
To: Education and Children's Services Policy Board

On: 20 May 2021

Report by: Director of Children's Services

Heading: West Partnership Improvement Collaborative: Interim Improvement Plan

1. Summary

- 1.1. The purpose of this report is to inform the Education and Children's Service Policy Board of the contents of the West Partnership's Interim Improvement Plan (appendix 1).
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2. Recommendations

- 2.1. The Education and Children's Services Policy Board is asked to note and comment on the report.
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3. Background

- 3.1. The West Partnership Regional Improvement Collaborative (RIC) is made up of eight authorities which are East Dunbartonshire, East Renfrewshire, Glasgow City, Inverclyde, North Lanarkshire, Renfrewshire, South Lanarkshire, and West Dunbartonshire.
- 3.2. The West Partnership Improvement Plan 2020 to 2023 sets out the key areas for collaborative action to bring about improvement across the partnership region.
- 3.3. The Improvement Plan captures those areas where collaboration between the partners will be beneficial. Not all schools or local authorities will participate in all activities, but the plan sets out the Partnership's offer to schools, and educational settings based on stakeholder views on what they would benefit from.

- 3.4. As such, the Plan does not replicate or duplicate the individual local improvement plans of each partner authority but enhances the scope to support and challenge schools to improve.
- 3.5. In recognition of the impact of COVID-19 pandemic, a major aim of the Plan and the work of the partnership is to address both recovery and renewal.
- 3.6. The Plan is organised under 3 key areas, each led by two Directors of Education/Chief Education Officers:-
- ◆ Collaborative Learning Networks
 - ◆ Curriculum, Learning and teaching
 - ◆ Leadership, Empowerment and Improvement
- 3.7. A fourth workstream also led by two Directors of Education, is that of Evaluation and Reporting.
- 3.8. In January 2021, a further plan, the Interim Action Plan, was drawn up at the request of Directors to address the challenges of the current and immediately foreseeable educational landscape. In particular, the challenges of delivering a meaningful education provision whilst most children and young people are unable to attend school.
- 3.9. The Interim Action Plan is based almost entirely on the existing plan for 2020 to 2023. It recognises the need to prioritise and accelerate certain aspects of the West Partnership's Plan 2020 to 2023. It acknowledges too that other aspects of the plan will be paused temporarily or placed on a maintenance basis.
- 3.10. The Interim Action Plan identifies 7 priority projects, each of which has a specific relevance during the period of Covid-19 restrictions. These include: important and heavily subscribed leadership activities; supporting learners with additional needs; tracking learners' wellbeing; as well as our significant contribution to the national digital learning offer, West OS.
- 3.11. The Interim Action Plan was recently approved by the Glasgow Region Education Committee.

4. Progress

- 4.1. Following the publication of the previous Improvement Plan, the RIC have continued to put in place the systems and frameworks to help deliver on the Partnership's vision and implement actions to support the work of the eight partner authorities to help them enhance their existing efforts.
- 4.2. The impact of the interim plan will be monitored and reported as part of the ongoing evaluation and monitoring processes.
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Implications of this report

1. **Financial**
None.
2. **HR and Organisational Development**
None.
3. **Community/Council Planning**
 - Our Renfrewshire is fair - *None*
 - Tackling inequality, ensuring opportunities for all - *None*
 - Working together to improve outcomes - *None*
4. **Legal**
None.
5. **Property/Assets**
None.
6. **Information Technology**
None.
7. **Equality and Human Rights**
 - (a) The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health and Safety**
None.
9. **Procurement**
None.
10. **Risk**
None.
11. **Privacy Impact**
None.
12. **Cosla Policy Position**

Not applicable.

13. Climate Risk
None.

List of Background Papers

(a) Background Paper 1: None.

The foregoing background papers will be retained within Children's Services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Lauren Johnston, Project Manager, 0141 618 4023, lauren.johnstone@renfrewshire.gov.uk.

Children's Services

LJ

16/3/2021

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The West Partnership Plan 2020-23

The Road to Renewal: Our Response to Covid-19

Interim Action Plan

January 2021



GLASGOW
CITY REGION
Education

Immediate priorities: adapting the West Partnership Improvement Plan

Interim Action Plan

Background

In response to rising infection rates and concerns relating to the new variant of Covid-19, it was announced on 4 January 2021 that most children and young people would not return to school and early years establishments until 1 February at the earliest, and that from 11 January 2021 children would access their learning remotely. The fundamental premise nevertheless is that education should continue on a full-time basis for all learners from 11 January 2021. This would comprise a combination of direct interaction, on-line and offline tasks/activities and tutorial support.

Local authorities within the West Partnership have already prepared detailed plans for the delivery of remote learning, provision of emergency childcare and support for vulnerable learners.

