



GLASGOW

CITY REGION
Education

**EQUITY,
EXCELLENCE
AND
EMPOWERMENT**

Regional Improvement Plan



Contents

Foreword by Cllr Jim Paterson	4
Distinctiveness of West Partnership	5
Development of Phase 2 Plan	6
Vision and Purpose	7
Plan on a page	8
Critical Indicators	9
Governance	11
Future Plan Development	12
Evaluating the Impact of the Improvement Plan	13
Action and Workforce Plan	14
Appendix	
Response to Evaluation of Phase 1 Plan	24

Foreword



I am proud to present the second iteration of the West Partnership's Regional Improvement Plan for submission to Education Scotland.

Over the course of 2018, following the publication of our previous plan,

we have sought to explore how we can, and indeed will, seek to work together for the benefit of our region's children and young people.

This hasn't been from a standing start. Collaboration across our 8 partners has been well established for a number of years. We are, and always have been, a close knit network of professionals, learning from one another, and working together to deliver.

And it is evident in our performance.

In a region with some of the country's most challenging communities, the performance of each authority is a match for anyone else with children and young people across the West Region performing above expectations. This is not by accident and it is thanks to the sustained efforts of staff from across each authority that we can be proud of our record.

But we know there is still much to do and it is by working together, seeking to build on our collaborative foundations that we can continue to drive performance even further.

We are clear in both the outcomes we want to achieve and how we will get there – it's about Equity, Excellence and Empowerment at all levels.

It's more than just a vision too – it's a culture we want to build in every one of our schools and nurseries across the region, improving learning and teaching and, crucially, improving the outcomes for all of our learners.

And it's a journey we've already started.

In the short time that we've formally worked together as a Regional Collaborative, we have already demonstrated the value and impact that we can collectively achieve through the running of joint events and opportunities for all 8 authorities.

But this is just the start. This second Regional Improvement Plan builds on the vision we set out in our previous plan, outlining an ambitious programme to drive even further improvement within and across each of our partners, enhancing the current offer to our schools and delivering for our learners.

As I made clear in last year's plan, evaluation will be crucial to our success. We have a duty to all of our learners to demonstrate the impact we're having. If we're serious about closing the gap, we need to be able to show it. We need to demonstrate that our actions, in each and every workstream, are having the desired impact.

The West Partnership has the opportunity to drive the transformation of education across our region – delivering an equitable, excellent and empowered system which will improve experiences and outcomes for all of our learners and leave no one behind. This improvement plan represents the next step in that journey and I am proud to present it.

A handwritten signature in black ink, appearing to read 'Jim Paterson'. The signature is fluid and stylized, with a long horizontal stroke extending to the right.

Cllr Jim Paterson
September 2018



Distinctiveness of West Partnership

Of the six Regional Improvement Collaboratives, the West Partnership serves the greatest number of children with 34% of Scotland's school population attending our schools. There are over 1000 nurseries, primary, secondary and special schools in the West Partnership, serving mainly urban but also many rural communities. As such, schools vary in size from some of the smallest in South Lanarkshire to some of the largest primary schools in East Renfrewshire and the largest secondary schools in Glasgow. This broad range as well as a fairly compact geography gives the West a high capacity for collaboration and learning.

Our schools deliver education to a diverse group of learners; children and young people living with deep-seated poverty, from a wide range of ethnic groups and those with some of the highest levels of affluence. Five of the partners are involved in the Scottish Attainment Challenge (SAC), a sixth has Attainment Challenge schools and almost all schools in the region have an allocation of Pupil Equity Funding (PEF). We recognise that as a partnership we can make the greatest difference for many children, young people, families and communities and the teaching profession through working with our partners in Higher and Further Education. We also recognise that we can contribute hugely to the national agenda of achieving Excellence and Equity for all learners.

The West is starting from a position of strength. An analysis of key measures linked to attainment and attendance was undertaken in 2017/18 to establish baselines for key measures. This analysis indicated that the West is outperforming expectations:

- Performance better than national average in:
 - Broad General Education (CfE teacher judgements)
 - Senior Phase
 - Exclusions
- Closing Gap in School Leaver Destinations

At the time of publication, three of the SAC authorities have undergone recent inspections, identifying many strengths in their approaches to improving learning and teaching and raising attainment. There is much to learn from each other and a willingness to do so through collaborative activities.

