

To: Education and Children's Services Policy Board

On: 27 October 2022

Report by: Director of Children's Services

Heading: West Partnership Regional Improvement Collaborative:
Evaluation Report 2021-2022 and Improvement Plan 2022-
2023

1. Summary

- 1.1. The purpose of this report is to inform the Education and Children's Service Policy Board of the evaluation of work undertaken by the West Partnership Regional Education Improvement Collaborative in 2021-2022 demonstrating how Renfrewshire's children, young people and practitioners are benefitting from the activity.
 - 1.2. The report will also outline the main content and process followed to develop the West Partnership Improvement Plan for 2022-2023.
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2. Recommendations

- 2.1. The Education and Children's Services Policy Board is asked to approve the contents of the Evaluation Report (appendix 1) and Improvement Plan (appendix 2).
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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 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.

- 3.3. There are three main workstreams delivering a range of activity across the region; Wellbeing for Learning (WFL), Leadership, Empowerment & Improvement (LEI) and Curriculum, Learning, Teaching & Assessment (CLTA).
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4. Progress

- 4.1. The evaluation report details progress over the previous academic year providing an overview of West Partnership vision, context and scale of the work. The report includes a range of internal and external data including:
- an overview of West Partnership Broad General Education (BGE) and senior phase attainment;
 - critical indicators;
 - evaluation data from each of the workstreams; and
 - key messages from the independent evaluation from Robert Owen Centre (ROC).
- 4.2. This session, the scale of the partnership work has grown with over 3100 colleagues having participated in a West Partnership event and over 40,000 learners accessing the West Online School resource to support their learning.
- 4.3. Key attainment and senior phase data demonstrates that the partnership is performing well when compared nationally. For example, West Partnership pupils in the BGE continue to be more likely to meet their expected level in numeracy when compared with the national figure.
- 4.4. Due to the change in assessment methodology and alternative certification model, comparisons at the senior phase should be treated with some caution. However, data from the 20/21 session shows that the West Partnership outperforms National figures at National 5, Highers and Advance Higher level whilst also continuing to have higher positive destinations figures.
- 4.5. This year, the evaluation framework was strengthened to further demonstrate the added value and collective impact of the partnership activity. This was based on workstream outcomes and evidence emerging from the projects. The framework is underpinned by three drivers of improvement which are collaboration, increased knowledge and confidence and practice change.
- 4.6. Illustrations and evidence from the three workstreams demonstrate how practitioners, children and young people are benefitting from the activity.
- The partnership is having a very positive impact on facilitating various forms of collaboration which can be short-term or more sustained. This means that colleagues in Renfrewshire can benefit from knowledge and practice exchange through this collaboration.
 - A vast amount of data has been collected demonstrating improvements in knowledge and confidence at all levels. Over 80% of colleagues reported improvements in their knowledge and confidence as a result of attending a West Partnership event. This will enhance the quality of our learning and teaching in the classroom.
 - The partnership continues to grow a bank of evidence which demonstrates practice change. For example, as a result of engagement in partnership

activity, practitioners are making changes to their pedagogy and this is contributing to improvements in attainment as well as in health and wellbeing.

- 4.7. Taking account of the evaluation gathered to compile the Evaluation Report as well feedback from a series of engagement sessions with Directors, core team members and partners (The Robert Owen Centre and Education Scotland), the Improvement Plan for 2022-2023 was developed.
- 4.8. There is clear consensus that existing programmes and activity are broadly meeting the needs of officers and practitioners across the West Partnership. Most programmes continue, following review, and in some cases, augmentation.
- 4.9. These reviews have allowed the partnership to plan for greater reach, more collaborative opportunities and to include activity to support the needs of new cohorts of colleagues e.g., Support Workers and teachers of Gaelic / Gaelic medium teachers.
- 4.10. Renfrewshire practitioners, children and young people will benefit from the activity outlined in this year's plan. For example, a number of schools are participating in the Improving our Classrooms (IOC) and Improving our Schools programme. The programme aims to improve attainment and achievement through high quality self-evaluation across the school and in individual classrooms; the use of data to inform targeted interventions improving learning and teaching; and a relentless focus on equity and excellence for all children and young people.
- 4.11. Renfrewshire colleagues will also participate in a range of specialist networks hosted by the partnership to drive forward collective and regional improvement priorities in a range of areas such as senior phase, assessment and moderation and health and wellbeing adding value to the work of the schools and authority.
- 4.12. The plan is ambitious and responsive to the needs of the region helping Renfrewshire to build collective agency to improve outcomes for children and young people and supporting individuals to work together to secure what they cannot accomplish on their own.

Implications of this report

1. Financial

No financial implications.

2. HR and Organisational Development

None.

3. Community/Council Planning

Our Renfrewshire is fair

- *The appendix details a range of activities which reflect local community planning themes*

Tackling inequality, ensuring opportunities for all

- *The appendix details a range of activities which reflect local*

community planning themes

Working together to improve outcomes

- *The appendix details a range of activities which reflect local community planning themes*

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

7/9/2021

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The West Partnership

EVALUATION REPORT 2021–2022

**Equity, Excellence
& Empowerment**



GLASGOW
CITY REGION
Education

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Introduction



The West Partnership has a clear 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 our eight local authority areas to continually improve learning experiences and outcomes for every learner across the Glasgow City Region.



This report details progress over the academic year 2021-2022 towards achieving each of the associated outcomes and expected impacts as detailed in the West Partnership Improvement Plan.

Increasingly, we are seeing the benefit of the West Partnership Regional Improvement Collaborative and the impact it makes to our teachers, practitioners and support staff, local authority officers and our communities. While this report highlights areas of success, the work of the West Partnership has also been recognised by external evaluations carried out by the Robert Owen Centre for Educational Change as well as our work highlighted in Research Scotland's national evaluation of Regional Improvement Collaboratives.

Our three workstreams of Wellbeing for Learning; Leadership, Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment are designed to focus on what matters most, and this report captures the very good progress made across each area. Once again, this work reflects the outstanding commitment of all education staff who were tasked with navigating

ongoing public health measures while ensuring a 'normal' education experience for children, young people and their families.

We continue to benefit from the move towards more flexible ways of working across the West Partnership through the use of digital technology. This has allowed us to provide an expanded offer across the West Partnership area and this is reflected in the increased numbers of practitioners participating in the work of the partnership. However, while this will continue, we also recognise that face to face professional learning opportunities remain a crucial part of our delivery model.

We continue to strengthen our networked learning system; a system that enables collaboration, encourages connectedness and helps practitioners at all levels. Please take time to read about the many examples of work where we have been able to see the increasing influence of the West Partnership and its impact.

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Tony McDaid, Regional Lead Officer West Partnership

West Partnership Evaluation Report

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

- ➔ Wellbeing for Learning (WFL)
- ➔ Leadership, Empowerment & Improvement (LEI)
- ➔ Curriculum, Learning, Teaching & Assessment (CLTA)



VISION

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

CONTEXT & CONTRAST

POPULATION 246,284

Early years = 32,001
Primary = 135,194
Secondary 106,923
ASL = 4167

40% of Scotland's
Care Experienced
children & young people

41% of Scotland's learners
who speak **English as an
additional language**

FREE SCHOOL MEALS

WP average = 17.5%
(range 4.3%–29.3%)

SIMD QUINTILE 1

WP average = 33.4%
(range 5.4%–55.9%)

RURALITY

Glasgow City = 0.5%
S. Lanarkshire = 20.8%

West Partnership Evaluation Report

REACH & IMPACT



5600
TWITTER
FOLLOWERS



1000
NEWSLETTER
SIGN-UPS

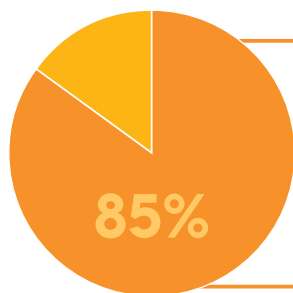


14,985
WEBSITE
USERS



OVER 3100 COLLEAGUES

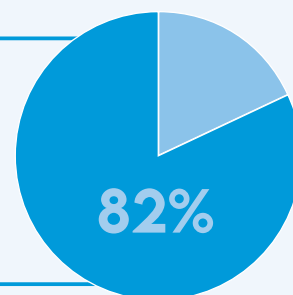
PARTICIPATED IN A WEST PARTNERSHIP ACTIVITY THIS YEAR.



85% of respondents
reported an increase
in knowledge



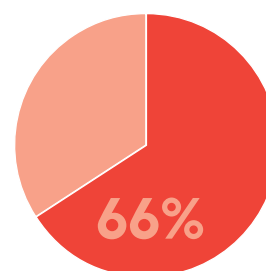
82% of respondents
reported an increase
in confidence



West OS used by just over
40,000 learners nationally
and just under **15,000** from
within the **West Partnership region.**

