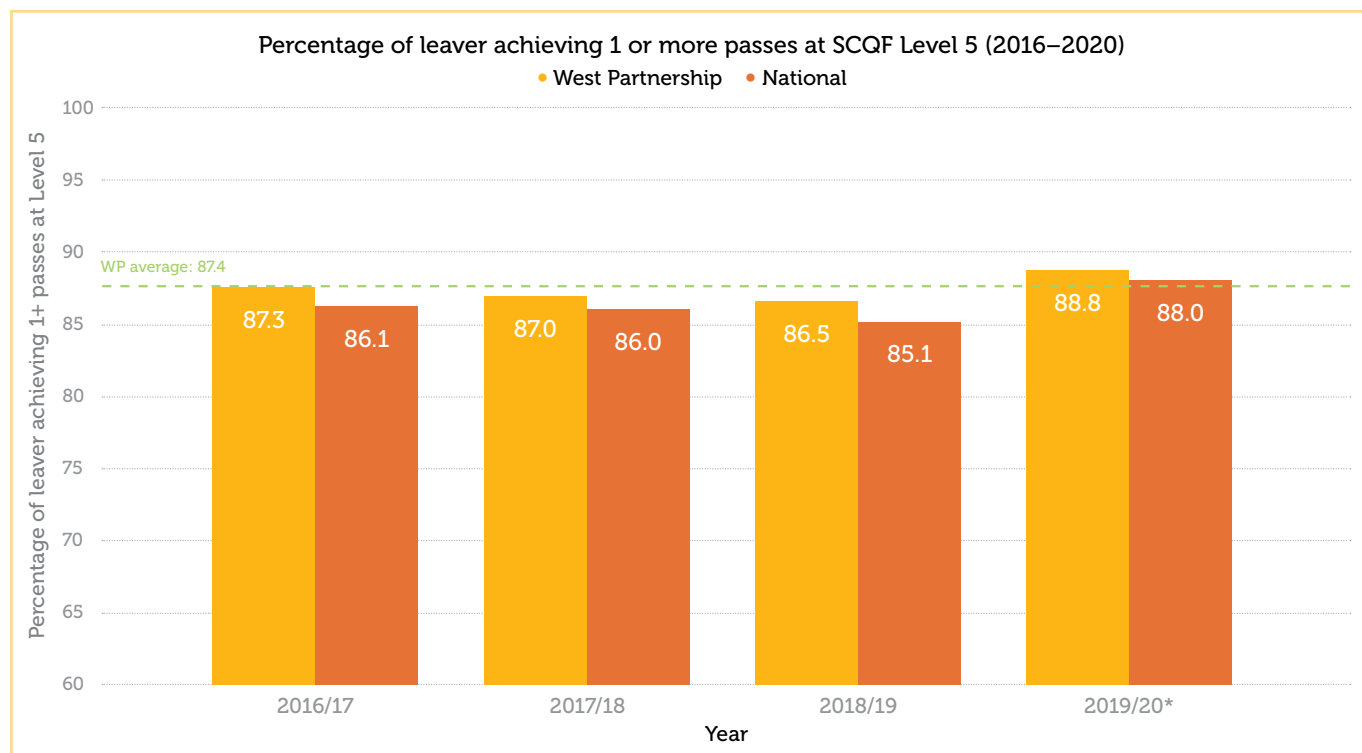
> " I HAVE REALLY ENJOYED IT SO FAR AND APPRECIATE THE RELAXED ATMOSPHERE CREATED BY THE FACILITATORS. IT HAS BEEN GOOD TO CONNECT WITH COLLEAGUES ACROSS THE PARTNERSHIP AND BUILD NEW NETWORKS. IT HAS BEEN CHALLENGING TO MAKE TIME BUT WORTH THE EFFORT. THANK YOU! "

How did the West Partnership compare?

In this section, senior phase and attainment data is presented demonstrating the progress of our learners. However, 2019-2020 results are not directly comparable with previous years due to Covid-19 and the alternate model of assessment. West Partnership figures represent the aggregated attainment of pupils from across the regions 8 local authorities.

Senior Phase Attainment

Percentage of leaver achieving 1 or more passes at SCQF Level 5 (2016–2020)
● West Partnership   ● National

Year	West Partnership	National
2016/17	87.3	86.1
2017/18	87.0	86.0
2018/19	86.5	85.1
2019/20*	88.8	88.0

WP average: 87.4

* 2019/20 assessment data is not directly comparable with previous data due to the different assessment model used.

The percentage of leavers achieving 1 or more passes at SCQF Level 5 has increased by 1.5% over the last 4 academic years. West Partnership figures have consistently been above the national figure.

Senior phase attainment

Percentage of leaver achieving 1 or more passes at SCQF Level 6 (2016–2020)
● West Partnership ● National

Percentage of leaver achieving 1+ passes at Level 6

WP average: 68.93

	2016/17	2017/18	2018/19	2019/20*
West Partnership	67.3	68.7	69.3	70.4
National	61.2	62.2	60.5	68.2