The West Partnership Improvement Plan, *The Road to Renewal: Our Response to Covid-19*, outlines the partnership's priorities for session 2020/23 and confirms that, as a Regional Improvement Collaborative, we are fully aware of the pressures that education staff across the West Partnership are facing as a result of Covid-19. A broad range of activities has taken place within each workstream since August 2020, including further evaluation and reporting activities, and progress updates have been provided at the most recent West Partnership Board and the Glasgow City Region Education Committee meetings in November 2020. However, in light of the immediate circumstances, it is particularly essential that the work of the West Partnership is seen to be both relevant and that it adds value to colleagues across local authorities where it matters most.

This Interim Action Plan has been drawn up at the request of Directors (15 January 2021) to address the challenges of the current and immediately foreseeable educational landscape. 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.

Responsibilities

Governance and partnership links remain as agreed for the West Partnership's Plan 2020-23, *The Road to Renewal: Our Response to Covid-19*. These are outlined, below. In addition, the Senior Partnership Officer maintains an overview of each workstream's progress.

Workstream	Lead officer	WP Board links	Educ. Scotland links
Leadership, empowerment and improvement	Jennifer Crocket	Laura Mason Maureen McKenna	Pamela Di Nardo Michael Halbert
Curriculum, learning, teaching and assessment	John Stuart	Jacqui MacDonald Tony McDaid	Lorna Aitken Robyn McIlroy
Collaborative Learning Networks	Helen Brown	Ruth Binks Mark Ratter	Ian Menzies Craig Melrose
Evaluation and Reporting	Lauren Johnston	Derek Brown Steven Quinn	Patricia Watson

Immediate priorities

The **7** projects, below, have been identified by the West Partnership's Board and core officer team as high priority during the period January to February / March 2021, and possibly beyond depending on restrictions resulting from current Covid-19 guidelines.

Interim Action Plan: January 2021.	
Priority projects	
Leadership, Empowerment and Improvement	
1.	Headteacher Mentoring Scheme
2.	Leadership Learning Sets
3.	Virtual Leadership Networks
Curriculum, Learning, Teaching and 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

Workstream:	Leadership, Empowerment and Improvement					
	What are we planning to do? (Key tasks only)	What do we hope to achieve?	Who will be responsible / involved?	What is the expected timescale?	Resource implications?	Any further information?
Project title	Specific tasks	Expected outcomes	Participants	Timescale	Resources	Notes
1. Headteacher Mentoring Scheme	Match allocated funding to enable mentoring for appropriate school leaders, as identified by local authorities.	Continued, and enhanced mentoring support for senior leaders enabling a focus on agreed, specific areas of leadership.	J Crocket / EA Workstream reps	Ongoing- by March 31 st 2021	Availability of HT Mentors	Ongoing within 5/8 LAs
	Confirm further funding beyond March 31 st 2021.		J Crocket / D McLelland	By Jan 31 st 2021	Workstream Budget	JC / DM in communication
	Reallocation of unspent funding (from authorities who have not participated during this financial year).	Introduction of <i>Executive Coaching</i> programme addressing leadership challenges within the current context of Covid-19.	J Crocket / D McLelland / EA Finance reps	By Jan 31 st 2021	Workstream Budget	JC to contact DM asap
	Consideration and organisation of enhanced provision delivered by The Mudd Partnership.		J Crocket / The Mudd Partnership	By Jan 31 st 2021	Potential reallocation of existing workstream budget from other projects.	See note 1 in the section, "Further Information", below.

2. Leadership Learning Sets	Continue to facilitate planned sessions for existing two cohorts of HTs.	Ongoing support and professional learning for HTs already engaged with the programme.	J Crocket / J Mudd / S Ali	Ongoing as outlined in 20-23 Plan	Workstream Budget	15 HTs from across 7 EAs involved.
	Consider themes to be explored in order to address specifically the leadership challenges faced within the current context.	Increased relevance of materials and activities in order to offer specific learning and support related to the current context of Covid-19.	J Crocket / J Mudd / S Ali	By 31 st Jan 2021 and following discussion with participants	Workstream Budget	See note 2 in the section, "Further Information", below.
	Plan facilitation training for EA nominees.	This will allow the WP to plan towards a more sustainable model of Learning Sets. Authorities will benefit from having key staff trained to undertake facilitation roles within their own area.	J Crocket / J Mudd Workstream reps Nominated EA staff	By May 2021	Workstream Budget	This training is already an agreed part of the work commissioned with The Mudd Partnership.
3. Virtual Leadership Networks	Continue to facilitate planned sessions for both DHT and HTs from across the West Partnership.	Development of supportive network for school leaders which addresses challenges faced and provides the opportunity for peer support & collaboration.	J Crocket WP Core team ES Volunteer facilitators WP Peer facilitators	Ongoing	Time commitment from all involved.	Risk that peer facilitators from establishments may not be able to commit due to current challenges.
	Consider the themes for planned events to ensure the needs of leaders are being met in relation to current challenges faced with context of Covid-19.	VLN events will be relevant to school leaders and offer added value to members of the VLN networks.	J Crocket / WP Core Team ES workstream links	Ongoing and following participant evaluation of each event.	None	All VLN events continue to be planned based on feedback from previous events.