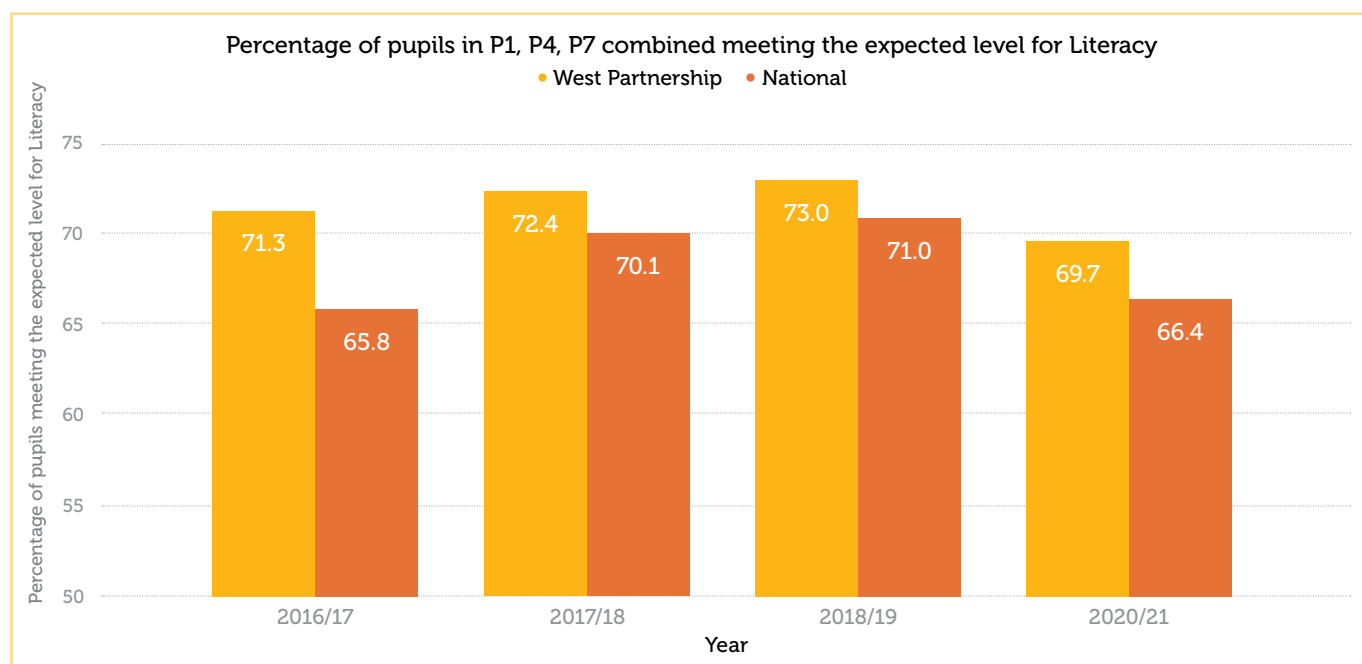
West OS 
WEST PARTNERSHIP ONLINE SCHOOL

Every secondary school in the
West Partnership **used West OS**
and **66% of primary schools**
also used the tools.

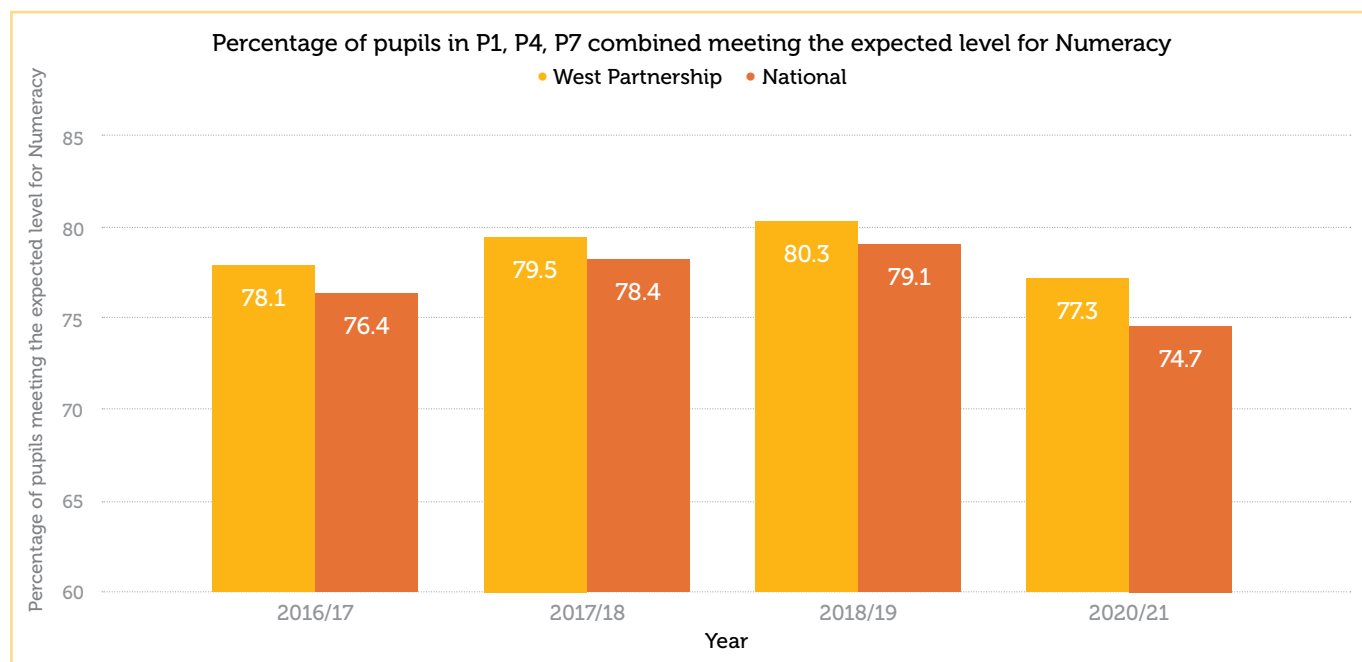


How does the West Partnership compare?

BROAD GENERAL EDUCATION



Achievement of Curriculum for Excellence data was not collected in the 2019/20 academic year as a result of the pandemic. Data from 20/21 shows a decrease in the number of primary pupils meeting their expected levels at P1, P4 and P7 in Literacy (a combined measure which requires meeting the expected level at Listening and Talking, Reading, and Writing). Data from 20/21 shows a decrease of just over 3% percentage points (3.3%) when compared with their pre-pandemic 18/19 cohort. West Partnership primary pupils continue to be more likely to meet their expected levels compared to their national peers.

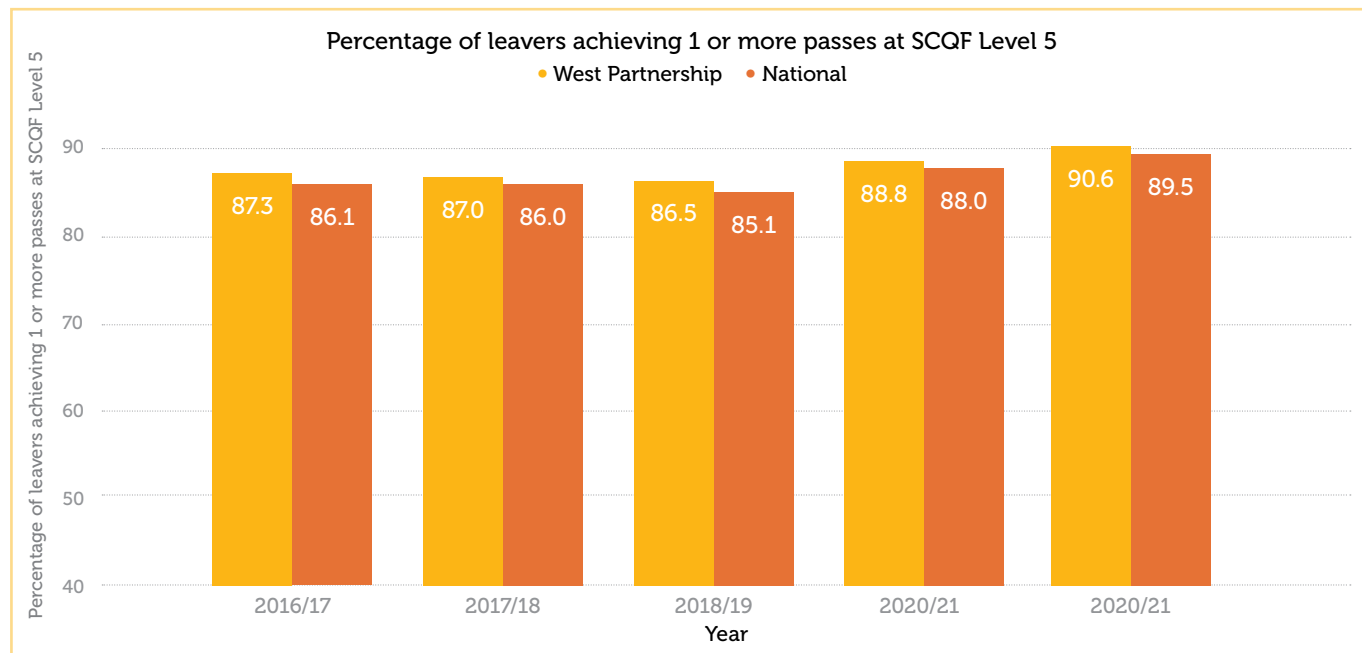


As in the Literacy figures presented above, the latest data on Primary pupils meeting the expected levels in Numeracy has fallen compared to pre-pandemic cohorts. A decrease of 3 percentage points was experienced in this measure with 77.3% of pupils meeting their expected level in Numeracy compared to 80.3% in 18/19. Primary pupils in the West Partnership continue to be more likely to meet their expected level in Numeracy when compared with the national figure.

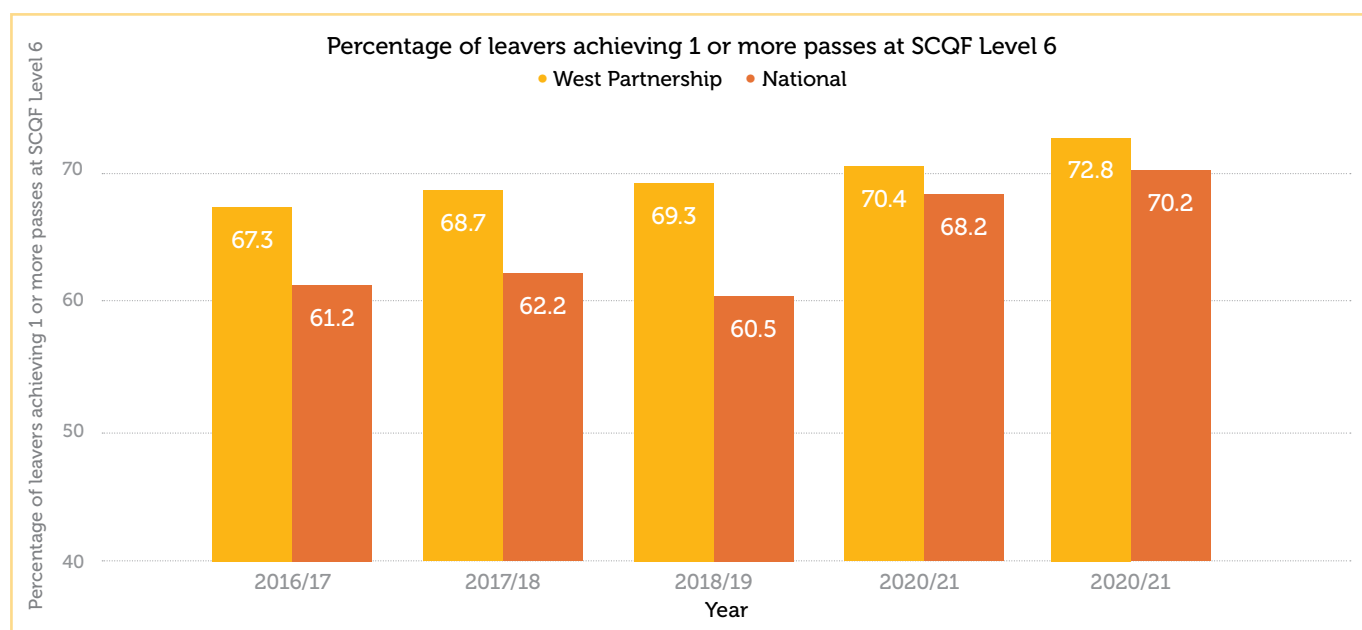
How does the West Partnership compare?