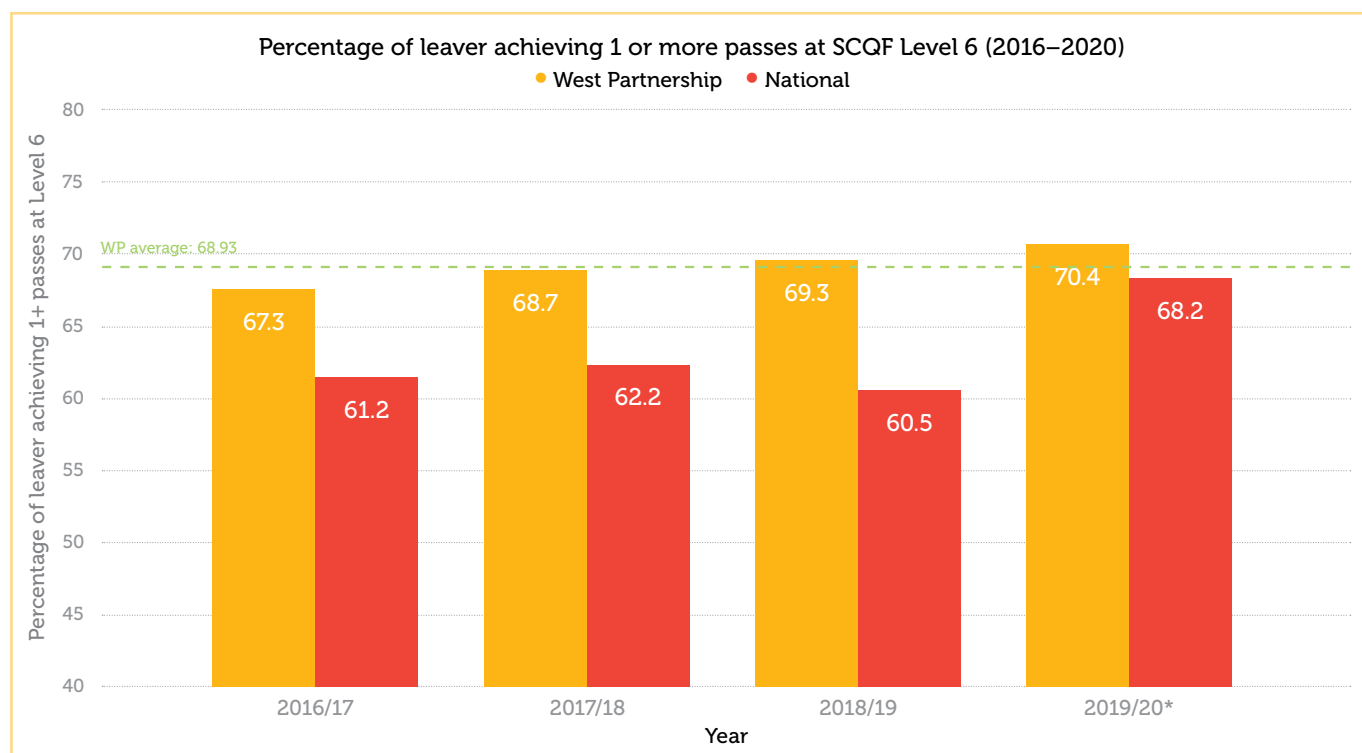Year

* 2019/20 assessment data is not directly comparable with previous data due to the different assessment model used.
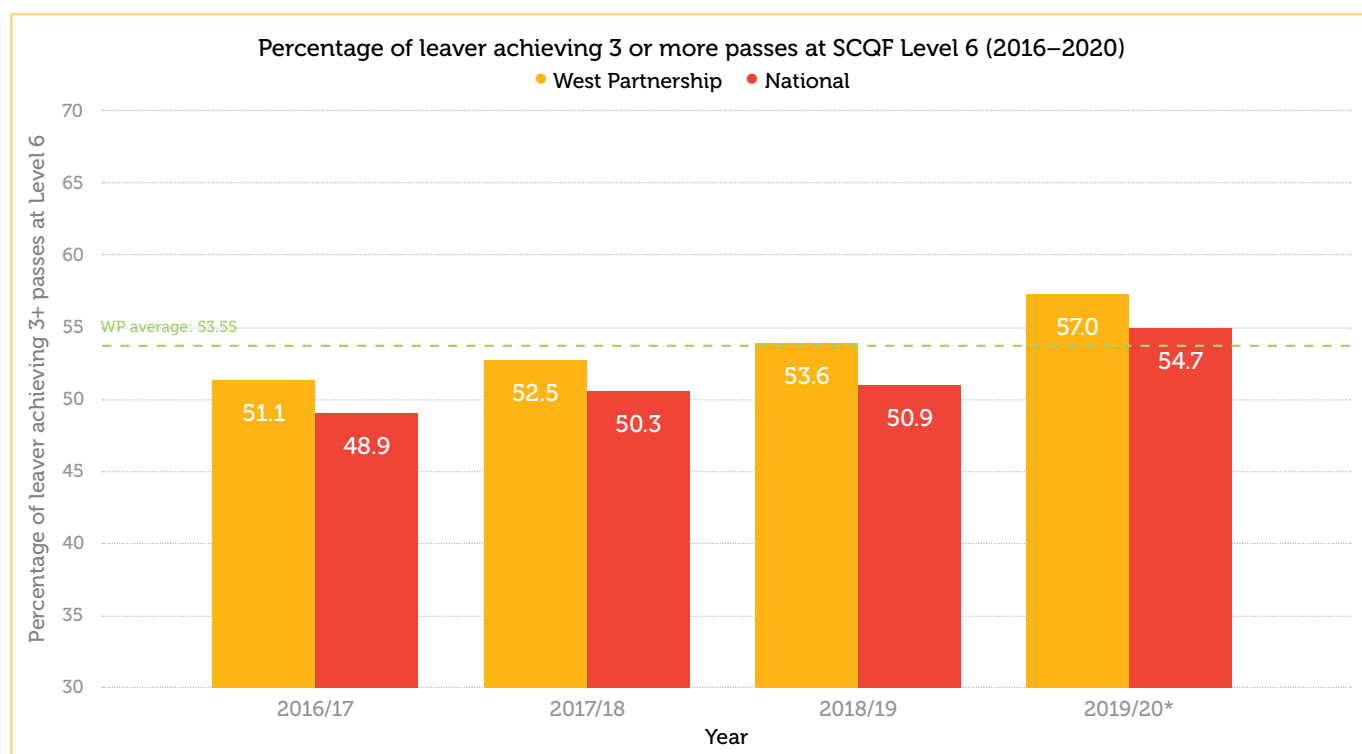
The percentage of leavers achieving 1 or more passes at SCQF Level 6 has increased by 3.1% over the last 4 academic years. West Partnership figures have consistently been above the national figure.