	Continue to facilitate programme of planned 'masterclasses' to offer specific expertise on a range of topics which will support school leaders within their strategic roles.	VLN network members will feel supported in their roles in relation to specific, current challenges and will allow them to consider and plan strategic and operational improvements for their establishment/CYP.	J Crocket / WP Core Team Facilitating partners from relevant organisations eg Microsoft Education.	Ongoing and following VLN members being consulted.	Possible budget required to engage facilitators for future masterclass sessions dependant on theme.	Consultation of VLN members to take place w/c 18 th January 2021.
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Further information:	
Note 1	<p>Potential use of reallocated workstream budget from other projects. (unused LA funding for HT mentoring; unused funding for <i>Thinking About Headship</i>; unused funding for Diversity in Teaching etc)</p> <p>A draft plan has been prepared for this to include 5 x 60 minute sessions for each nominated HT between Feb-June 2021. The Mudd Partnership has capacity to deliver this if we feel it is required and valuable. Available budgets would determine how many HTs could be supported. It is likely that around 20 HTs could be supported from a possible 20k budget).</p>
Note 2	De-brief and forward planning sessions are already factored into the work with The Mudd Partnership. These take place between each Learning Set session. This will not incur any extra time or work.

Workstream:	Curriculum, Learning, Teaching and Assessment					
	What are we planning to do? (Key tasks only)	What do we hope to achieve?	Who will be responsible / involved?	What is the expected timescale?	Resource implications?	Any further information?
Project title	Specific tasks	Expected outcomes	Participants	Timescale	Resources	Notes
4. West OS	Accelerate the provision of lessons within West OS. Continue to work with RICs, LAs, Education Scotland and other partners to ensure maximum possible curriculum coverage during interim action plan period.	Target to get content uploaded for all top 10 senior phase subject areas. Relevant units and courses targeted. Primary BGE material also commissioned and sourced through LAs.	West OS core In addition: other RIC reps, Ed Scot team, coordinators and practitioners	Deadlines have been set for each subject within the agreed priority areas of the curriculum. (Spreadsheet drawn up).	Time for commissioned staff to produce material or time sourced from contractual time. Additional capacity for core team. Three posts pending appointment.	See note 1 in the section, "Further Information", below.
	Develop and implement communications plan. Delivered through West Partnership team, in partnership with LAs, Ed Scot, E-Sgoil and other partners, including ClickView.	All teaching staff and learners are aware of West OS and its role in the National e-Learning Offer All teaching staff and learners know the specific lessons from each subject which are on West OS	West OS core team, and WP comms team, ES comms, LA comms teams	Comms plan updated by 22 Jan 2021 Intensive Comms delivery 20 Jan – mid Feb	Support from LA comms teams and ES comms teams to plan and deliver comms plan and liaise with national press etc	Key role for Directors and EAs in supporting comms and in getting information about West OS to schools.