SENIOR PHASE

Due to the change in assessment methodology, primarily the implementation of the alternative certification model, comparisons at the senior phase should be treated with some caution.



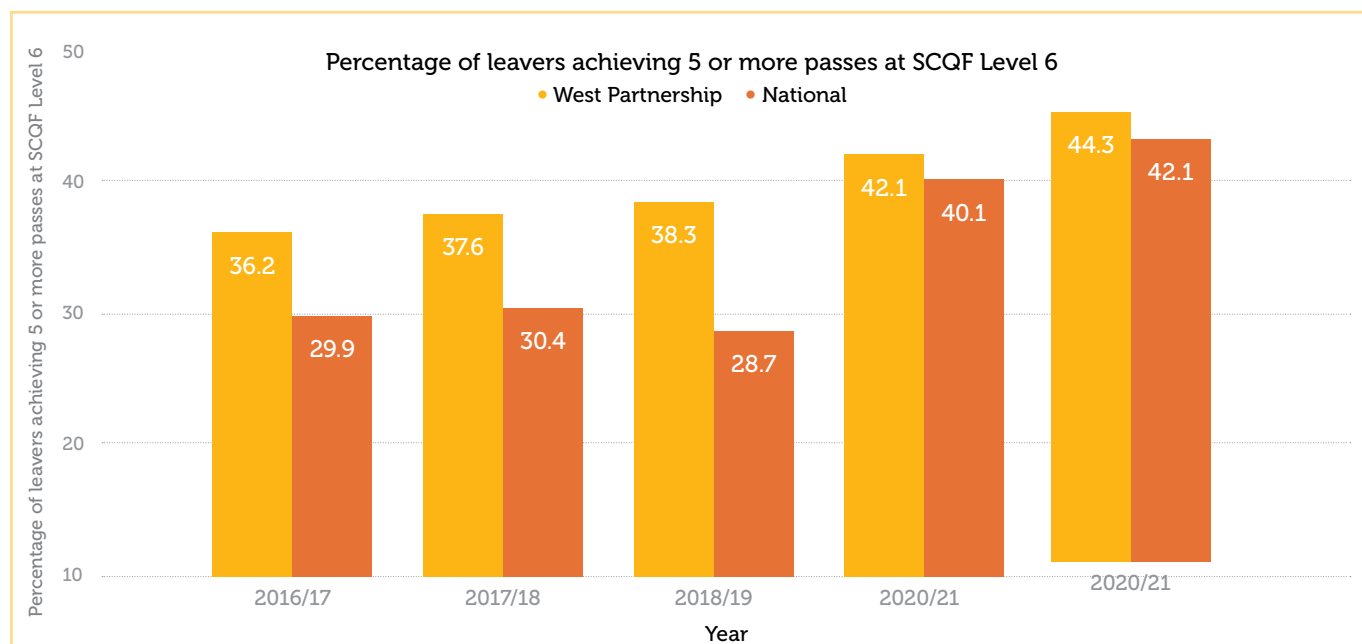
The percentage of leavers achieving 1 or more passes at SCQF Level 5 continues to increase. Just over 90% of West Partnership leavers in 2021 achieved at least 1 Level 5 award, an increase of 3.3 percentage points on the 2017 figure. The West Partnership continues to have a higher percentage of leavers achieving 1 or more awards at this level compared to Scotland as a whole.



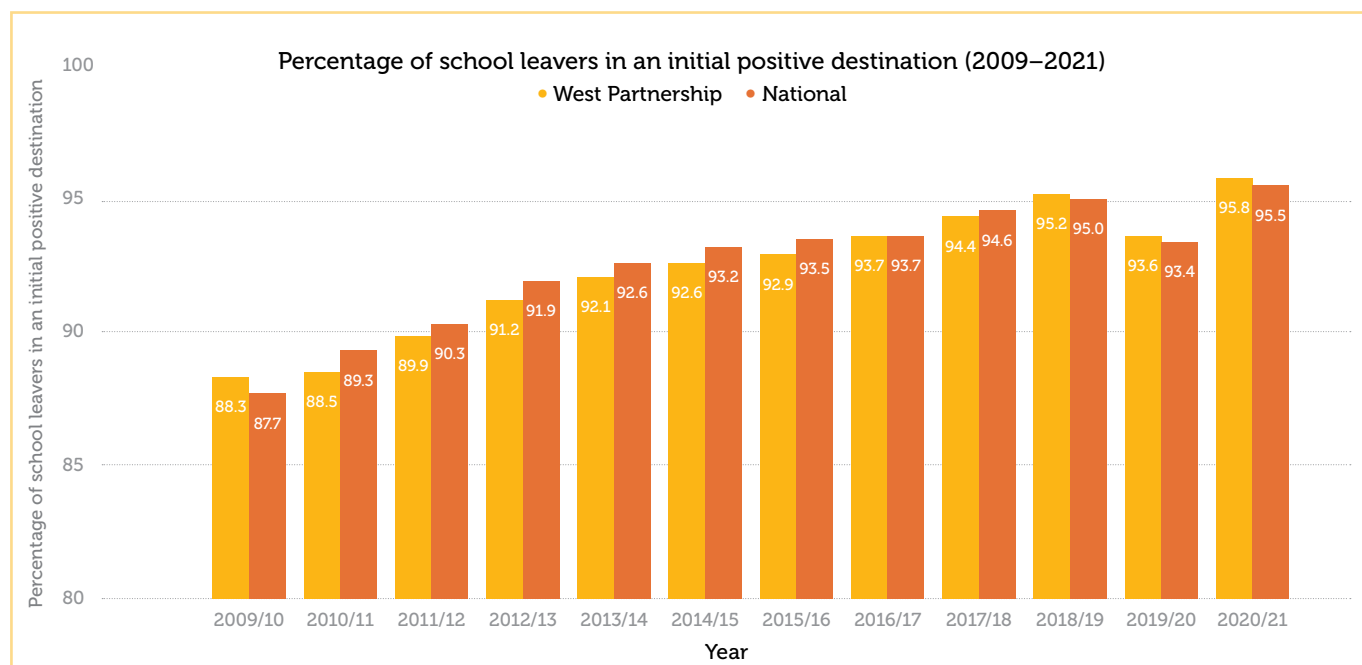
The percentage of leavers achieving 1 or more passes at SCQF Level 6 continues to increase, with just under three-quarters (72.8%) of leavers achieving at least 1 award at Level 6. This continues a positive trend from 2017 when 67.3% of leavers achieved the same feat. As at SCQF Level 5, West Partnership leavers continue to outperform their national counterparts.

How does the West Partnership compare?

SENIOR PHASE



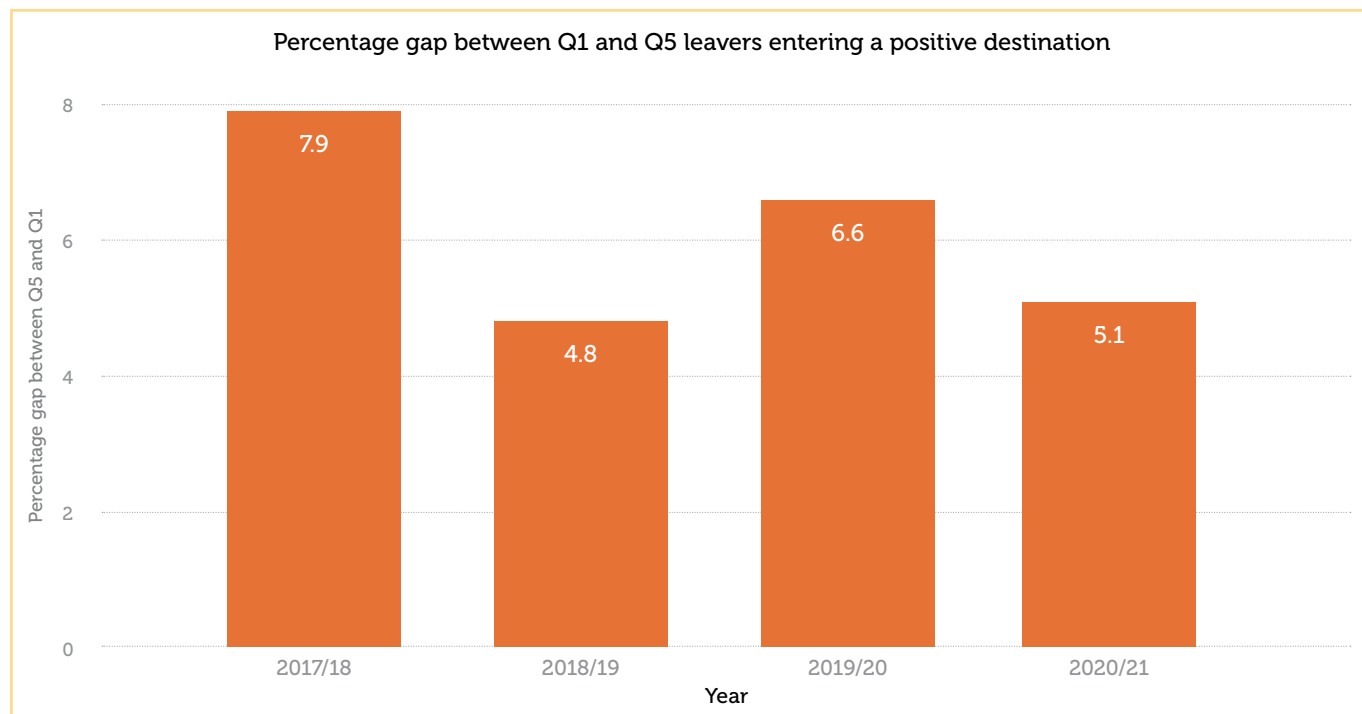
Continued improvement can also be seen in the percentage of West Partnership leavers achieving 5 or more passes at SCQF Level 6. Since 2017 the percentage of West Partnership leavers achieving this standard has increased from 36.2% to 44.3%, an increase of 8.1 percentage points. As in other senior phase attainment measures, a higher percentage of West Partnership leavers achieving this standard than their national peers.