Percentage of leaver achieving 3 or more passes at SCQF Level 6 (2016–2020)
● West Partnership ● National

Percentage of leaver achieving 3+ passes at Level 6

WP average: 53.55

	2016/17	2017/18	2018/19	2019/20*
West Partnership	51.1	52.5	53.6	57.0
National	48.9	50.3	50.9	54.7

Year

* 2019/20 assessment data is not directly comparable with previous data due to the different assessment model used.
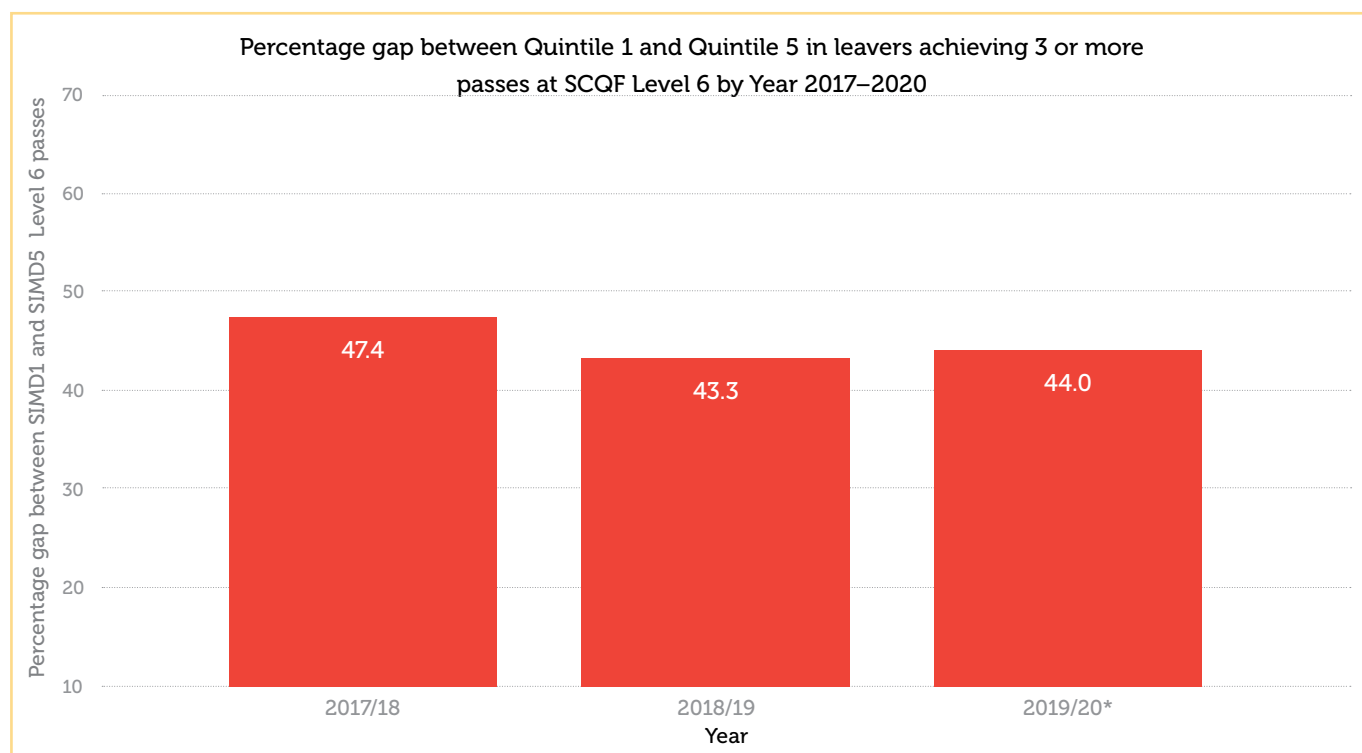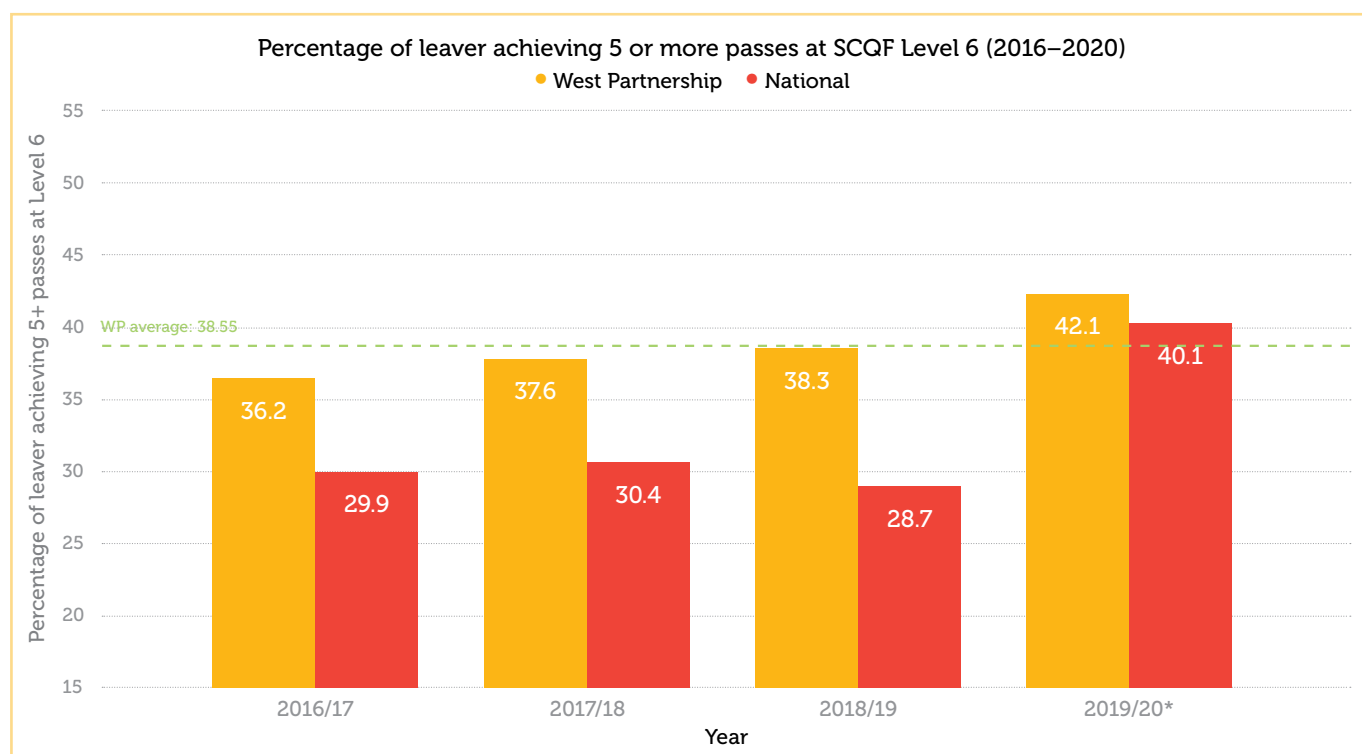
The percentage of leavers achieving 3 or more passes at SCQF Level 6 has increased by 5.9% over the last 4 academic years. West Partnership figures have consistently been above the national figure and have risen at a quicker rate than the national figures.

