

Supporting Improvement



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The '3' Improvement Drivers



1: Background

- 1.1 This paper articulates the links between current national and local frameworks, policies and initiatives; focusing on continuous improvement within Education. The paper will support practitioners with self-evaluation for improvement, in their school¹.
- 1.2 Glasgow's Improvement Challenge (GIC) 2015-2020 is the main policy driver for improvement in the city. In addition, there is the:
- *Single Outcome Agreement; Community Planning Partnership and Area Partnerships;*
 - *Glasgow City Council five-year strategic plan 2012-17* (that is, a Learning City); and
 - *Education Services Improvement Plan* – contained within *ASPIR*.

The national picture includes a number of recent key developments and drivers which are reflected within this paper, for example:

- *The National Improvement Framework (NIF);*
 - *The Scottish Attainment Challenge (SAC);*
 - *How Good Is Our School 4 (HGIOS 4);*
 - *How Good is Our Early Learning and Child Care (HGIELC);* and
 - *OECD – Improving Schools in Scotland.*
- 1.3 *Glasgow's Improvement Challenge (GIC)* takes a holistic approach to improvements for children, young people and their families. We are committed to closing the attainment gap and giving our children and young people the widest range of opportunities to achieve. We are committed to tackling the effects of poverty and disadvantage and the potentially negative impact this has for children and young people. The Education (Scotland) Act 2016 places a duty on local authorities to provide education in a way that is designed to reduce inequality of outcomes for learners experiencing socio-economic disadvantage.
- 1.4 The *GIC* focuses on what works/matters in order to improve outcomes. There is an unrelenting focus on learning and teaching. This direction of travel aligns well with government priorities, whilst maintaining a commitment to developing these within the context of Glasgow learners and their needs; for example taking forward the *Scottish Attainment Challenge* by embedding it within the wider *Glasgow Improvement Challenge*, thereby ensuring consistency and coherence.
- 1.5 Within the Glasgow context, it is essential that there is an understanding and clear articulation of self-improvement at all levels. Therefore, the remainder of this paper will focus on key aspects of self-evaluation for self-improvement, policies and initiatives and highlight the links between them in order to support improvement.

¹Throughout this document 'school' refers to a nursery, primary school, secondary school, unit or service

- 1.6 The diagram on page 2 highlights the three improvement drivers for better learning. These drivers, based on HGIOS 4, are designed to improve outcomes for the ‘child-at-the-centre’; that is, they are focused on the wellbeing indicators.

1.7 GIRFEC

The GIRFEC principles are at the heart of what we do.

GIRFEC:

- puts the child and young person at the centre;
- takes a holistic approach to the wellbeing of children and young people;
- actively promotes work with children, young people and families to improve wellbeing;
- establishes prevention and early intervention as key approaches to supporting children, young people and their families; and
- acknowledges that professionals must work in partnership to achieve the best outcomes for children, young people and families.