The percentage of West Partnership leavers entering initial positive destinations is at the highest it has been since records began, making up all of the losses experienced in the 19/20 academic year which was impacted by the pandemic. The figure of just under 96% (95.8%) continues the progression from 88.3% in 2010. For the third year in a row, West Partnership leavers were more likely than their national peers to be in an initial positive destination.

How does the West Partnership compare?

SENIOR PHASE



The percentage gap between SIMD Q1 and Q5 leavers entering a positive destination has decreased in comparison to 19/20 but is still slightly larger than the gap experienced by 18/19 leavers. Leavers in the 19/20 cohort were impacted by a lower number of leavers entering employment, a trend reversed in 2021 with 5.5 percentage point more leavers entering employment than in 2020.

Evaluation Framework: *Three Drivers of Improvement*

This year, the evaluation framework was strengthened to further demonstrate the added value and collective impact of the partnership activity. Through the development of clear workstream outcomes and measures, three common themes emerged from the evidence leading to the creation of the Three Drivers of Improvement Evaluation Framework.

The three drivers of improvement are defined below and summarised in diagram 1. To bring the drivers to life, impact statements from a range of projects and programmes are included.



DRIVER 1: FACILITATING VARIOUS FORMS OF COLLABORATION

We recognise that collaboration is desirable in our system but also that it is necessarily varied with regards to its form. Some collaboration may involve short-term interactions whilst others demand sustained collaborative working around areas of interest.

“I feel that the discussions I have had with other practitioners in the breakout rooms have been valuable. They have given me ideas on how I can develop my enquiry and reassurance that I am on the right track.”

— (PRIMARY CURRICULUM PARTICIPANT)

“The opportunity for young people to work collaboratively and engage with other young people from different teaching and learning environments. Also, the opportunity for young people to impact change and contribute to school improvement planning.”

— (WFL WORKSTREAM)

“It was most beneficial to be part of in-person discussions and share experiences and ideas with colleagues. They were informal way to share ideas and engage in professional dialogue.”

— (LEI WORKSTREAM)

Evaluation Framework: *Three Drivers of Improvement*

DRIVER 2: ENHANCING PRACTITIONER KNOWLEDGE, UNDERSTANDING AND CONFIDENCE

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

Data demonstrating the changes and improvement in practitioner knowledge and confidence is presented in appendix 2.



“My knowledge and practice surrounding metacognition was very limited. This webinar broadened my understanding and gave me some practical tips about things that could be carried out in class.”

— (LEI WORKSTREAM)

“I feel this was highly valuable to me being a probationer. I feel I have to expand my knowledge at every opportunity and this type of conference will provide me with great experience and access to resources. Each workshop I attended has opened my eyes to strategies I will definitely be able to pass on to others while embedding within my own classroom.”

— (CLTA WORKSTREAM)

“It will give me a better understanding of The Promise and allow me to have discussions with staff in school about how this will influence us as teachers and help our young people.”

— (VLN PARTICIPANT)

Evaluation Framework: *Three Drivers of Improvement*

DRIVER 3: SUPPORTING PRACTICE CHANGE AT VARIOUS LEVELS

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



“I am making more use of the data I have gathered for my class, and I am now looking at differentiation differently within the class. Differentiation now has many forms of support through different resources, teacher support and varying timescales. I am now also incorporating key questioning within my daily planning to ensure that I am making the most of feedback and hinge point questions.”

— (LEI WORKSTREAM)

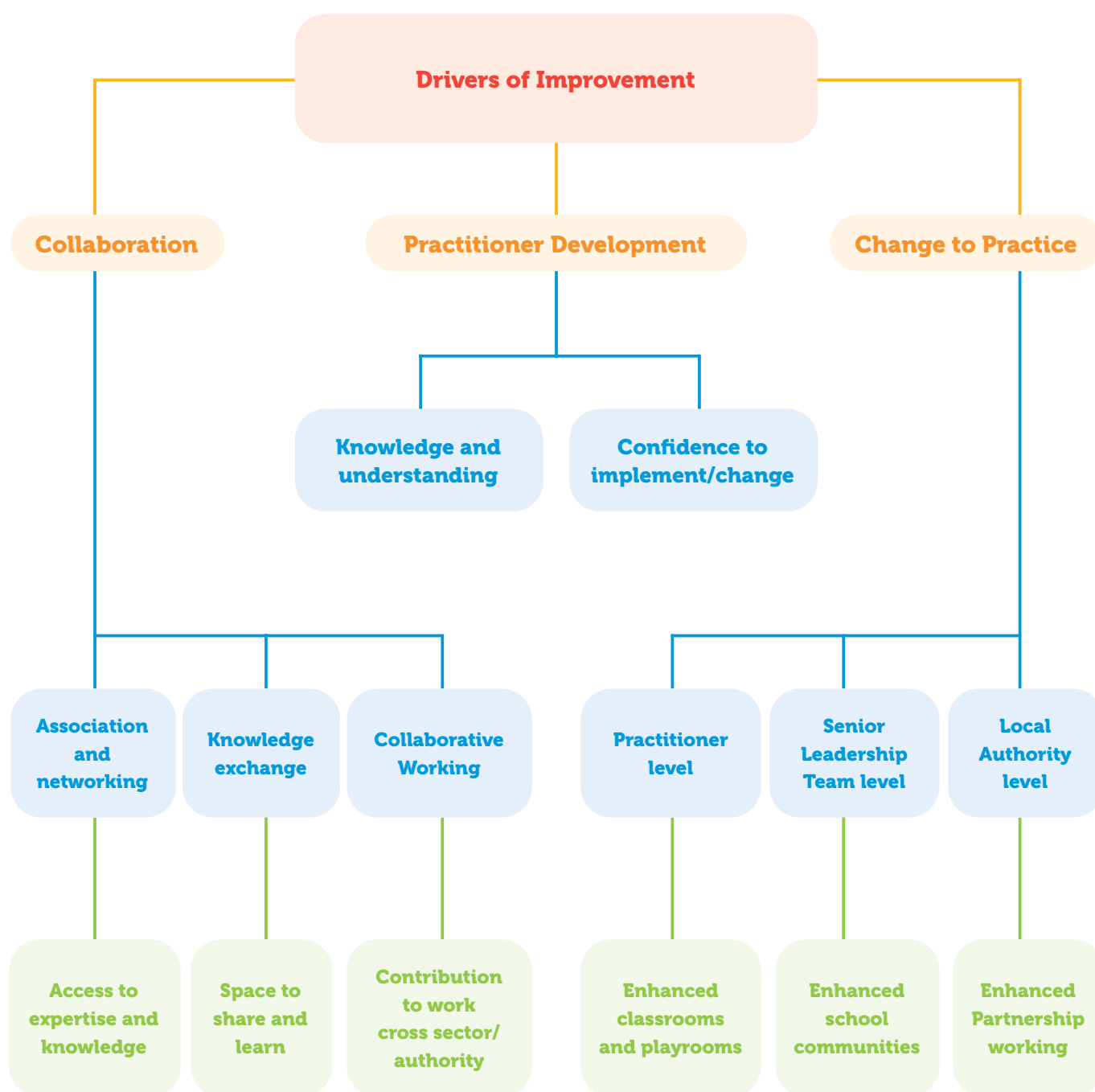
“Allowed deep evaluation of current practice and enhanced staff knowledge. Changes have positively impacted pupil progression”

— (CLTA WORKSTREAM)

“A lot of today’s session helped me reflect and move on from today. I think the Slow-low-low is something that works because I have used before but it was a good reminder. The universal approach makes so much sense and I can see elements of that being put in place in our school as we are also in the process of adapting our school behaviour policy and procedures.”

— (WFL WORKSTREAM)

West Partnership Drivers Model



Three Drivers of Improvement Illustrations

Regular monitoring of progress and impact relating to workstream outcomes and the three drivers of improvement allow The West Partnership to produce Highlight Reports as part of our governance procedures. The most recent can be accessed on the West Partnership website, or by following these links.



Each illustration showcases elements of the three drivers through projects and programmes delivered by the workstreams. The purpose is to demonstrate the added value of participating in partnership activity and the clear impact that this can have on collaboration, knowledge and confidence development and practice change.



THE PRIMARY CURRICULUM PROGRAMME

The Primary Curriculum Programme was an opportunity for colleagues from across 40 schools to collaborate by focusing on curriculum development in their own contexts. The programme centred around the main themes of 'How Do We Do It?' and included participants from all authorities within the West Partnership.

Participants worked with Education Scotland (ES) and researchers from The University of Glasgow's Robert Owen Centre to consider their curriculum in relation to the Refreshed Curriculum Narrative and undertook a related Collaborative Action Research (CAR) project, supported by the Robert Owen Centre team. A senior leader and a class teacher from each school participated in the programme to allow them to share ideas and support each other as they took forward their CAR project.

In the programmes' evaluation, 95% of participants reported that the themes of the sessions met their needs and 86% stated that the structure of the sessions met their needs. Qualitative feedback from participants suggested that the programme had stimulated self-evaluation and change implementation:

“

“It has encouraged me to reflect on my own practice, and have time set aside to build on and improve learners' experiences.”

— (TEACHER, GLASGOW CITY)

”

“

“I would not have approached an adaptation to the school in such an in-depth manner, despite being data rich it's not always data applied but this really focused on applying that data that was collected.”