Development of Phase 2 Plan

The first improvement plan focused on three main themes: Improvement; Learner Journey and Early Learning and Childcare. Through an extensive consultation process with Head Teachers from across the region, we asked how these and the supporting activities reflected their own priorities: 85% agreed we were focusing on the right areas. As a Partnership we have engaged with stakeholders to identify priorities going forward and our Phase 2 plan reflects their feedback on the support they need to bring about further improvement in their schools, classrooms and playrooms.

The evaluation of our Phase 1 plan identified many strengths and suggestions for consideration for Phase 2. Appendix 1 details the specific actions which have been taken to consider and address the evaluation of the Phase 1 Plan as we have devised Phase 2. We have also reflected on the advice and recommendations in the first report from the International Council of Education Advisers, in particular how we can collaborate to deliver a school and teacher-led education system designed to empower the workforce, parents, pupils and communities and enhance local authorities' duties to bring about improvement in all schools for all learners.

Notably, through consultation with stakeholders, a decision has been taken to reconfigure the themes, absorbing Early Learning and Childcare (ELC) into the other priority areas and removing it as a standalone theme. ELC remains central to the delivery of improved educational outcomes across the West Partnership and it is through integration within the wider work of the Partnership that we will be able to deliver for all of our learners in a much more joined up, cohesive way. It is envisaged that senior ELC officers from each member authority will continue to network to collaborate across the region as part of the wider work of the West Partnership.



Vision and Purpose

Since publishing the Phase 1 Improvement Plan, the West Partnership Board has developed its purpose and vision. Equity, Excellence and Empowerment encapsulates the culture we want to embed enhancing the work of each local authority to bring about further improvement in our schools and outcomes for our learners.

We will build on existing practice to build a learning system which will bring about Equity, Excellence and Empowerment. This system will promote a culture of learning and bring about improvement at all levels from the classroom to directorate. We will facilitate collaboration which will promote, allow and scaffold learning and challenge partners.

Our workstreams for 2018 – 2021 complement our vision with Equity, Excellence and Empowerment as the core purposes of our work. **These are outlined in our Plan on a Page and are detailed further in our workforce and action plan:**

- Collaborative learning networks
- Empowerment
- Curricular networks and networks of ASL schools
- CLPL which will build learning networks
- Systems improvement
- Curriculum design
- Leadership and succession planning
- Families and Communities

Plan on a Page

Vision

Equity	Excellence	Empowerment
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Themes

Improvement	Learner Journey
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Sub-themes

Leadership	Learning
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From 2018-19 the West Partnership will build a learning system through:

- Building collaborative professional inquiry approaches in nurseries, schools and centre staff which will enhance leadership capacity, improve learning and teaching and promote empowerment, excellence and equity.
- Working in partnership to advance empowerment at all levels across the region to improve outcomes for children and young people.
- Establishing curricular networks and networks of ASL schools to bring about improvement in attainment and pedagogy; consistency in teacher judgement and to share best practice.
- Designing and delivering a series of conferences / CLPL events over 3 – 4 years for senior and middle managers and class/playroom practitioners.
- Identify and share best practices in system leadership and support each partner to undertake peer review and challenge.
- Working with partners, including colleges, to consider curriculum design to extend the range of learner pathways on offer, particularly in the senior phase.
- Collaborating to improve succession planning of senior leaders in schools and nurseries.
- Advancing equity and excellence in schools and nurseries through capacity building in families and communities.



Critical Indicators

The work of the West Partnership is to build a learning system; this will involve learning and improvement at school and authority level. This will enhance the work carried out by individual schools and local authorities. The high level indicators set out below are key measures which will allow the Partnership to report on the impact of its work with schools although we recognise that improvements will be due to a variety of factors of which the work of the West Partnership will be one aspect. Some of the key indicators will be broken down by SIMD quintiles and in the future by different groups of learners, such as ethnicity, to analyse, measure and report on how well particular groups are performing and indicate the need for a change in priorities. Further explanation of the critical indicators and targets is included in the section Evaluating the Impact of the Plan.