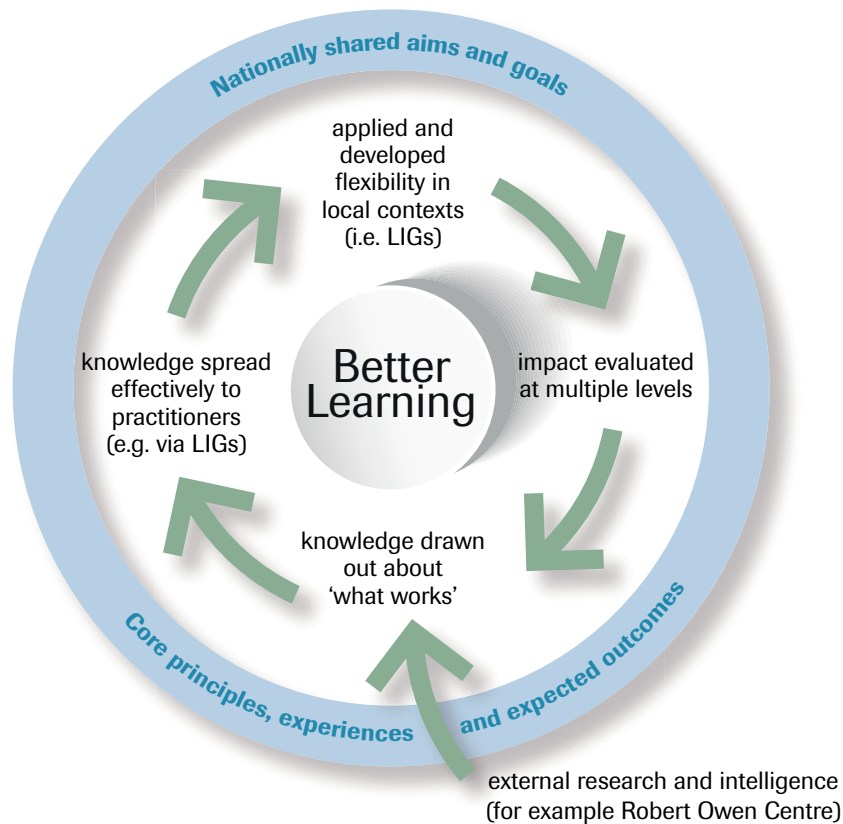
The Children and Young People (Scotland) Act 2015 etc, is firmly embedded within the GIRFEC approach to the delivery of services. It puts a number of key elements into statute including the Named Person and the Single Child’s Plan.

In addition the priority of improving learning in the classroom and the playroom remains paramount if we are to effectively support GIRFEC.

- 1.8 Our updated priorities for Education Services are as follows:
- Raising attainment and achievement through *Glasgow’s Improvement Challenge 2015-2020*;
 - Continue to improve how we meet the learning and care needs of children before they go to school and as they progress through school, including how we support their families;
 - As we move *Towards a Nurturing City*, continue to improve how we meet the needs of children and young people, particularly with additional support needs.

These priorities are underpinned by self-evaluation, quality improvement, building leadership capacity and professional update linked to the GTCS standards. The following diagram from HGIOS 4 demonstrates how the connections, as described previously, contribute to the “cycle of improvement”. This cycle of connecting national and local aims and priorities with regular and rigorous evaluation enables continuous improvement across Education Services.

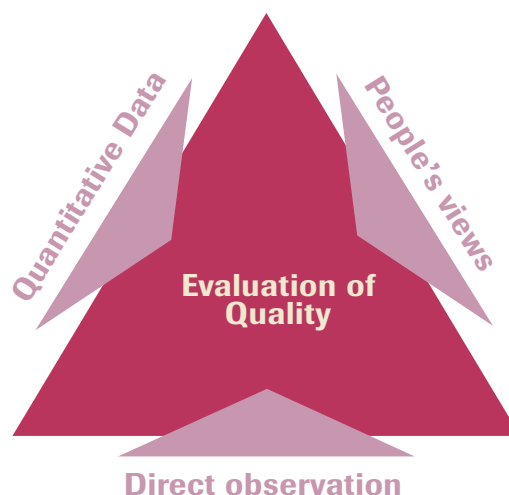
2: Leadership of Learning and Change



2.1 HGIOS 4

There are 15 quality indicators in the new framework. For each of these, the toolkit contains (only) level 5 illustrations, some features of highly effective practice and a set of challenge questions – all designed to support individual and collaborative self-evaluation activities as below:

- Knowing ourselves through effective self-evaluation (**looking inwards**);
- Learning from what happens elsewhere to challenge our own thinking (**looking outwards**); and
- Exploring what the future might hold for today's learners and planning how to get there (**looking forwards**).