— (TEACHER, GLASGOW CITY)

”

Three Drivers of Improvement Illustrations

THE PRIMARY CURRICULUM PROGRAMME

After completion of their CAR project, senior leaders and classroom teachers presented the impact and learning with schools from across the West Partnership. From evidence highlighted within presentations, it was clear that changes to practice had resulted in an enhanced learning experience for children. This occurred in a number of ways, with practitioners noting the importance of including children in their learning and completing deep self-evaluation which enhances staff knowledge:



“I have had the opportunity to stop and listen to pupil feedback and build a project from their ideas and not just my own.”

— (TEACHER, GLASGOW CITY)

“Involving children in their learning. Making learning more practical and fun. Understanding that children can gain so much from outdoor learning.”

— (TEACHER, RENFREWSHIRE)

“Allowed deep evaluation of current practice and enhanced staff knowledge. Changes have positively impacted (on) pupil progression.”

— (TEACHER, SOUTH LANARKSHIRE)

The West Partnership Primary Curriculum Programme facilitated the completion of 30 CAR Projects. Each of these projects involved a process of self-evaluation, practice change and an evaluation of the impact of each intervention on children's experiences and progress. One example of this process was evident when practitioners from one Glasgow primary used their attainment data to identify writing as a priority for their school improvement plan.

Having assessed various potential interventions, the practitioners developed the inquiry question how does the explicit teaching of before, during and after writing strategies increase attainment for targeted learners? The practitioners developed a logical model of improvement proposing that the development of practitioner knowledge, skills and confidence would lead to higher quality learning experiences for pupils and raising attainment.

Practitioners at the school engaged in 'before, during and after writing strategy' training. They self-evaluated their knowledge, skills and confidence in teaching writing before and after the training. Practitioners noted how each of these indicators had increased following the training but also how the engagement of learners had improved in the classroom.

Throughout the project, children were asked to give feedback on their experience of developing their writing. Data demonstrated that pupils developed a better awareness of themselves as writers, were more likely to respond appropriately to feedback, were more resilient when making mistakes and were more likely to have positive feelings towards writing as an activity. From teacher judgements it was clear that attainment results had improved for many learners through the use of intervention groups and class strategies.

Due to the success of this programme, it will be offered to participants across the West Partnership next session. Participants that have completed the programme will share their CAR project with schools next session. It is hoped that participants will be able to use CAR to support improvement in other areas in the future.

Improving Our Schools

Improving our Schools (IOS) focuses on improving attainment and achievement through:

- ➔ high quality self-evaluation across the school and in individual classrooms
- ➔ the use of data to inform targeted interventions
- ➔ improving learning and teaching; and
- ➔ a relentless focus on equity and excellence for all children and young people.

IOS was piloted in session 2021–22 with ten primary schools in five local authorities across the West Partnership. Nine out of the ten schools completed the programme.



IMPACT

All **nine schools** saw positive changes in **knowledge, confidence and understanding**. The three groups that described positive changes were senior leaders, teachers and children.

Leaders in all nine schools described examples where working together using the IOS model had **improved classroom practice**. Teachers shared their expertise through collaborative professional learning activities, peer to peer classroom visits and discussion.

All nine schools **improved attainment** for the children who were part of the targeted interventions.



Improving Our Schools

SCHOOL 1:



Learning & teaching focus	Differentiation
Impact on learning and teaching	Teachers are differentiating learning and teaching more effectively overall and taking more account of children's interests as they do so.
Curriculum focus	Literacy – listening and talking – group talk and discursive talk
Impact of interventions on children	At early level the percentage of children using five or more related skills increased from 29% to 35%.
<p><i>"Fact Story Action has made a big difference to our school. It has really improved tracking conversations for the better."</i></p> <p>— DEPUTY HEAD</p> <p><i>"I now explicitly teach listening and talking each week ... I make better use of differentiation to ensure my neurodivergent learners are included."</i></p> <p>— CLASS TEACHER</p>	

SCHOOL 2:

Learning & teaching focus	Metacognition and retrieval
Impact on learning and teaching	Metacognitive strategies are being used across the school and children can talk about what they are, how they use them and how this helps their learning.
Curriculum focus	Numeracy – fractions and money
Impact of interventions on children	<p>Average scores for the pre and post intervention assessments were as follows:</p> <ul style="list-style-type: none"> — Children focussing on fractions saw scores increase from 33% to 70% — Children focussing on money saw their scores increase from 34% to 83%
<p><i>"What's really stood out for me is the platform it has created for this rich dialogue to take place across the whole school ... This year I've come to appreciate just how important the data of our school is as it leads you to your next steps."</i></p> <p>— CLASS TEACHER</p> <p><i>"Using metacognition, we've really become more independent with planning our work. You can use it in many subjects, you can even use it when you're not in school."</i></p> <p>— PRIMARY 7 CHILD</p>	

Wellbeing for Learning: Keeping Trauma in Mind Programme

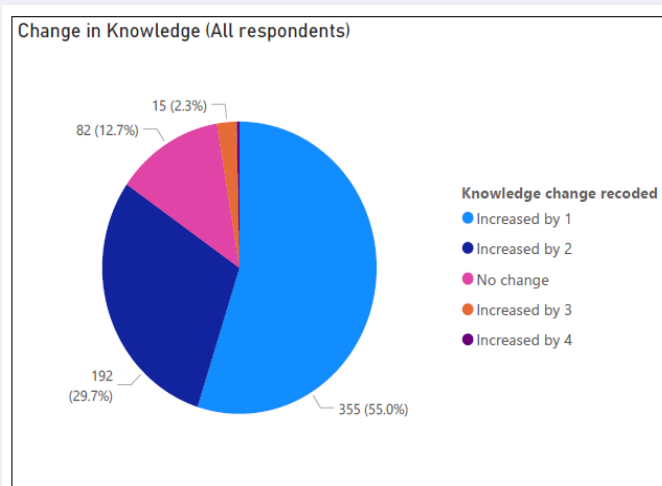
The Keeping Trauma in Mind Programme was an opportunity for colleagues from across the West Partnership to engage in professional learning relating to trauma. The sessions provided participants working in different sectors with an opportunity to understand the impact of trauma and to know how to adapt the way they work to make a positive difference to the lives of children and young people affected by trauma.



The response to the programme offer was high, with 400 attending the sessions. After analysis of the sign-up information, we could see that, across all eight local authorities, 271 different establishments had registered. There were participants from Early Years, Primary, Secondary, ASN, CLD and Social work. Two key aims of the series were to increase the knowledge of participants; and to develop confidence to apply new knowledge.

IMPACT ON PRACTITIONER KNOWLEDGE

We were particularly interested in evaluating the impact of the series on practitioner knowledge. We asked evaluation respondents to rate their knowledge level along a 5-point scale, with 1 being the least knowledgeable and 5 being the most knowledgeable. The chart to the right shows that **87% of respondents reported an increase in knowledge across all sessions**. This means that of 646 completed evaluations, knowledge increases had been reported in 560 of them. The largest increases to knowledge were reported by Early Years practitioners, followed closely by Pupil Support Assistants.



“

“My role is nurture based and all of this will really impact my work. So many good ideas and this has really helped to deepen my understanding and what I can do to support.”

— (TEACHER, SOUTH LANARKSHIRE)

”

“

“I liked learning more about how self-regulation works. Also coming up with practical strategies that can be implemented in my setting.”

— (TEACHER, EAST DUNBARTONSHIRE)

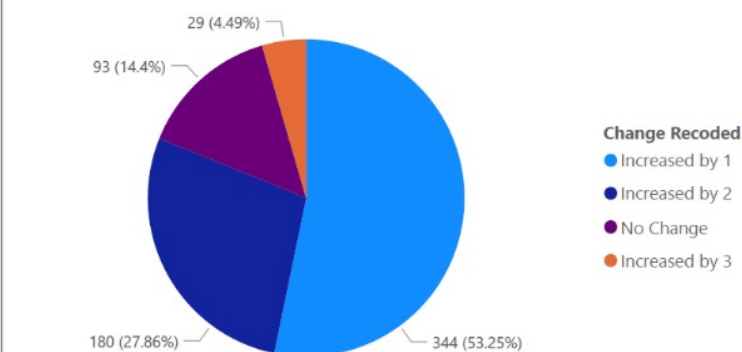
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IMPACT ON PRACTITIONER CONFIDENCE

We were also interested in evaluating the impact of the series on practitioner confidence in applying the new knowledge. We asked evaluation respondents to rate their confidence level along a 5-point scale, with 1 being the least confident and 5 being the most confident. **The pie chart shows that 82% of respondents reported an increase in confidence across all sessions.** This means that of 646 completed evaluations, confidence increases had been reported in 530 of them.

Moving forward, a recall process with selected participants who indicated an interest in a practitioner enquiry will take place. A collaborative action research project will allow practitioners to document the implementation of their learning into practice.

Change in Confidence (All respondents)



Conclusion



This year, the Partnership has made very good progress in driving forward equity, excellence and empowerment across the West and this has been demonstrated throughout the report. Our progress has been further recognised externally through research carried out by the Robert Owen Centre (ROC) for Educational Change. In their Phase III Reflections on the Partnership Recovery to Renewal: Reimagining the Future (2022) report, the ROC findings compliment that of the internal evaluation providing a strong triangulated approach to evaluation.



The key findings included:

- ➔ a strong culture and ethos of collaboration;
- ➔ demonstrable transformative system change;
- ➔ networks building collective agency and capacity at all levels; and
- ➔ added value to local authorities — which translated to significant leadership and learning and teaching developments.

Moving forward, we will continue to add value to our local authorities, be accessible to those who will benefit most from it and focus on activities that have the greatest impact on learner experiences and outcomes.