Indicators	2016-17 Baseline	2018-19 Value	2019-20 Value	2020-21 Value	2020-21 Target
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	71				78
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	78				85
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	90				91
% of S3 pupils achieving third level or better in numeracy	90				91
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	47				55
% of S3 pupils achieving fourth level or better in numeracy	57				63
% of leavers achieving 1 or more awards at SCQF Level 6 or better	63.8				74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	31.8				35
% of leavers achieving SCQF Level 5 or better in literacy	81.3				86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1				76
HWB indicators (baseline to be established in August 2019 when SG census has been designed)	TBC				
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	TBC				
Mean change in staff knowledge, understanding and confidence as a result of the professional learning	TBC				
% of establishments evaluated as good or better for leadership of change	59	63			75
Primary Exclusion Rates (Rate per 1000 pupils)	9.9				6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8				45
Primary Attendance Rates	94.6				95
Secondary Attendance Rates	90.7				92
Initial School Leaver Destinations	93.6				95
% of establishments evaluated as good or better for learning, teaching and assessment	57	66			75
Proportion of West Partnership Accredited applicants for schools senior leadership posts	TBC				



Governance

The West Partnership remains committed to ensuring there is a strong local democratic oversight of our work and our role in delivering an enhancement to the work currently being undertaken by each of our member authorities.

The West Partnership is overseen by the Glasgow City Region Education Committee, made up of the Education Conveners (or appropriate substitute) from each member authority, as follows:

- East Dunbartonshire Council
 - Cllr Jim Goodall
- East Renfrewshire Council
 - Cllr Paul O’Kane
- Glasgow City Council
 - Cllr Chris Cunningham
- Inverclyde Council
 - Cllr Jim Clocherty
- North Lanarkshire Council
 - Cllr Frank McNally
- Renfrewshire Council
 - Cllr Jim Paterson (Convener)
- South Lanarkshire Council
 - Cllr Katy Loudon
- West Dunbartonshire Council
 - Cllr Karen Conaghan

It is the role of the Committee to consider and endorse the Improvement Plan and receive and scrutinise reports on the progress of the plan and its impact on stakeholders. The Terms of Reference for the Committee provide the opportunity for regular reports to be submitted to the City Region Cabinet, providing further oversight of activity.

The Committee is chaired by the Convener, Cllr Jim Paterson, elected by the eight members. The Convener represents the Committee when reporting to the Glasgow City Region Cabinet as required. It meets on a quarterly basis, as agreed by the

Committee and this will remain under review for the coming year. An annual calendar of meetings has been prepared and circulated to all members.

The Improvement Plan, and associated actions, will also be overseen through the existing governance arrangements of each member authority, maintaining local democratic accountability for the delivery of education to each community and council area. This approach also enables the continuation of existing strong partnership working in each council area for children’s services to contribute to the wellbeing of children and families and, in turn, drive improvement.

Given the development of a number of individual workstreams, it is necessary to establish further governance arrangements for the effective operation of the West Partnership.

It is proposed that each individual workstream lead / co-lead will report to the West Partnership Board, made up of the eight individual Directors/ Chief Education Officers of each member authority. These regular reports will ensure that a consistent, complementary approach is delivered through each workstream, supported by Education Scotland, and contributing to the successful delivery of improved education outcomes across the region.

It will be for each Education Convener, in discussion with their Director/Chief Education Officer to report, as appropriate, to their own local democratic structures on the impact of the West Partnership’s activities on their own stakeholders.

Future Plan Development

The West Partnership took advantage of nationally organised PEF events to gather the views of Head Teachers on the priorities and activities set out in the Phase 1 plan. We also gathered views of Head Teacher groups on priorities for input at practitioner conferences and in June 2018 surveyed staff to seek views on the needs of class and play room practitioners. All of these views have been considered when devising our Phase 2 Plan.

We continue to be committed to ensuring that stakeholders from across the region can contribute to the development of the work of the Partnership and, in particular, the ongoing development of the Improvement Plan. Furthermore, we are committed to engaging with schools across the region, ensuring coherence between the improvement plans of individual schools and the Regional Improvement Plan as set out in this document,

each reflecting the annually updated National Improvement Framework and Improvement Plan.

The West Partnership represents a substantial proportion of the Scottish population, significantly larger than comparator Regional Improvement Collaboratives with over 1000 schools and ELC settings. Given the consultation undertaken throughout our first year in seeking to set up the work of the Partnership it has not been possible to rigidly reflect the timeline outlined below. However, the Evaluation and Reporting Steering Group will look to put a system in place during 2018-19 to ensure the views of stakeholders are systematically gathered on an annual basis, being informed by and complementing their own individual School Improvement Plans which in turn will reflect the priorities and drivers as set out in the National Improvement Framework.