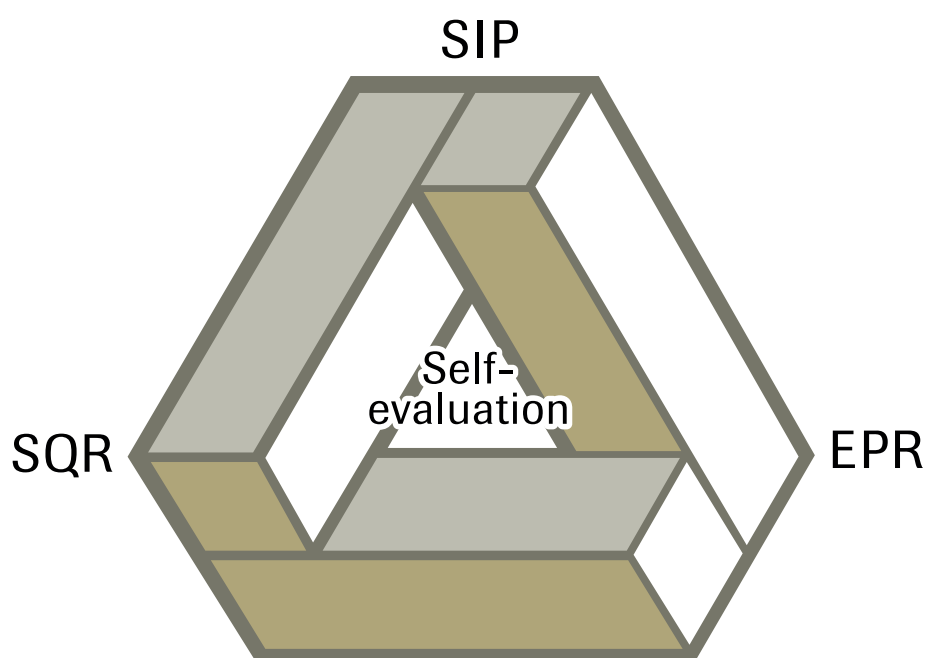
2.2 Education Perspective Reports (EPRs), Standards and Quality Reports (SQRs) and School Improvement Planning (SIP)

The above documents represent the three core components within the 'cycle for improvement'. It should be noted that the *Education Perspective Report (EPR)* replaced the *Education Authority Perspective (EAP)*. This subtle change in nomenclature reflects the change in emphasis from improvement being a central function to improvement, and the power to do so, resting with schools and all practitioners therein.

Schools must be clear about what they are trying to improve. The EPR document, collaboratively produced by all practitioners and partners, enables schools to identify the self-evaluation activities that will inform their next steps in the improvement cycle. It is essential that the EPR is fully considered when schools produce their improvement plan. Improvement plans should reflect what could realistically be achieved during each session and channel efforts into these areas with clear monitoring/measures of impact.

Self-evaluation activity undertaken in partnership with all stakeholders within schools is the responsibility of all staff. It is at the heart of school improvement. The HGIOS 4 toolkit, QIs and development of focused themes will enable practitioners at all levels to take a closer look at areas for improvement.

The diagram below highlights the recursive cycle of self-improvement.



2.3 Local Improvement Groups (LIGs)

Schools are best placed to build on their progress over time and this should be underpinned by a well-considered and meaningful self-evaluation process that identifies both strengths and areas for improvement.

A range of approaches are used to implement and gather evidence of improvements and, increasingly, schools are using innovative ways of delivering improvements using partners within their community or adopting new improvement methodologies.

Local Improvement Groups support improvement through self-evaluation, focusing the improvement planning process on what we know works locally, nationally and internationally.

As part of Education Services' commitment to building capacity within schools, collaborative models are being developed with the key purpose of providing opportunities for leaders at every level to share practice, implement and take forward improvements.

The LIG model will support the delivery of key national frameworks and policies, and evaluate the impact of these, including *Glasgow's Improvement Challenge* and the *National Improvement Framework*; within a Glasgow context.