Conclusion



APPENDIX 1: CRITICAL INDICATORS

INDICATORS	2016-17 BASELINE	2017-18 VALUE	2018-19 VALUE	2019-20 VALUE	2020-21 VALUE
% 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	**	69.7
% of primary pupils (p1, p4 and p7 combined) achieving expected levels or better in numeracy	78.1	79.5	80.3	**	77.3
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	89.7	90.1	89.6	**	**
% of S3 pupils achieving third level or better in numeracy	90.1	89.7	90.0	**	**
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	46.7	48.8	49.7	**	**
% of S3 pupils achieving fourth level or better in numeracy	56.7	57.7	56.5	**	**
% of leavers achieving 1 or more awards at SCQF Level 6 or better	67.3	68.7	69.3	70.4	72.8
% of leavers achieving 5 or more awards at SCQF Level 6 or better	36.2	37.6	38.3	42.1	44.3
% of leavers achieving SCQF Level 5 or better in literacy	81.9	82.8	82.6	83.1	84.6
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70.2	69.2	70.8	72.8
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	TBC	TBC	TBC	3185	3137
Percentage of practitioners reporting an increase in their knowledge following participation in West Partnership activities	N/A	N/A	N/A	N/A	85.1
% of establishments evaluated as good or better for leadership of change	59	63	73	*	*
Primary Exclusion Rates (Rate per 1000 pupils)	9.9	N/A	3.7	N/A	2.6
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A	23.7	N/A	21.2
Primary Attendance Rates	94.6	N/A	94.2	N/A	93.4
Secondary Attendance Rates	90.7	N/A	90.3	N/A	88.4
Initial School Leaver Destinations (Positive)	93.6	94.4	95.2	93.6	95.8
% of establishments evaluated as good or better for learning, teaching and assessment	57	66	71	*	*

- * Impacted by Covid
 ** BGE data not collected.

Conclusion

APPENDIX 2: COLLECTIVE KNOWLEDGE AND CONFIDENCE IMPROVEMENTS

EVENT	NUMBER OF RESPONDENTS	% OF PARTICIPANTS REPORTING AN INCREASE IN KNOWLEDGE	COHORT PRE (1-5)	COHORT POST (1-5)	CHANGE	NUMBER OF PARTICIPANTS INCREASED
ASN Rights Based Training	12	75.0	3.3	4.3	1.0	9
Gambling & Gaming	14	100.0	2.6	4.6	2.0	14
Maths Conference	189	87.0	2.9	4.0	1.1	164
Pedagogy Series	152	88.8			0.0	135
Primary Curriculum	12	100.0	1.8	3.6	1.8	12
PSE Mindfulness	11	72.7	3.4	4.3	0.9	8
PSE Respect Me Anti-bullying	8	100.0	2.5	4.6	2.1	8
PSE Self Harm	9	77.7	3.0	4.1	1.1	7
PSE Self Harm Awareness Training	9	77.7	3.0	4.1	1.1	7
PSE Sexual Content	14	85.7	3.2	4.4	1.2	12
Trauma Series	646	87.0	3.1	4.3	1.2	562
UNCRC ASN	12	75.0	3.3	4.3	1.0	9
UNCRC CLD	10	90.0	2.7	3.8	1.1	9
UNCRC ELC	15	86.6	3.4	4.5	1.1	13
UNCRC Rights Based Training	15	86.6	3.4	4.5	1.1	13
UNCRC Train the Trainer	15	66.6	3.1	4.1	1.0	10
VLN: Autism	21	42.8	3.6	4.0	0.4	9
VLN 1	63	84.1	2.6	3.7	1.1	53
VLN 2	41	85.4	2.3	3.7	1.4	35
VLN 3	25	100.0	2.2	4.0	1.8	25
VLN Parental Engagement	8	75.0	3.8	4.5	0.7	6
VLN Parental Involvement	36	47.2	3.5	4.1	0.6	17

- ➔ 1337 evaluation responses
- ➔ 1137 responses note an increase in knowledge
- ➔ 85% of respondents report an increase in knowledge
- ➔ Average pre-event figure was 2.6
- ➔ Average post-event figure was 3.7
- ➔ Average change on the 5-point scale was 1.1

Conclusion



WEST PARTNERSHIP EVENT	NUMBER OF RESPONDENTS	% OF RESPONDENTS REPORTING AN INCREASE IN CONFIDENCE	COHORT PRE (1-5)	COHORT POST (1-5)	AVERAGE CHANGE	NUMBER OF PARTICIPANTS INCREASED
Maths Conference	189	85.7	2.9	4.0	1.1	162
Moderation Event	46	58.7	3.6	4.2	0.6	27
PSE Mindfulness	11	81.8	2.9	4.2	1.3	9
PSE Respect Me Anti-bullying	8	87.5	2.5	4.1	1.6	7
PSE Self Harm	9	77.7	2.9	3.8	0.9	7
PSE Sexual Content	14	78.6	3.1	4.2	1.1	11
Trauma Series	646	82.0	3.0	4.2	1.2	530
UNCRC ELC	15	93.3	3.0	4.3	1.3	14

- ➔ 938 evaluation responses
- ➔ 767 responses note an increase in confidence
- ➔ 82% of respondents report an increase in confidence
- ➔ Average pre-event figure was 3.0
- ➔ Average post-event figure was 4.2
- ➔ Average change on the 5-point scale was 1



How to connect with us

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/ WP_EDUCATION

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West
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www.eastdunbarton.gov.uk

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COUNCIL

NSEE
Network for Social & Educational Equity



THE WEST PARTNERSHIP • EVALUATION REPORT 2021-22



GLASGOW
CITY REGION
Education

The West Partnership

IMPROVEMENT PLAN 2022-23

**Equity, Excellence
& Empowerment**



GLASGOW
CITY REGION
Education

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Introduction



The purpose of the West Partnership Regional Improvement Collaborative is to add value to the work of our local authorities, be accessible to those who will benefit most from it and focus on activities that have the greatest impact on learner experiences and outcomes.

The West Partnership relies on teachers and practitioners, local authority officers and our communities working together collectively through planned and targeted activities. By doing so, we continue to see the influence of the West Partnership extend and reach across all of our local authorities with increasing numbers of staff and pupils benefiting from our collective endeavours.



For example, West Online Schools (West OS) has become a vital tool used extensively by staff and thousands of children and young people across the West Partnership and throughout Scotland. Our efforts to support high quality learning and teaching through the Improving Our Classrooms (IOC) programme have been influential in helping many teachers and schools as they strive for the best for their children and young people. Last session, we also introduced a new workstream on Wellbeing for Learning. A number of specialist networks were facilitated through this work as well as a range of professional learning events in areas such as family learning, student voice and Keeping Trauma in Mind.

The West Partnership Improvement Plan 2022-23 aims to build on our successes to date and concentrate on the areas highlighted by key stakeholders as most important to them.

Our three main workstreams of Wellbeing for Learning; Leadership, Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment are designed to focus on what matters, and we will continue to build on these areas.

Our challenge is to ensure as many practitioners as possible interact, learn and contribute across the West Partnership. This means we need to be able to evaluate the impact of the work of the West Partnership and the difference it makes.

This Improvement Plan outlines how we will do this through focussing on the collective impact of the West Partnership through three strategic drivers of improvement and by examining how the partnership:

1. fosters collaboration on a variety of levels;
2. provides professional learning and specialist network opportunities enabling practitioners to increase their knowledge and gain confidence in decision making and delivering improvement; and
3. stimulates changes to practice, impacting on children, young people and their families.

We recognise that it is crucial to collaborate beyond our own boundaries and this session we will continue to work closely across local authorities, as well as with colleagues from Education Scotland, other Regional Improvement Collaboratives and the Robert Owen Centre for Educational Change to achieve our key objectives and strengthen on our existing work.

.....
Tony McDaid, Regional Lead Officer, West Partnership

West Partnership Vision

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

The plan for 2022-23 also includes our response for recovery and renewal as we meet the challenges of supporting improvement as part of the on-going Covid recovery process. We will continue to 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.

The West Partnership sets an ambitious and aspirational agenda to close the poverty-related attainment gap (equity) and improve attainment and achievement for all (excellence). By creating the conditions for authentic empowerment, the ownership of change can be shifted and enable all staff to take collective action to deliver this ambitious vision.

As the largest of Scotland's Regional Improvement Collaboratives, with approximately one third of Scotland's school population, to truly deliver sustainable improvement, change needs to be driven collectively. This means ensuring that every stakeholder is empowered to address the needs of each individual learner, design experiences which will enthuse and engage them and support them to lead their own learning. This will in turn, lead to improvements in learners' achievements and attainment.

In the longer term, there is a commitment to ensure each educator in the West Partnership has the opportunity to engage and collaborate with colleagues and partners to bring about improvement in their class and playrooms.

In the West Partnership, building collective agency to improve results and supporting individuals to work together to secure what they cannot accomplish on their own is a key focus. Our purpose, therefore, is to establish and facilitate networks of professionals to work collaboratively to achieve our vision of equity, excellence and empowerment.

Governance & Operational Structures

OVERVIEW

As part of evaluation and review procedures, the West Partnership continues to reflect on the effectiveness of the existing governance and operational structures, ensuring the Partnership continues to operate efficiently, while adding value to the provision of the eight partner local authorities.

Through a wide ranging review process last session, a revised governance and operational structure evolved, was agreed by the West Partnership Board and endorsed by the Regional Education Committee to ensure that we can proceed with the delivery of this ambitious plan over the coming years. The revised structure builds on the previous governance framework, which had been recognised as a key strength of the West Partnership in our formative years, whilst seeking to strengthen the strategic role of the senior leaders to maintain our ongoing successes.



Governance & Operational Structures

REGIONAL EDUCATION COMMITTEE

The West Partnership is overseen by the Glasgow City Region Education Committee (the Committee), made up of the Education Conveners (or similar) from each of the eight partner authorities, as follows:



The Committee is responsible for scrutinising and endorsing the West Partnership Improvement Plan, receiving regular reports on the progress of the plan and its impact on stakeholders. Chaired by the Convener elected by the membership, the Committee is also attended by the eight Directors of Education/Chief Education Officers and the Senior Partnership Officer, with other attendees invited as appropriate.

Additionally, the governance framework in which the Committee operates, provides the opportunity for regular engagement with the Glasgow City Region Cabinet, allowing a further level of oversight and scrutiny, and enabling strategic links to be established with the wider Glasgow City Regional Economic Strategy.

Governance & Operational Structures

WEST PARTNERSHIP BOARD

The West Partnership Board (the Board), has responsibility for the strategic overview of the work of the West Partnership, with overall responsibility for the development and delivery of the West Partnership Improvement Plan, including overall responsibility for the finance and resources for the Partnership.