The following process has been identified for future plan development and revision:

Period	Action	Outcome
December	Publication of the Scottish Government's annual National Improvement Framework	Informs the development of individual local authority improvement plans (LIP) and school improvement plans (SIP) within each of the 8 partner authorities
Jan – March School Term	Individual local authorities and schools develop improvement planning priorities taking account of the NIF and associated improvement plan	School improvement planning priorities feed into the West Partnership Improvement Plan, complementing LIPs.
April – Summer School Term	The West Partnership develops/ updates an Improvement Plan, in preparation for the coming school year	The West Partnership Improvement Plan endorsed by the August/ September meeting of the Regional Education Committee and submitted to Education Scotland.

In addition, the Partnership has engaged with additional stakeholders from across the education sector, including HE and FE establishments, Trade Unions, Education Scotland and the Care Inspectorate, and will continue to do so as pertinent to the planning priorities and the needs of schools.



Evaluating the Impact of the Improvement Plan

As can be seen in the next section of the plan, the Partnership has established an Evaluation and Reporting Steering Group with a remit to: Be the focal point for evaluating, measuring and reporting on the impact of the West Partnership's Improvement Plan. This group is crucial to the work of the Partnership, supporting it to evaluate its activities and use evidence to identify future priorities. The group will oversee and be the receptacle for evaluations of all activities related to the West Partnership and will devise tools to ensure such are consistently evaluated and their impact measured.

Baselines and Targets

The group has put in place a data sharing agreement amongst the eight partners and devised the Critical Indicators, baselines and targets as set out in page 8 of the plan as key measures. The group, supported by our Education Scotland Regional Adviser, has established baselines based on an analysis of available performance data and used trend data, where available, to put targets in place. Where trend data has not been readily available, such as CfE Teacher Judgements, targets are of an experimental nature and as such will be kept under review. These targets will be used to report on the progress of the plan and its impact on the key measures.

Independent Evaluation and Review

We seek to deploy a Policy Scotland Research and Knowledge Exchange Officer from Glasgow University to support the work of each workstream by pointing staff in the direction of the most up-to-date evidence, knowledge and expertise in local authorities, regionally, nationally and internationally, supporting the development of

our learning system. This resource would also offer independent evaluations on the impact of new practices developing within class and playrooms, schools and local authorities.

Our Education Scotland Regional Adviser will continue to provide support and challenge to the West Partnership Board and workstream steering groups and will gather evidence to provide an independent view of the impact of the Partnership's work to the Chief Executive and Chief Inspector of Education Scotland. The Regional Adviser will also review the Phase 2 plan in partnership with the Regional Lead Officer (RLO), and a Regional Adviser and RLO from other Regional Improvement Collaboratives through a peer review approach.

The Scottish Government has indicated it will commission research to evaluate the establishment of the Regional Improvement Collaboratives initially, and in 12 – 18 months, for impact on stakeholders. When published these reports may include recommendations which will be taken into account in any future West Partnership plans.

Action and Workforce Plan

The action plan which follows indicates the work which will be taken forward over the next two – three years and key personnel from local authorities and Education Scotland, who will lead and support each workstream.

1. Collaborative Learning Networks

Work Stream Lead	Steering Group Participants
<p>Mhairi Shaw East Renfrewshire Council</p>	<p>Greg Bremner, East Dunbartonshire Council Janice Collins, East Renfrewshire Council Donnie MacLeod, Glasgow City Council Mairi McFarlane, Inverclyde Council Nancy Ferguson, North Lanarkshire Council Laura McAllister, Renfrewshire Council Jacqueline Wallace, South Lanarkshire Council Helen Brown, West Dunbartonshire Council Education Scotland</p>
<p>Remit: To enhance existing collaborative school-based networks to achieve excellence and equity which will build professional empowerment, responsibility and ownership, improve leadership capacity, learning and teaching and lead to improved outcomes for learners.</p>	<p>Action:</p> <ol style="list-style-type: none"> 1. Map collaborative school based networks to identify current activity and expertise. 2. Devise key characteristics, principles, shared protocols, structures and tools which will define collaborative working in the West Partnership. 3. Offer opportunities / issue invitations for schools to be more outward looking through widening networks across and between local authorities. 4. Specific collaborative approaches may include: Leadership and Learning Rounds; Improvement Science; Lesson Study, Collaborative Action Research; etc. 5. Support schools to utilise different types of evidence, knowledge and expertise from local authority, Education Scotland and University to develop and share and evidence the impact of new practices. 6. Provide strategic direction for the partnership to build a culture and the capacity for inter-authority partnership and collaboration through the steering group and external challenge and support. 7. Liaise with CLPL group to deliver events to share learning and best practice. 8. Develop systematic mechanisms to support and monitor impact of the activity.
<p>Additional Resources / Support Required</p>	<p>Policy Scotland Research and Knowledge Exchange Officer</p>