There are eight LIGs across the city. Aligned Quality Improvement Officers and Educational Psychologists support emerging developments within each LIG. As their structures further develop and embed, the LIGs will provide:

- clear, intelligent, accountable systems which enable continuous improvement;
- the sharing of professional learning and knowledge to support delivery of the highest quality;
- improved leadership of learning to deliver improvements, close the gap, and raise attainment/achievement; and
- research and challenge in order to support and evaluate improvements.

We will regularly evaluate what works well within the LIG structures and identify proposals/recommendations for next steps, to continuously strengthen the role of LIGs in supporting improvement.

2.4 Leadership Framework

In line with the OECD report, and corresponding/matching requests from Heads, there will be a strong emphasis in developing leadership across all levels. A focus on continuous improvement in leadership development continues to evolve at national level, reflecting the demands and expectations placed upon leaders in Education.

A reviewed GCC Leadership Framework will enhance the personal and professional leadership capacity of those entering the teaching profession, through early career, teacher, middle-leadership to Aspiring Heads and current Heads. At its core will be the aspirations and expectations of the GTCS Standards for Leadership and Management. By engaging with the framework, leaders will be able to share their experiences, expertise and connections and design, lead and facilitate activities and learning.

The professional learning opportunities within the framework will:

- meet the needs of staff, at the right time in their leadership development;
- meet the needs of a wide range of leaders – from NQTs to aspiring and experienced Heads;
- be delivered by a range of providers, and importantly, delivery opportunities will of themselves provide capacity-building for leaders such as experienced Heads;
- have clear progression pathways for individuals; and
- provide professional learning opportunities for reflection on practice, experiential learning, collaborative learning and cognitive development; and provide opportunities for accreditation of professional learning at Master's Level.

2.6 Professional Learning

We are committed to continuing to invest in high quality professional learning for all our staff. Professional learning is vital for the successful delivery of improvements. The experience, attitudes and capabilities of all staff and the culture of collaboration, reflection and improvement in schools make a critical contribution to providing an excellent educational experience for young people and families in Glasgow. *The Professional Review and Development (PRD)* for teachers, *Professional Update (PU)* arrangements for teachers and *Personal Development and Review (PDR)* for other staff are essential and key processes to ensure staff develop the necessary skills to progress developments within an ever-changing environment.

3: Learning Provision

3.1 The curriculum

Our learners benefit from a Broad General Education (BGE), beginning in the ante pre-school year until the end of S3; followed by the senior phase in S4 to S6. This supports a seamless progression of skills development across all curricular areas and in particular, in literacy, numeracy and health and wellbeing. Transitions and learner pathways are supported across learning communities. Increases in both the quantity and effectiveness of partnerships have widened access to the curriculum for learners. We continue to develop our curriculum with a focus on Developing the Young Workforce, creativity and expressive arts and STEM; including digital learning.

3.2 Learning and Teaching

Innovative practice continues to contribute to the significant and continuing raising of attainment and achievement within Glasgow. Schools continue to successfully implement a range of learning and teaching strategies and approaches. We continue to take forward our parent partnership programmes. The innovative work in moderation and assessment will continue as will the annual exercise to validate the sharing of standards within the BGE. Moderation activities remain key to a practitioner's professional judgement of a learner's achievement of a level. This will be supplemented by new standardised assessments at P1, 4, 7 and S3 as detailed in the NIF.

3.3 Glasgow's Improvement Challenge

Our extensive range of policies, support and guidance in relation to Learning and Teaching reflects the importance we place on this. The following link provides access to these Glasgow resources aimed at improving learning www.goglasgow.org.uk/pages/show/958

Glasgow's Improvement Challenge (GIC) encompasses the national initiative the *Scottish Attainment Challenge*. However, GIC focusses on improving outcomes for all children and young people in the city with a particular emphasis on those from our most disadvantaged communities. The aspirations are:

- Raising attainment in literacy and numeracy, embedded within our nurturing city;
- Improving children's health and wellbeing through nurturing approaches and increased participation in physical activity and sport;
- Supporting families to be better able to support their child's learning and development;
- Enhancing the leadership of staff at all levels; and
- Raising attainment in secondary schools through providing additional supported study and mentoring with a continued focus on improving learning and teaching.