Senior phase attainment

Percentage gap between Quintile 1 and Quintile 5 in leavers achieving 3 or more passes at SCQF Level 6 by Year 2017–2020

Percentage gap between SIMD1 and SIMD5 Level 6 passes

Year	Value
2017/18	47.4
2018/19	43.3
2019/20*	44.0

* 2019/20 assessment data is not directly comparable with previous data due to the different assessment model used.

The percentage gap between SIMD Q1 and Q5 leavers achieving 3+ passes at SCQF Level 6 has decreased from 47.4% to 44.0% over the last three academic years. The 18/19 session had the lowest gap over the last 3 years at 43.3%.

Percentage of leaver achieving 5 or more passes at SCQF Level 6 (2016–2020)

● West Partnership ● National

Percentage of leaver achieving 5+ passes at Level 6

WP average: 38.55

Year	West Partnership	National
2016/17	36.2	29.9
2017/18	37.6	30.4
2018/19	38.3	28.7
2019/20*	42.1	40.1

* 2019/20 assessment data is not directly comparable with previous data due to the different assessment model used.

The percentage of leavers achieving 5 or more passes at SCQF Level 6 has increased by 5.9% over the last 4 academic years. West Partnership figures have consistently been above the national figure.
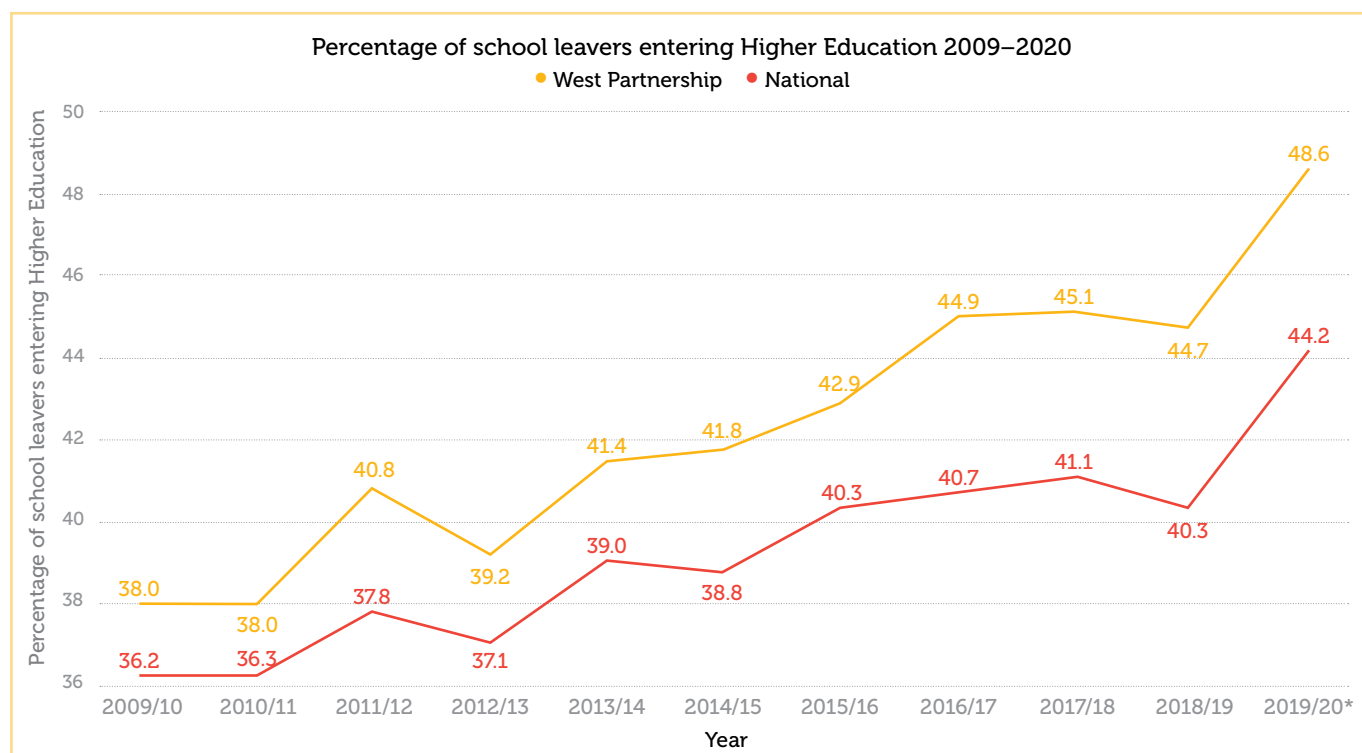
Senior phase attainment

Percentage of school leavers in positive destinations 2009–2020

● West Partnership ● National
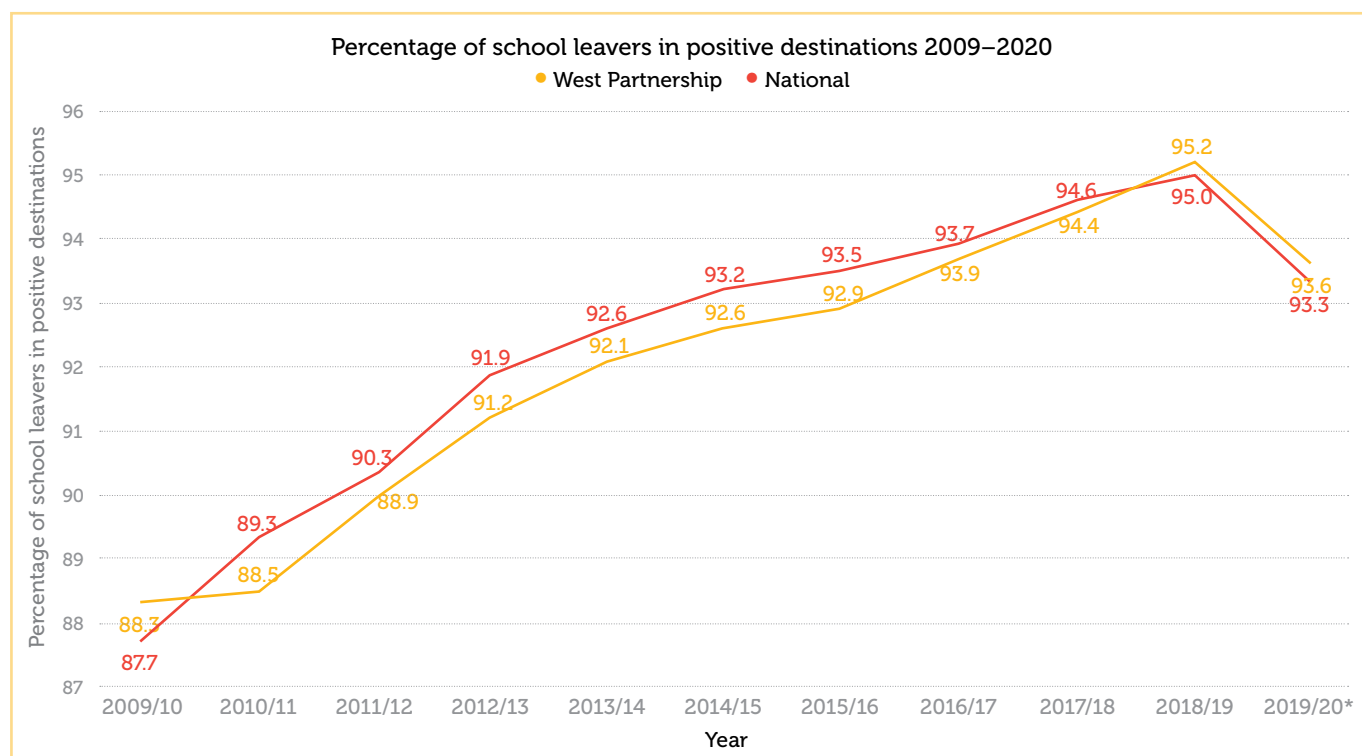
* 2019/20 assessment data is not directly comparable with previous data due to the different assessment model used.
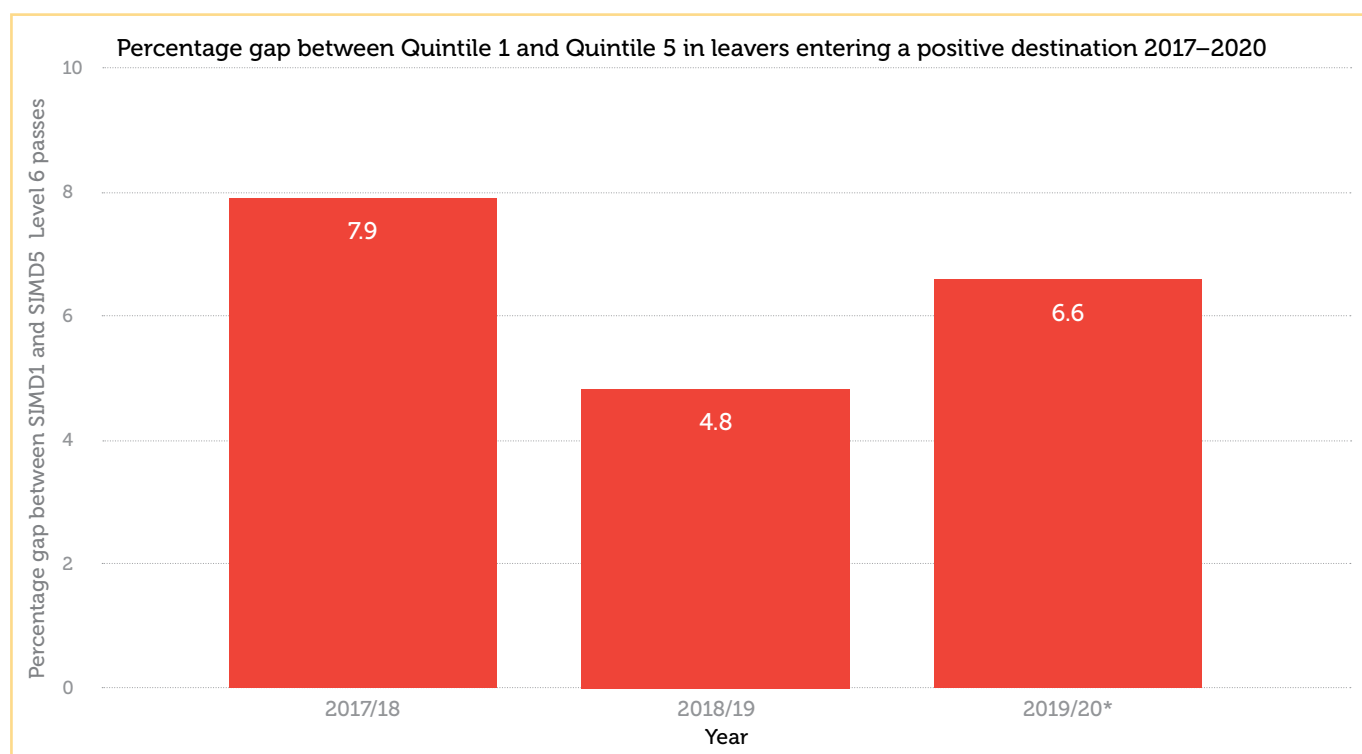
The percentage of West Partnership school leavers entering positive destinations has increased by 5.3% over the last 10 years. Year on year increases occurred between 09/10 and 18/19 sessions, with a small decrease in the 19/20 session. West Partnership figures have been above the national level in the last two academic years. It should be noted that school leaver positive destinations have been impacted by the pandemic and, for example, the opportunity in some areas for young people to enter directly into employment.