2. Empowerment

Work Stream Lead	Steering Group Participants
<p>Isabelle Boyd North Lanarkshire Council</p>	<p>Gordon Mouldsdales, East Dunbartonshire Council Siobhan McColgan, East Renfrewshire Council Maureen McKenna, Glasgow City Council Alison McLellan, Inverclyde Council Anne Munro, North Lanarkshire Council Gordon McKinlay, Renfrewshire Council Vicky Quinn, South Lanarkshire Council Laura Mason, West Dunbartonshire Council Education Scotland</p>
<p>Remit: West Partnership affirms that “empowered, responsible and collaborative schools are an important part of our shared vision for education”.</p> <p>During 2018 – 19 consider recent documents including: joint agreement between ADES, COSLA, Education Scotland, Scottish Government and SOLACE; International Advisory Group and Education Scotland Framework on Empowerment to develop a shared understanding of what an empowered system looks and feels like and work towards consistency across the West Partnership.</p>	<p>Action:</p> <ol style="list-style-type: none"> 1. Ensure clarity of purpose and vision “Set out an explicit theory of change that underpins and supports the current strategies and approaches to educational improvement, which will help to identify the conditions that need to be in place for the aims of the educational improvement programme to be achieved.” International Council of Education Advisers, June 2018 <ul style="list-style-type: none"> • Develop a shared understanding of what we mean by system leadership and the context for system change • Develop a shared understanding of what an empowered system looks and feels like. 2. In partnership with Education Scotland, using HGIOS4 (1.3) and driven by a strong evidence base, provide clarity and consistency through the development of a West Partnership toolkit which will support self-evaluation and peer review of empowerment at school, local authority and regional level. 3. Based on our shared understanding of what an empowered system looks and feels like, co-produce a detailed implementation/action plan which will help create an empowered, self-improving system underpinned by “professional empowerment, responsibility, and ownership” at school, local authority and West Partnership level. 4. Liaise with other workstreams e.g. CLPL and Systems Improvement to ensure consistency and support.
<p>Additional Resources / Support Required</p>	<p>10 days input from Robert Owen Centre (GU) and Education Scotland.</p>

3. CLPL

Work Stream Lead	Steering Group Participants
<p>Steven Quinn Renfrewshire Council</p> <p>Jacqui MacDonald East Dunbartonshire Council</p>	<p>Elspeth Smith, East Dunbartonshire Council David Gordon, East Renfrewshire Council Donnie MacLeod, Glasgow City Council Mairi McFarlane, Inverclyde Council Robert Smith, North Lanarkshire Council Gerry Carlton, Renfrewshire Council Eunice Young, South Lanarkshire Council Linda Booth, West Dunbartonshire Council Education Scotland</p>
<p>Remit: To support the development of learning networks by facilitating collaborative events and professional development opportunities.</p>	<p>Action: The workstream will support the development of a learning system by:</p> <ul style="list-style-type: none"> • offering opportunity at all levels to enhance learning networks across the partnership; • working with all workstreams to support the wider partnership agenda through appropriate CLPL; • using evidence from stakeholder engagement to enhance existing professional development opportunities; and • using feedback from Education Scotland analysis of inspections to inform needs/priorities of practitioners. <p>The workstream will:</p> <ul style="list-style-type: none"> • facilitate the delivery of ‘major conferences’ with a focus on empowering schools to work collaboratively on areas of strength and challenge; • facilitate and support smaller conferences and seminars on agreed strengths/challenges resulting from learning networks that are established; • develop practice that will ensure all education establishments are fully aware of and have opportunity to access professional learning on offer; • work in partnership with Education Scotland and other partners to deliver high quality professional development opportunities that enhance existing provision.



Work Stream Lead	Steering Group Participants
Additional Resources / Support Required	<p>Administrative/Officer Support 0.5FTE £20k</p> <ul style="list-style-type: none">• Coordinate CLPL opportunities across the partnership• Liaise with Education Scotland and academic partners to support learning through events• Organisation of events, conferences, seminars etc.• Coordinate requirements across all workstreams to ensure collective impact• Facilitate and support learning networks created across the partnership <p>IT Support (purchased as required from existing authority) £20k</p> <ul style="list-style-type: none">• Investigate IT solutions that improve access to professional development for all staff across the partnership• Support events, conferences and seminars• Video events and upload to appropriate platforms <p>Input required from Education Scotland re procurement</p>