The Board is made up of the Director of Education/Chief Education Officer of each of the eight partner authorities which make up the West Partnership. In addition, the Board is advised by the West Partnership's Senior Partnership Officer, the Senior Regional Advisor appointed by Education Scotland, and has professorial representation from the University of Glasgow. Staff supporting the work of the West Partnership also attend by invitation.

Specific, identified Board members link with each workstream as sponsors, and have responsibility for the strategic direction of that workstream and for reporting to the Board on its progress. Workstream Lead Officers support Board members with this work and provide leadership for all aspects of the operational activity of the workstream including: planning, implementation, evaluation and reporting.



WEST PARTNERSHIP IMPLEMENTATION GROUP

Following feedback from the West Partnership core team and partners, a review took place during 2020-21, of the purpose and efficacy of the previous Operational Delivery Group. In order to ensure efficiency and pace of progress, the Operational Delivery Group was replaced by the West Partnership Implementation Group. This is chaired by the Regional Improvement Collaborative Lead (RIC Lead) and attended by the Senior Partnership Officer, Senior Regional Advisor from Education Scotland and professorial representation from the Robert Owen Centre for Educational Change at the University of Glasgow. Meeting quarterly, this provides an opportunity for rich professional discussion on the progress of the West Partnership Improvement Plan and the contributions of the core team and partners.



FINANCE SUBGROUP

The West Partnership Board continues to be supported very well by the Finance Sub-Group. The Finance Sub-group meets quarterly and includes senior representatives from all eight local authorities, providing additional rigour and accountability as well as streamlining financial procedures across the Partnership. They have a particular responsibility for the management of the grant award from the Scottish Government, as well as advising on staffing and other resource issues, as required.



The West Partnership Delivery Model

THE WEST PARTNERSHIP APPROACH

Our approach within the West Partnership is underpinned by the development of a networked learning system; a system that enables collaboration, encourages 'connectedness' and supports practitioners at all levels. Our work is built around collaborative learning and practitioners are supported to develop ways of working together that are effective and build upon well-established research based models of delivery. We continue to work in partnership with the Robert Owen Centre for Educational Change and the Education Scotland Regional Improvement Team to ensure these approaches to collaborative learning make the greatest difference for our practitioners and learners.

The work of the West Partnership is predominantly delivered through the structure of three key workstreams, each led by a Workstream Lead Officer (WLO), seconded to work with The West Partnership core team.

For 2022-23, the three workstreams are:

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

These workstreams provide 'umbrella themes' for the programmes and activity of the West Partnership. Regular opportunities are provided to link the work of the workstreams and ensure connectivity and cohesion.



THE ROLE OF THE WEST PARTNERSHIP CORE TEAM

A small core team, led by the Senior Partnership Officer, has been appointed to lead and facilitate the operational aspects of the West Partnership Improvement Plan. They work collaboratively to ensure that the Improvement Plan is based on strong self-evaluation, implemented timeously, rigorously evaluated and reported upon to the Board and the Committee. They ensure that all activities and opportunities for colleagues across the Collaborative, provide added value to what is on offer both locally and nationally.



The West Partnership Delivery Model

THE ROLE OF CENTRAL OFFICERS, TEACHERS AND PRACTITIONERS

There is clarity that all colleagues who support learning across the eight connected local authorities are defined as The West Partnership, and not simply the core team. As such, all central officers, teachers and practitioners networking & sharing, collaborating and changing practice together are working towards the values and purpose of The West Partnership. A primary function of the core team is to provide systematic and supported opportunities to work collaboratively with these colleagues. The West Partnership Improvement Plan provides opportunities for colleagues to co-create programmes and activities, such as the forthcoming Secondary BGE Curriculum Programme, as well as participate in those planned and delivered by the core team. This provides a unique setting for collaboration, builds capacity and grows connection, all leading to our vision of a networked learning system.



THE ROLE OF EDUCATION SCOTLAND'S REGIONAL IMPROVEMENT TEAM

The West Partnership values and benefits from, collaborative work with colleagues from Education Scotland's Regional Improvement Team (RIT). This team adds to the West Partnership's existing capacity for improvement and provides a helpful external perspective which draws on good practice from across the country. Education Scotland Workstream Links (WLs) meet regularly with West Partnership WLOs to discuss planning, evaluations and impact of various activities and programmes. They regularly contribute to the delivery of these programmes, providing expertise from a national perspective. They also attend workstream meetings, providing a further opportunity to contribute to the strategic direction of the Improvement Plan. This year, a series of consensus-building conversations with WLs, provided a place to discuss both the 'what' and 'how' of Improvement Plan activities for the coming session. In addition, other colleagues from the RIT have formed 'bubbles' for each workstream, providing a stronger identity across both teams and enhancing the input of other Education Scotland officers to the Improvement Plan.



The West Partnership Delivery Model

SPECIALIST NETWORKS

As part of the extensive Stakeholder Consultation Exercise last session, a renewed format was introduced for the work of some of the networked groups, supported by the West Partnership. These Specialist Networks, comprised of representatives from across the eight local authorities, meet with a common purpose and remit.

Each Specialist Network creates its own short action plan containing 2-3 priorities which have been self-generated from existing local authority focus areas. This allows the work of the West Partnership to support ongoing local authority priorities, rather than add to the burden of central officers. The West Partnership core team support this collaborative approach to overtaking the action plan. The WLOs are also responsible for supporting evaluation and reporting on progress and impact as part of governance procedures.

Specialist Networks have been reviewed and again been planned across all three workstreams with special consideration given to contribution made by Community Learning & Development colleagues, third sector staff and partners in each. Some additional networks have been requested from central officers which are already producing fruitful discussion and change.

The groups planned for 2022-23 include networks for:



The West Partnership core team recognises the high quality work undertaken by a small number of West Partnership Networks which pre-date the establishment of the Regional Improvement Collaborative. Most notable are the Early Years and the Senior Educational Psychologists Networks. WLOs liaise and work alongside these networks to support cohesion and added value.



Developing Through Consultation

The West Partnership remains committed to ensuring that it reflects the views and ambitions of the workforce, parents and learners across the eight partner authorities to achieve our vision of equity, excellence and empowerment.

As the largest of the Regional Improvement Collaboratives, the West Partnership is home to over one third of Scotland's school population, with more than 25,000 headteachers, teachers and support staff working in around 1000 schools and early learning centres, in some of Scotland's most diverse and challenged communities.

Taking account of the on-going pressures on stakeholders, the West Partnership has had to be flexible and agile in its approach to stakeholder engagement as part of the improvement planning process. While regular evaluations are undertaken at the end of professional learning sessions or programmes, it was agreed that a set of 'consensus-building conversations' would be undertaken this session to provide a more holistic review and reflection of the West Partnership's activity during the last session, and allow this feedback to inform the plan for session 2022-23.



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

- ➔ Purpose of West Partnership; Purpose of West Partnership
- ➔ Motivation for engagement;
- ➔ Strengths of programme or network;
- ➔ Impact of provision (using the lexicon of the three newly-established drivers);
- ➔ Developments for improvement; and
- ➔ Communications.

Feedback has been synthesised and discussed at two whole day sessions with the core team and shared with the Board. It informs the plan for session 2022-23 and was intended to produce a more co-created approach to the improvement planning process.

Evaluating The Impact of The Improvement Plan

The Evaluating and Reporting Lead Officer retains overall responsibility for evaluating and reporting on the progress and impact of the West Partnership's Improvement Plan.

This work, supported by the data analyst, is crucial in supporting the West Partnership to evaluate its activities and programmes, as well as using the quantitative and qualitative evidence to identify future priorities. Regular highlight and evaluation reports include updates on the progress and impact of each workstream, as well as more holistic evaluations. Tools to systematically evaluate the quality of West Partnership professional learning events / programmes, and the important longer term impact on participants and learners allow us to gather evidence to demonstrate the added value of collaboration.

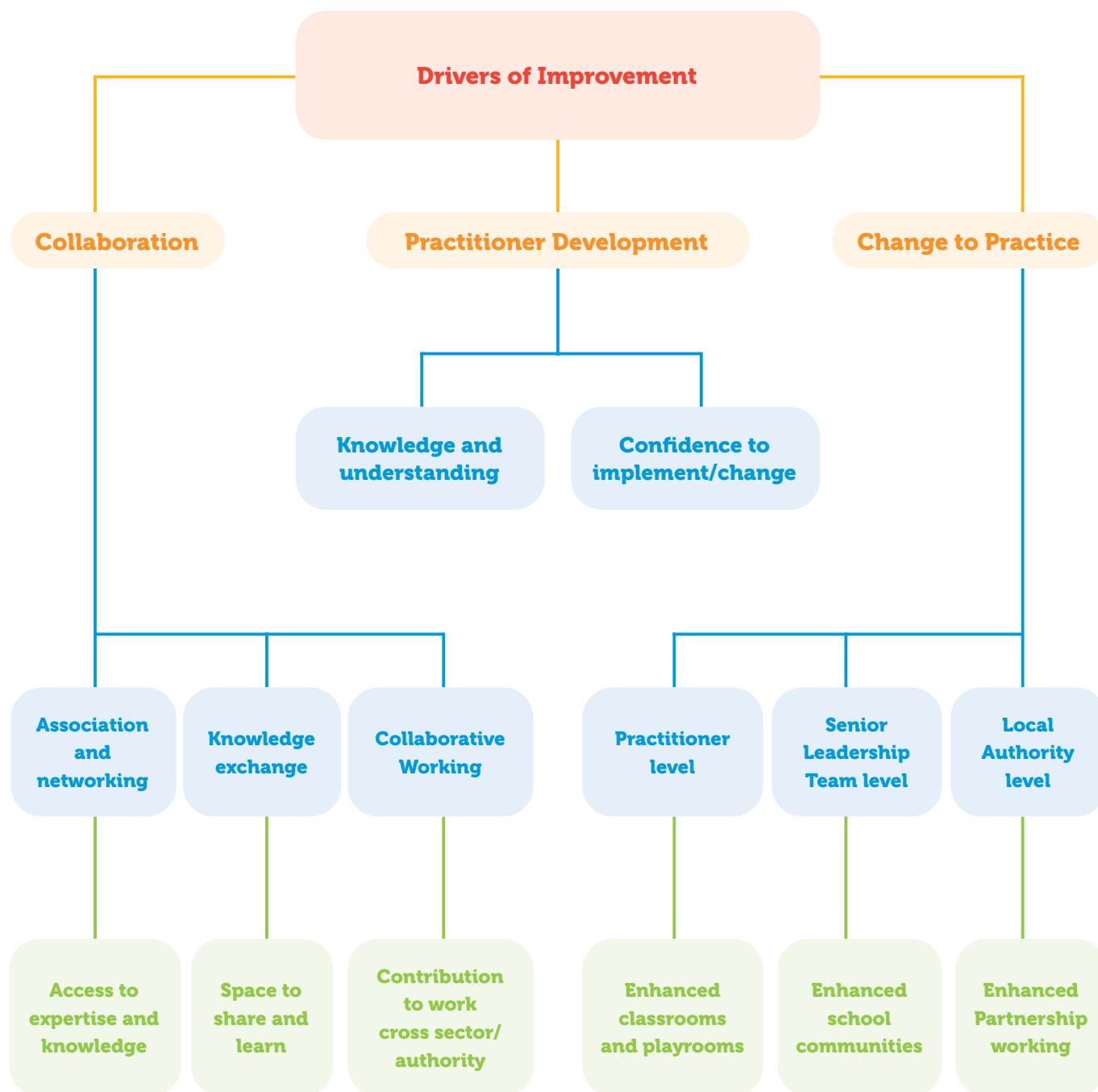
To assist in this process, workstream planning processes focus more acutely on outcome-based planning and reporting, not only on progress, but on impact in the classroom or playroom too. Evaluation strategies and approaches planned by the Workstream Lead Officers at the start of each professional learning session / programme, ensure appropriate and robust evidence is gathered systematically and evaluated. This serves to strengthen the work done in this area by the Evaluating and Reporting Lead Officer.