Senior phase attainment

Percentage of school leavers entering Higher Education 2009–2020

● West Partnership ● National

Year	West Partnership	National
2009/10	38.0	36.2
2010/11	38.0	36.3
2011/12	40.8	37.8
2012/13	39.2	37.1
2013/14	41.4	39.0
2014/15	41.8	38.8
2015/16	42.9	40.3
2016/17	44.9	40.7
2017/18	45.1	41.1
2018/19	44.7	40.3
2019/20*	48.6	44.2

Percentage of school leavers entering Higher Education (y-axis)

* 2019/20 assessment data is not directly comparable with previous data due to the different assessment model used.

The percentage of West Partnership school leavers entering Higher Education has increased by 10.6% in the last 10 years. The West Partnership has consistently outperformed the national figures.

Percentage gap between Quintile 1 and Quintile 5 in leavers entering a positive destination 2017–2020

Percentage gap between SIMD1 and SIMD5 Level 6 passes (y-axis)

Year	Gap
2017/18	7.9
2018/19	4.8
2019/20*	6.6

* 2019/20 assessment data is not directly comparable with previous data due to the different assessment model used.

The percentage gap between SIMD Q1 and Q5 leavers entering positive destinations has decreased from 7.9% to 6.6% over the last three academic years. The 18/19 session had the lowest gap over the last 3 years at 4.8%.

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 with the delivery of the interim plan. 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 year, work focused on ensuring that practitioners are supported to become effective leaders of tomorrow, whilst giving those who are already leaders, opportunities for effective collaboration with peers from around the region.

HIGHLIGHTS

- **Enhanced mentoring support** for senior leaders enabling a focus on agreed, specific areas of leadership.

  - Introduction of an Executive Coaching programme addressing leadership challenges within the current context of Covid-19 delivered by the Mudd Partnership.

  - A halfway evaluation of the programme found that 100% strongly agreed or agreed that the programme covered themes that met their needs. All respondents suggested that they had developed a positive relationship with their coach and 90.5% of them suggested their confidence had been increased by the programme.