	<p>Increase the number of West OS users across all sectors and schools within West Partnership and nationally.</p> <p>Qualitative data collected via interviews, questionnaires and other feedback sources, including social media.</p>	<p>200% increase from mid-Jan baseline (tbc) in the number of users of West OS.</p> <p>10% WP teachers and learners are using West OS by February mid-term.</p> <p>Qualitative evidence of impact of collaboration on the Scottish learning system. Over 80% of users rate the resources on West OS as having a positive impact on remote learning.</p>	<p>WP Data information officer, ClickView-provided analytics, ES and glow data</p> <p>Feedback from West OS creators and users. Support from ROC</p>	<p>Fortnightly tracking of content next due 27 Jan. Base line of data by 25 Jan.</p> <p>Evaluation by end Feb.</p> <p>Interim evaluation of qualitative data end Feb.</p>	<p>Business manager for West OS to be appointed.</p> <p>ClickView to provide analytics as required.</p>	<p>See note 2 in the section, "Further Information", below.</p>
5. Support for practitioners through curriculum networks	<p>Provide virtual networks and professional learning opportunities:</p> <ul style="list-style-type: none"> • Use of curriculum network teams as space for sharing approaches and resources, eg SQA updates. • Deliver webinars focused on digital pedagogy. • Collaborate with EAs, network members, Ed Scot to support and facilitate moderation opportunities as requested by EAs or 	<p>Enhance learners' experiences through support for curriculum networks to meet urgent priorities. Impact of CLPL evaluated through practitioner feedback:</p> <ul style="list-style-type: none"> • Staff continue to use WP Curriculum Teams to share practice. • Effective pedagogy (particular focus on digital) – staff attending WP CLPL will have improved skills to teach remotely, including use of West OS. • Add value to EA work re senior phase assessment and moderation – with Ed 	<p>Curriculum network leads, supported by JS and Ed Scot to organise curriculum network meetings as requested by team members or EA officers.</p> <p>PD to link with Ed Scot re digital</p>	<p>Teams sharing activity ongoing Jan – Feb</p> <p>Webinar on digital approaches with Digi Scot 27 Jan</p> <p>Curriculum network events re digital</p>	<p>Teams currently established</p> <p>The challenge to facilitating this project will ease once additional West OS appointments are in place.</p> <p>Collaboration with Ed Scot is making a positive impact.</p>	<p>Assessment and Moderation post, required re-advertising due to very small number of applicants.</p> <p>Interview dates for 3 posts in Feb, therefore additional staffing capacity possibly by early March.</p>

	members, particularly for minority subjects.	Scot, support inter-authority moderation virtual meetings for minority subjects, as requested by senior phase moderation group.	skills CLPL activity in curriculum networks. Ed Scot delivering themed webinars on pedagogy and inclusion & wellbeing. JS to facilitate moderation activity for minority subjects by request.	pedagogy during Feb. Themed webinars during Feb.		
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Further information:	
Note 1	<p>It remains challenging to secure time to release staff to produce material. Accelerated teams in place for a number of subject areas and sector teams. PD, JS and GL negotiating with practitioners and HT for time.</p> <p>New arrangements with EA pedagogy teams bringing some benefits.</p>
Note 2	<p>Issue with ClickView providing analytics – expected sharing of initial data Dec 2020. Still pending as of 20 Jan. ClickView committed to outline solution at meeting 22 Jan.</p> <p>Targets for increases in numbers of users will be confirmed once robust baseline data is available.</p>

Workstream:	Collaborative Learning Networks					
	What are we planning to do? (Key tasks only)	What do we hope to achieve?	Who will be responsible / involved?	What is the expected timescale?	Resource implications?	Any further information?
Project title	Specific tasks	Expected outcomes	Participants	Timescale	Resources	Notes
6. Supporting Health and Wellbeing with a particular focus on Tracking Learners' Wellbeing	1. Create a matrix of tools for tracking learners' wellbeing 2. Identify and interview schools/ELCs to create storyboards to share practice. 3. Share storyboards through social media and the website. 4. Produce a commentary sharing lessons learned about tracking learners' wellbeing. 5. Collaboration with Ed Scot to run themed series of webinars on pedagogy, inclusion and wellbeing.	Schools and ELCs will have access to a matrix of tools to support them in selecting the most appropriate tool. 3 storyboards will be available to schools and ELCs that share practice about how schools have tracked learners' wellbeing. A commentary will be published collating the lessons learned and key principles in tracking learners' wellbeing. In collaboration with ES and HWB EA Officers CLPL activities offered that develop understanding of inclusion and wellbeing	Learner Wellbeing Network and their nominated schools and ELCs.	Feb 2021	Time from WP Core team: Helen Brown James Bowness Rachael Boyle Interviews take 1 hour per school/ELC Time from ES Colleagues	See note 1 in the section, "Further Information", below.

7. Supporting learners with Additional Support Needs	1. Engage with the ASN Officers' Network to identify practice that can be shared about supporting children with ASN during Covid-19. 2. Identify and interview schools/ELCs to create storyboards to share practice. 3. Share storyboards through social media and the website. 4. Arrange open discussions for ASN and EAL practitioners to share practice and challenges.	3 storyboards will be available to schools and ELCs that share practice about how schools have supported children with additional needs during Covid-19. ASN and EAL practitioners will have had the opportunity to share experiences and expertise in their specific field.	ASN Officers Network and their nominated schools	Mar 2021 ASN Open Discussion Mar 2021 EAL Open Discussion 26 th Jan	Time from WP Core team: Helen Brown James Bowness Rachael Boyle Interviews take 1 hour per school/ELC	
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Further information:	
Note 1	Identified schools and ELCs to develop storyboards will be agreed in partnership with the relevant established Officers' Network: Collaborative Learning Network Workstream Members Families and Communities Officers' Network CLD Managers' Network Engaging Families in Transitions Network Learner Wellbeing Network ASN Officers' Network