4. Curricular / Specialist Networks

Work Stream Lead	Steering Group Participants
<p>Tony McDaid South Lanarkshire Council</p>	<p>Kit Gilbert, East Dunbartonshire Council Willie Inglis, East Renfrewshire Council Gerry Lyons, Glasgow City Council Liz Varrie, Inverclyde Council David Craig, North Lanarkshire Council Lisa Chalmers, Renfrewshire Council Jill Pringle, South Lanarkshire Council David Byars, West Dunbartonshire Council Education Scotland</p>
<p>Remit: As part of the West Partnership approach to the development of Learning Networks, establish self-sustaining subject networks for secondary schools to bring about improvement in pedagogy, assessment and attainment</p>	<p>Action:</p> <ol style="list-style-type: none"> 1. Audit current practices across the region in supporting secondary subject specialists. 2. Establish a self-sustaining network to support collaboration in the ASN sector. 3. Agree function of regional subject networks, regularity and format of forums. 4. Identify teacher leaders for each curriculum subject area across the region. 5. Liaise with CLPL and Evaluating and Reporting Groups as appropriate.
<p>Additional Resources / Support Required</p>	<p>Time for leads in each subject Lead for ASN network</p>

5. Curriculum Design

Work Stream Lead	Steering Group Participants
<p>Tony McDaid South Lanarkshire Council</p>	<p>Kit Gilbert, East Dunbartonshire Council Kathleen McGuire, East Renfrewshire Council Gerry Lyons, Glasgow City Council Stephen Parsons, Inverclyde Council Lizanne McMurrich, North Lanarkshire Council Lisa Chalmers, Renfrewshire Council Stewart Nicholson, South Lanarkshire Council Susan Gray, West Dunbartonshire Council Education Scotland</p>
<p>Remit: In partnership with key stakeholders support schools and ELC settings across the region to ensure they are designing and delivering a curriculum which has a range of pathways, will meet the needs of all children and young people and lead to improved outcomes.</p>	<p>Action:</p> <ul style="list-style-type: none"> • Continue to offer CLPL opportunities for school leaders and class teachers which will improve assessment and moderation and bring about consistency in teacher judgements across the region. • Audit the range of courses available in the Senior Phase across the region and work with DYW and FE partners to improve the range of curricular pathways for young people. • Through sharing practice and developing professional learning networks, support schools and ELC settings to ensure there is appropriate progression for learners, particularly at key transition stages • Continue to support schools and ELC settings to address the recommendations of Making Maths Count, with a focus on improving confidence and attitudes to numeracy and mathematics. • Progress the recommendations from A Blueprint for Fairness from the Widening Access Commission.
<p>Additional Resources / Support Required</p>	<p>EDO for assessment and moderation</p>

6. Leadership – Succession Planning

Work Stream Lead	Steering Group Participants
<p>Laura Mason, West Dunbartonshire Council</p>	<p>George Cooper, East Dunbartonshire Council Tracy Morton, East Renfrewshire Council Jim Wilson, Glasgow City Council Alison McLellan, Inverclyde Council Gerard McLaughlin, North Lanarkshire Council Julie Colquhoun, Renfrewshire Council Angie Sneddon, South Lanarkshire Council Paul Darroch, West Dunbartonshire Council Education Scotland</p>
<p>Remit: Devise a system which will improve recruitment of school senior managers across the region.</p> <p>Create a pool of West Accredited applicants for improved succession planning across the RIC.</p>	<p>Action:</p> <ol style="list-style-type: none"> 1. Liaise with Scottish Government, Education Scotland (SCEL) and SCES. 2. Gather and analyse data on HT and DHT recruitment and retention within each local authority over the past 3 – 5 years. Take account of demographics, including denominational elements. 3. Audit practices within constituent local authorities in succession planning and leadership development. Research practice beyond the West Partnership on a national / international basis. 4. Establish bespoke West solutions to include: <ul style="list-style-type: none"> • Coaching/mentoring/guiding • Post exchanges • Applied leadership learning 5. Devise a West Assessment Centre leading to a pool of credible candidates for school senior management positions. 6. In 2019/20 pilot system and devise roll out plan. 7. From 2020/21 implement roll out plan. 8. Monitor and report on impact.
<p>Additional Resources / Support Required</p>	<p>Administrative Support; 20 days backfill of QIO</p>