  - *"I have become much clearer about my role as a HT within the very unique setting in which I work. Having the opportunity to talk to [coach] about things that were actually happening there and then allowed me to reflect, with support, and plan a way forward. This was true for smaller, operational issues as well as more strategic concerns and priorities. I will continue to set aside time to reflect as I did for the duration of these coaching sessions."*

- Facilitation of the **Headteacher learning set programme.**

  - Participants identified sessions focused on areas such as leadership and empowerment, particularly within the Covid-19 context.

  - Sessions provided opportunities to hear from colleagues dealing with similar issues in an open and safe forum. Sessions supported colleagues with decision making and leadership during the pandemic while maintaining day to day school management.

  - In terms of added value, when asked how valuable the experience of participating in sessions was, the average response was 8.14 out of 10.

  - *"It is an excellent way to network with colleagues from different authority. It is reassuring to hear colleagues speak of similar experiences. There have been many suggestions which have been brought up which I have been able to take on board and which are positively impacting my practice."*

Leadership, Empowerment and Improvement

HIGHLIGHTS

- **Thinking about Headship** programme, which prepares practitioners to become effective leaders of tomorrow.

  - An end of programme evaluation found that 87.5% felt as though the programme had improved their confidence towards entering the Into Headship programme. Three-quarters of respondents said that the programme had impacted on their current practice as DHTs.

  - *"I have gained greater awareness of the ramifications of employing different methodology in delivering strategic change in relation to school, local authority and national priorities. I have learned how my knowledge about the pupils, staff, parents and wider school community is important as it affects the decisions I make about leading change within my context."*

- Development of supportive **Virtual Leadership Networks for school leaders** addressing challenges faced providing the opportunity for peer support and collaboration.

  - Following events, colleagues noted that sessions provided a supportive and reassuring environment to discuss challenges, issues and practice.

  - Over 89% of colleagues attending reported an increase in confidence.

"The opportunity to engage with colleagues across the West Area is invaluable, particularly during these times."

"Lots of takeaways from the event that can be used with pupils and staff. It is also good to know that colleagues are feeling and acting in similar ways."

SOME FEEDBACK

"It's always great to share experiences with others. I always take away something new and feel reassured by what we have in place."

"The focussed discussions are an excellent way to gain insight into how other establishments and DHTs manage and lead the area being discussed."

Curriculum, Learning and Teaching and Assessment

The workstream has made very good progress in continuing the creation of self-sustaining subject/specialist area networks, to bring about improvement in learning, teaching, assessment and attainment. This year, the workstream was also responsible for the development and delivery of West OS.

HIGHLIGHTS

➲ During the pandemic, **West OS** became firmly established as the recorded lesson element of Scotland's National e-Learning Offer providing vital learning and support for children and young people during lock-down or who were self-isolating.

- All secondary schools in the West Partnership region used West OS resources.

- 86% of respondents found West OS useful or very useful to pupils' learning.

➲ The West Partnership **Assessment and Moderation** activity gained momentum.

- Exemplars of high-quality learner evidence produced by practitioners were shared on the Moderation Portal to use for career long professional learning (CLPL). A survey of a focus group of users showed this material enhanced schools based professional learning opportunities at individual, school and cluster levels.

- A supportive Senior Phase Assessment and Moderation Group was established, to support the alternative certification model, at the request of local authorities. This supported collaboration and sharing of practice in senior phase assessment, quality assurance and sourcing partner schools for moderation of lower uptake subjects. This helped to ensure greater consistency of outcomes across all schools.

➲ During the pandemic, we continued to host over **20 subject/sector networks** across all curricular areas to enhance learners' experiences through support for curriculum networks to meet urgent priorities.

- Networks were used to share practice, resources and pedagogy, particularly in digital pedagogy.

- Over 700 participants signed up to the Education Scotland and West Partnership Spring webinars on the themes of Children's Rights, Equity, Inclusion and Wellbeing and Pedagogy.

- An evaluation, with 211 respondents, found that 95% of participants believed the webinar series had improved their knowledge on the webinar topic that they had attended. Just under 95% (94.3%) of respondents agreed or strongly agreed that the webinars had increased their confidence and 86% said their skills had improved.

- *"I found this a very refreshing and inspiring session. The key messages about the impact of poverty and how we can tackle this was very encouraging. The presenters from both school gave me many ideas that I could take away and implement in my school. I am looking forward to sharing this information with my colleagues."*

Curriculum, Learning and Teaching and Assessment

HIGHLIGHTS

➔ The annual **West Partnership Maths Conference** was hosted virtually in November 2020 with 250 participants attending.

- Over 90% of participants reported that the conference sessions would impact on their practice while over 95% reported that the conference was valuable.

- The Mathematics Outdoors session saw the highest average change in knowledge while digital learning and engagement saw the highest average change in confidence.

"The lessons are well aimed at children in various levels, so the children engage well with the content. I find the content very useful and because the lessons are Curriculum for Excellence benchmark based, they are ideal to incorporate to your lesson."

SOME FEEDBACK

"Today's session has given some really useful and practical ideas to implement and share with colleagues."

"I have increased confidence in terms of responding to the new SQA guidance."

Collaborative Learning Networks (CLNs)

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 focused on supporting health and wellbeing with a particular focus on tracking learners' wellbeing and supporting learners with Additional Support Needs (ASN).