From exploring qualitative feedback data from our professional learning, collaborative enquiry, and specialist networks this session, the Partnership's work is now conceptualised as being driven by three holistic drivers.

Please see diagram on next page.



Evaluating The Impact of The Improvement Plan



Evaluating The Impact of The Improvement Plan

This year, the evaluation framework was strengthened to further demonstrate the added value and collective impact of the partnership activity. Through the development of clear workstream outcomes and measures, three common themes emerged from the evidence leading to the creation of the Three Drivers of Improvement Evaluation Framework.

The three drivers of improvement are defined below.



DRIVER 1: FACILITATING VARIOUS FORMS OF COLLABORATION

We recognise that collaboration is desirable in our system but also that it is necessarily varied with regards to its form. Some collaboration may involve short-term interactions whilst others demand sustained collaborative working around areas of interest.

DRIVER 2: ENHANCING PRACTITIONER KNOWLEDGE, UNDERSTANDING AND CONFIDENCE

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

DRIVER 3: SUPPORTING PRACTICE CHANGE AT VARIOUS LEVELS

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

Critical Indicators 2020–21

INDICATORS	2016-17 BASELINE	2017-18 VALUE	2018-19 VALUE	2019-20 VALUE	2020-21 VALUE
% 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	**	69.7
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% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	89.7	90.1	89.6	**	**
% of S3 pupils achieving third level or better in numeracy	90.1	89.7	90.0	**	**
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	46.7	48.8	49.7	**	**
% of S3 pupils achieving fourth level or better in numeracy	56.7	57.7	56.5	**	**
% of leavers achieving 1 or more awards at SCQF Level 6 or better	67.3	68.7	69.3	70.4	72.8
% of leavers achieving 5 or more awards at SCQF Level 6 or better	36.2	37.6	38.3	42.1	44.3
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Number of Practitioners accessing professional learning opportunities provided by the West Partnership	TBC	TBC	TBC	3185	3137
Percentage of practitioners reporting an increase in their knowledge following participation in West Partnership activities	N/A	N/A	N/A	N/A	85.1
% of establishments evaluated as good or better for leadership of change	59	63	73	*	*
Primary Exclusion Rates (Rate per 1000 pupils)	9.9	N/A	3.7	N/A	2.6
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A	23.7	N/A	21.2
Primary Attendance Rates	94.6	N/A	94.2	N/A	93.4
Secondary Attendance Rates	90.7	N/A	90.3	N/A	88.4
Initial School Leaver Destinations (Positive)	93.6	94.4	95.2	93.6	95.8
% of establishments evaluated as good or better for learning, teaching and assessment	57	66	71	*	*

- * Impacted by Covid
 ** BGE data not collected.

The West Partnership

Plan on a Page 2022-23

OUR VISION

By building a networked learning system, improve learner experience, attainment and achievement across the West Partnership.



OUR VALUES

EQUITY • EXCELLENCE • EMPOWERMENT

OUR PURPOSE



OUR PRIORITIES

To develop readiness for learning with learners and families

To build networks

To build capacity in leaders at all levels

To promote practice-based research and innovation

To support innovation in curriculum design and promote high quality approaches to pedagogy

OUR DRIVERS:

PRACTITIONER DEVELOPMENT

Knowledge & Understanding
Confidence

COLLABORATION

Association & Networking
Knowledge Exchange
Collaborative Working

PRACTICE CHANGE

Practitioner
SLT
Local Authority
System

TO ACHIEVE OUR PRIORITIES, WE WILL:

SUPPORT

DEVELOP

FACILITATE

CONNECT

COLLABORATE

EMPOWER

West Partnership Delivery Model

Key activities & programmes 2022-23



WELLBEING FOR LEARNING

- ➔ **Youth Ambassadors: PSE & Transition**
- ➔ **Supporting Learners including CLPL for:**
 - Support Assistants
 - Inclusion in Mainstream
 - GIRFEC
 - PSE (EY, Primary & Secondary)
- ➔ **Family Learning Collaborative Enquiry**
- ➔ **Families & Communities:**
 - Youthlink Scotland Collaborative Enquiry
 - CLPL for youth workers
- ➔ **Keeping Trauma in Mind Collaborative Enquiry**
- ➔ **UNCRC, including Young Leaders of Learning**
- ➔ *Family & Community Officers**
- ➔ *Stand-alone ASN Headteachers**
- ➔ *CLD Lead Officers**
- ➔ *Senior Inclusion Lead Officers**
- ➔ *HWB (previous workstream group)**
- ➔ *PSHE EY/Primary/Secondary Officers**
- ➔ *Home Education Officers**
- ➔ *Senior Educational Psychologists**

LEADERSHIP, EMPOWERMENT & IMPROVEMENT

- ➔ **Executive Coaching**
- ➔ **Learning Sets**
- ➔ **Hexagon Coaching**
- ➔ **Thinking About Headship**
- ➔ **Improving Our Classrooms**
- ➔ **Improving Our Schools**
- ➔ **Improving Our Departments**
- ➔ **FOCUS**

CURRICULUM & LEARNING, TEACHING & ASSESSMENT

- ➔ **Assessment & Moderation**
- ➔ **EY / Primary Curriculum**
- ➔ **Secondary BGE Curriculum**
- ➔ **West OS**
- ➔ **Pedagogy**
- ➔ **Play Pedagogy**
- ➔ **School to School Partnership**
- ➔ **Upstream Battle on the Clyde**
- ➔ **Gaelic for practitioners**
- ➔ **Research on Impact of 1140 hours (lead by Evaluation Lead Officer)**
- ➔ *Assessment & Moderation Co-ordinators**
- ➔ *ASN Assessment & Moderation*
- ➔ *Maths Lead Officers**
- ➔ *Literacy Lead Officers**
- ➔ *Gaelic Lead officers**
- ➔ *BGE Curriculum**
- ➔ *English as an Additional Language**
- ➔ *Early Years Senior Officers**
- ➔ *Early Education Leads (Virtual Leadership Network)**

* Items in italics are delivered through facilitated specialist networks as described on [page 10](#).

Outcomes & Drivers Map 2022-23

As the work of the partnership matures and programmes develop, there will be an enhanced focus on gathering data and evidence across our three drivers of improvement, with a particular focus on the impact that our work has on children and young people in playrooms and classrooms.

Using a colour code, the drivers for improvement have been mapped against each outcome, demonstrating the weight of evidence which will be gathered on each drive. The graphic aims to demonstrate the link between the workstream outcome, driver for improvement and data which is likely to emerge as a result of partnership activity.

From this graphic, it is evident that our outcomes this year have a clear focus on practitioner development and practice change. This should enable WLO to gather more evidence and data on these two drivers for improvement demonstrating impact on children and young people.

Further information relating to the self-evaluation, improvement planning and evaluation and reporting activity of The West Partnership can be found on their website ([click here](#)).



COLLABORATION	PRACTITIONER DEVELOPMENT Knowledge, Understanding, Confidence	PRACTICE CHANGE
Through engaging in specialist network, there is an increase in the number of impactful collaborative developments and activities being undertaken in the West Partnership which improve the learning experience for children and young people by June 2023. *	Through engaging in collaborative activities, all participants are able to demonstrate an improvement in their practice which enhances the learning experience for children and young people by June 2023. *	Through participating in West Partnership activities, participants report greater confidence in their practice which enhances the learning experience for children and young people by June 2023. *
By June 2023, an improved awareness of West OS will lead to increased breadth and depth of use. *	By June 2023, a greater number of practitioners report a positive impact on children and young people's learning as a result of using West OS in the classroom and/or at home. *	By June 2023, a greater number of children and young people report a positive impact on their own learning as a result of using West OS in the classroom and/or at home. *
Through engaging in collaborative activities, all participants are able to demonstrate an improvement in their practice which enhances the learning experience for children and young people by June 2023. *	By June 2023, professional learning participants will demonstrate an increased understanding of wellbeing topics and will have an increased level of confidence to implement practice change that will benefit children and young people. *	Through engaging in specialist networks, there is an increase in the number of collaborative developments and activities being undertaken in the West Partnership which have an impact on wellbeing practice by June 2023. *
Participants demonstrate changes to practice which will enhance the learning experience for children and young people through engaging in individual and collaborative activities, by June 2023. *	Participants report increased confidence and understanding in their leadership, use of data and effective learning and teaching practices through engaging in individual and collaborative activities by June 2023. *	



How to connect with us

WWW.WESTPARTNERSHIP.CO.UK



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COUNCIL

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East Dunbartonshire Council
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THE WEST PARTNERSHIP • IMPROVEMENT PLAN 2022-23