7. Systems Improvement

Work Stream Lead	Steering Group Participants
<p>Maureen McKenna Glasgow City Council</p>	<p>Greg Bremner, East Dunbartonshire Council Mark Ratter, East Renfrewshire Council Jim Wilson, Glasgow City Council Elsa Hamilton, Inverclyde Council Derek Brown, North Lanarkshire Council Mairi Thomas, Renfrewshire Council Carole McKenzie, South Lanarkshire Council Julie McGrogan, West Dunbartonshire Council Alistair Brown, Education Scotland</p>
<p>Remit: To identify, share and develop best practices in quality improvement across the West Partnership.</p>	<p>Action:</p> <ol style="list-style-type: none"> 1. Audit existing policies and practices in each constituent local authority to identify best practice in quality improvement. 2. Share findings with senior leaders across the region. 3. Consider developing learning partnerships at system level as appropriate. 4. Devise programme of opportunities to develop practices in self-evaluation, quality assurance, support and challenge at senior leadership level in schools and officer level in each local authority which will lead to continuous improvement and consistency in evaluating education delivery and outcomes. 5. Consider nationally co-produced guidance to devise a system which will enable each partner to undertake peer to peer review and challenge. 6. Monitor impact through internal and external reviews and inspections.
<p>Additional Resources / Support Required</p>	<p>Administrative Support</p>

8. Families and Communities

Work Stream Lead	Steering Group Participants
<p>Ruth Binks Inverclyde Council</p>	<p>Alison Brien, East Dunbartonshire Council Rosamund Rodriguez, East Renfrewshire Council Donnie MacLeod, Glasgow City Council Norman Greenshields, Inverclyde Council Judi Pollok, North Lanarkshire Council Maureen Sneddon, Renfrewshire Council Robert Hynd, South Lanarkshire Council Claire Cusick, West Dunbartonshire Council Education Scotland</p>
<p>Remit: To identify, share and develop best practices in addressing inequity through family learning community capacity building and parental engagement.</p>	<p>Action:</p> <ol style="list-style-type: none"> 1. Audit existing interventions in family learning, community capacity building and parental engagement across the region, which support families living with poverty / inequality of outcomes. 2. Work with Education Scotland to identify best practices in family learning and parental and community engagement. 3. Devise programme of opportunities to share and develop practices in family learning and parental / community engagement. 4. Work with NPFS representatives across the region to devise a series of conferences focused on developing family / community learning and parental engagement. 5. Share best practice for Parental Engagement Strategies and work jointly to take forward the Scottish Government Action Plan on Parental Involvement and Engagement.
<p>Additional Resources / Support Required</p>	<p>Support from Education Scotland for Development Officer time.</p>

9. Evaluating and Reporting

Work Stream Lead	Steering Group Participants
<p>Ruth Binks Inverclyde Council</p>	<p>Jan Pollok, East Dunbartonshire Council Mark Ratter, East Renfrewshire Council Michele McClung, Glasgow City Council Neil Campbell, Inverclyde Council James Foley, North Lanarkshire Council Fiona Wright, Renfrewshire Council Stewart Nicolson, South Lanarkshire Council Andrew Brown, West Dunbartonshire Council Alistair Brown, Education Scotland</p>
<p>Remit: Be the focal point for evaluating, measuring and reporting on the impact of the West Partnership's Improvement Plan.</p>	<p>Action:</p> <ol style="list-style-type: none"> 1. Agree critical indicators to measure impact of the partnership's improvement plan. 2. Agree baselines and targets for identified critical indicators. 3. Establish systems for gathering evidence and data of the impact of the activities offered in the West Partnership. 4. Devise tools which will be used consistently across the partnership to evaluate the impact of activities. 5. Liaise with all other groups to ensure they are informed of the evaluations of their activities to support self-evaluation, reflection and consideration of future plans and activities.
<p>Additional Resources / Support Required</p>	<p>Support from the Scottish Government's Learning Directorate Statistical Unit is required to support the group's work in analysing data on a regional basis.</p> <p>Allocation of 1.0 data officer to set up systems for the collation, ongoing analysis and evaluation of data for reporting purposes.</p> <p>Policy Scotland Research and Knowledge Exchange Officer</p>

Appendix 1

West Partnership

Phase 1 Plan (Jan 2018)  Phase 2 Plan (Sept 2018)