HIGHLIGHTS

➡ The development of a **matrix of tools for tracking learners' wellbeing** brought together a range of wellbeing tools in one handy resource to support practitioners in selecting the right type of tool for their needs.

➡ **Storyboards** captured effective practice and lessons learned and were shared across the partnership.

- Eighteen different storyboards have been produced and shared on topics such as Parental Engagement, Family Learning, Transitions, Learner wellbeing and ASN.
- Storyboards were shared on Twitter and viewed over 100,000 times.

➡ **The Engaging Families in Transitions Enquiry Project** led to improved collaboration and engagement with families and wider communities in planning support for transition.

- Participating clusters attended 4 webinars which supported practitioners in moving towards family-centred transitions.

➡ A well-established **Youth Ambassador Forum** provided young people with the opportunity to share the work they do in youth participation and to share their views with other West Partnership networks on areas such as diversity and health and wellbeing.

➡ Over 200 practitioners attended an open discussion on **child centred play pedagogy.**

- An evaluation, with 62 respondents, found that 96.7% of participants found the event to be useful, 90.3% found the event to be well organised, and 87.1% believed they could put knowledge gained from the discussion into practice.
- *"Participation in the event has reinforced my thinking and pedagogical approach, building my confidence and motivating me to research further in order to support, guide and lead the staff team, and families, in developing a deeper understanding of the importance of play."*

SOME FEEDBACK

"I found this very positive today and made me really think about the importance of language and relationships."

"I like the teams format. It's so accessible and the facilitators encourage dialogue."

"It was very useful to share practice in small groups both for ideas and for reassurance that what I am doing is on track and similar to colleagues"

"Thank you. I thoroughly enjoyed this and look forward to more nurture advice."

Next Steps & Conclusion

This year, the Partnership has made very good progress in driving forward equity, excellence and empowerment across the West as demonstrated throughout the report. Our progress has been further recognised externally through research carried out by the Robert Owen Centre for Educational Change, Progress and Challenge: Reflections on the development of the West Partnership 2018-2020.

The report draws on evidence collected for the external interim evaluation and states that:

"The West Partnership has contributed to the work of the local authorities in many ways and has, in the main, provided professional learning and built capacity, which otherwise would not have existed. In addition, there is progression towards systems change, through for example, volunteer-led subject networks, collaborative learning networks between schools and cross-authorities and a national model of an online school in development."

Collectively, we are working towards getting it right for every child and young person in the West. Equity, Excellence and Empowerment are the key values we want to embed in the West, enhancing the work of each local authority to improve our schools and outcomes for our learners continuously.

Moving forward, our focus will be on recovery and renewal as we meet the challenges of working through the Covid-19 pandemic and supporting improvement as part of the recovery process. We will work collaboratively within and across the system to ensure that we can respond with agility to the changed circumstances in which we now live, providing support and developing flexible approaches to learning and teaching across the region.

Next Steps & Conclusion

INDICATORS	2016-17 BASELINE	2017-18 VALUE	2018-19 VALUE	2019-20 VALUE [1]	2020-21 TARGET
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	71.3	72.4	73.0	**	78
% OF PRIMARY PUPILS (P1, P4 AND P7 COMBINED) ACHIEVING EXPECTED LEVELS OR BETTER IN NUMERACY	78.1	79.5	80.3	**	85
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	89.7	90.1	89.6	**	91
% of S3 pupils achieving third level or better in numeracy	90.1	89.7	90.0	**	91
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	46.7	48.8	49.7	**	55
% of S3 pupils achieving fourth level or better in numeracy	56.7	57.7	56.5	**	63
% of leavers achieving 1 or more awards at SCQF Level 6 or better	67.3	68.7	69.3	70.4	74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	36.2	37.6	38.3	42.1	35
Percentage of leavers from SIMD Quintile 1 achieving 3 or more passes at SCQF Level 6	N/A	33.2	36.9	38.8	40
Percentage of leavers from SIMD Quintile 5 achieving 3 or more passes at SCQF Level 6	N/A	80.6	80.2	82.8	83
Percentage gap between Quintile 1 and Quintile 5 in leavers achieving 3 or more passes at SCQF Level 6	N/A	47.4	43.3	44.0	43.0
% of leavers achieving SCQF Level 5 or better in literacy	81.9	82.8	82.6	83.1	86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70.2	69.2	70.8	76
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	****	****	****	3185	TBC
% 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	N/A	6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A	23.7	N/A	45
Primary Attendance Rates	94.6	N/A	94.2	N/A	95
Secondary Attendance Rates	90.7	N/A	90.3	N/A	92
Initial School Leaver Destinations (Positive)	93.6	94.4	95.2	93.6	95
Percentage of leavers from SIMD Quintile 1 entering a positive leavers destination	N/A	90.5	93.3	90.7	92
Percentage of leavers from SIMD Quintile 5 entering a positive leavers destination	N/A	98.4	98.1	97.3	98
Percentage gap between Quintile 1 and Quintile 5 in leavers entering a positive leavers destination	N/A	7.9	4.8	6.6	6.0
Percentage of leavers entering Higher or Further Education	69.7	70.1	69.5	73.6	75
% of establishments evaluated as good or better for learning, teaching and assessment	57	66	*	***	75

[1]   2019-20 attainment values cannot be directly compared with previous data because of the alternate assessment model used.

*   Impacted by Covid

**   BGE data not collected.

***   Limited number of inspections completed in 19/20.

****   New indicator from 19/20 onwards.

CRITICAL INDICATORS 2019-20

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