	Recommendations and areas for consideration	Actions
1.	In developing its plan further, and, in line with advice provided in Regional Improvement Collaboratives: Guidance on Developing Regional Improvement Plans, paragraph 8, the Partnership needs to indicate more explicitly how it “intends to reduce inequalities (and) target improvement in the four national priorities from the NIF”.	The Phase 2 Plan Workstream ‘Collaborative Learning Networks’ has a clear focus on excellence and equity. Approaches to improving outcomes in literacy, numeracy and HWB and closing the attainment gap will arise naturally from the work of many workstreams but in particular Workstreams 1, 3, 4, 5, 7 and 8. Improvement in Employability skills and sustained positive school-leaver destinations will come under Workstream 5. Critical indicators include key measures linked directly to the actions in the Phase 2 plan and the NIF.
2.	The partnership should also develop further how it will “...share and learn from best practice in raising attainment across all eight member authorities.” (Paragraph 2.5)	Workstreams 1, 3, 5 and 7 will offer opportunities to identify and share best practices in raising attainment
3.	In developing its plan further, the Partnership should outline its initial rationale for identifying its three priorities for improvement.	Ref. sections on Development of Phase 2 Plan and Vision and Purpose on pages 2 – 3 of Phase 2 Plan
4.	In developing the next phase of its plan, the Partnership should provide more information about how it has engaged with its stakeholders.	Ref. Development of Phase 2 Plan and Future Plan Development pages 6 and 12
5.	The Partnership recognises (para 6.3) that as a future development, “It is envisaged that future Improvement Plans, and revisions to the existing Plan, (GCREIC) will consult with the schools across the region on an on-going basis, being informed by and complementing their own individual Improvement Plans which will reflect the priorities and drivers as set out in the National Improvement Framework.”	Ref. Future Plan Development page 12



	Recommendations and areas for consideration	Actions
6.	There is a considerable overlap between the key measures identified in the National Improvement Plan and the critical indicators in the West Partnership's plan. There is scope for a further alignment of the two, for example, by ensuring that appropriate attention is given to the consideration of critical indicators related to health and wellbeing.	Ref. Critical Indicators page 10
7.	Partnership is working to provide baseline data against which future performance can be measured. The Partnership is committed to ensuring that robust procedures are in place for tracking and monitoring – building on where strong practice already exists at authority level – to measure progress.	Ref. Critical Indicators page 10 and Evaluating and Reporting workstream page 23
8.	Along with all other Regional Improvement Collaboratives, it will be important for the West Partnership to build on the strong start which it has made in ensuring that suitable data sharing agreements are agreed and established, within the Partnership and also with national partners.	<p>A data sharing agreement has been devised and approved by each local authority. The template has also been shared with all other RLOs.</p> <p>We continue to engage with Scottish Government and Education Scotland to consider the need for data to be shared and presented on a regional basis from these national bodies.</p>
9.	The Partnership is working to develop and implement an equitable cost sharing mechanism as it moves towards utilising the considerable expertise and experience which is available across the eight authorities.	<p>The Action and Workforce Plan indicates the leadership and participants in each workstream.</p> <p>A cost sharing agreement has been developed and agreed.</p>
10.	As it develops its plan further, the Partnership will also be able to provide more detail regarding workforce supply and demands and to ensure that requests for additional funding from SG are carefully constructed and costed.	As above the Action and Workforce Plan indicates the need for support and additional resources linked directly to the plan.
11.	The Partnership acknowledges too that there is scope to ensure that all stakeholders and partners develop a suitable level of awareness of the Partnership and of the opportunities which it will bring and how these might be accessed. The Partnership is committed to ensuring that phase 2 of its plan results from extensive consultations with stakeholders.	<p>See # 4. above and Workstream 3 CLPL.</p> <p>In addition we continue to develop a communications strategy to ensure a wider reach to stakeholders.</p>

	Recommendations and areas for consideration	Actions
12.	The Partnership has recognised that it needs to identify appropriate mechanisms through which schools and staff can access support and anticipates the joint development of a solution involving digital technology.	As above
13.	As it develops its high-level, phase one plan further, the Partnership should provide more detail about activities which it will undertake, including, outlining timelines and identifying responsibilities clearly.	Ref. Action and Workforce Plan
14.	As the Partnership moves on to phase two of its plan it should continue to liaise with Education Scotland's Regional Advisor, and, in common with the other Regional Improvement Collaboratives, due consideration should be given to: <ul style="list-style-type: none"> • setting out what collaboration means for the workforce of the West Partnership and how it may become a way of working for all colleagues; • demonstrating how the West Partnership plans to use collaboration to enhance the current way of working; and • outlining in what ways collaboration will motivate and inspire staff across the West Partnership to improve further outcomes for children and young people. 	Ref. Vision and Purpose page 7 and Action and Workforce Plan pages 14-23.