3.4 Leaders of Early Learning, Leaders of Learning

These expert practitioners support and coach staff, across all sectors, to develop approaches to effective learning and teaching. They have a key role in the support and training of the Challenge Leaders of Learning identified in each Glasgow Improvement Challenge cluster.

3.5 Improving Our Classrooms and Playrooms

The above professional learning programmes have been successful in developing reflective practitioners through a professional enquiry model. Staff report increased confidence as they further embed innovative approaches in learning and teaching across all sectors.

4: Successes and Achievements

The information detailed in sections 1, 2 and 3 of this paper is designed to inform/drive the outcomes detailed in this section. That is, attainment, achievement and sustained positive destinations. We shall measure progress within these areas as detailed below.

4.1 NIF

The National Improvement Framework (NIF) published in January 2016, takes forward the current priorities:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

We will have to clearly articulate the synergies between improvement, attainment and positive destinations.

4.2 SQA and Insight

The new national qualifications, Highers and Advanced Highers are now delivered by all Glasgow secondary schools. To support improved attainment across qualifications, the Scottish government has provided a qualification analysis system called INSIGHT.

In addition to supporting improvements within schools, the functionality of INSIGHT will also support secondary schools in relation to reporting against NIF priorities, that is the *Local Government Benchmarking Framework (LGBF)*.

INSIGHT supports the principles of CfE by providing local authorities, schools and practitioners with a framework to enable the evaluation of data to improve outcomes on raising attainment for all and 'reducing the gap'.

INSIGHT's key benchmarking features measure attainment across S4 to S6 and at the point of exit from school, reflecting a key ambition of Curriculum for Excellence, in which schools are encouraged to consider the best and most flexible progression routes for their young people within the senior phase. As such, Education Services' Employability Partnership Team (ESP) liaises with Skills Development Scotland, third sector, private sector and Small Medium Enterprise (SME) in order to support successful and sustainable transitions for young people leaving education within Glasgow.

4.3 Wider Achievements

Glasgow schools continue to provide children and young people with an outstanding range of opportunities to achieve and widen their learning experiences. For example The Duke of Edinburgh's Award; ASDAN; Prince's Trust; John Muir; Sport Leaders of Learning; Malawi Leaders of Learning. The extensive breadth of achievements within Glasgow is detailed within Education Services' Standards and Quality Report and individual school Standards and Quality Reports.

Creativity and employment is an outcome of the National Improvement Framework and is referenced within HGIOS 4. Glasgow City Council's five year plan aligns with these creativity and employment priorities.

4.4 Sustained Positive Destinations

The *Developing the Young Workforce* recommendations remain key for Education Services. Schools are clearly focused on providing sustained positive destinations for all young people through early identification of individuals at risk and provision of support for them throughout their time at school.

Curricular models in Glasgow schools support the capacities and interests of all young people, delivering experiences and qualifications in a flexible manner. Effective careers advice and guidance is provided. This includes an embedded approach to mentoring and support in partnership with the MCR Foundation, which is successful in unlocking the potentials of young people, opening doors, leading to qualifications, employment and aspirations fulfilled. The Employability Partnership Team continue to target support and provision of effective guidance to help support young people towards positive destinations with the support of a range of partners.

Appendix 1: Supporting Improvement

Summary Report of Actions to date and next steps, 2016

The following section provides an overview of activity undertaken to date and planned actions to further progress improvement. This Summary Report will be updated annually providing an overview of activity undertaken to support school improvement.

A Supporting Improvement within Schools Timeline details next steps as outlined in Appendix 2.

HGIOS 4

To date/action:

A strategic HGIOS 4 group has been formed to advise on implementation of guidance and develop improvement tools which will empower collaborative self-evaluation for improvement in order to support *Glasgow's Improvement Challenge*, that is, attainment in literacy and numeracy; improved health and wellbeing through nurturing approaches; supporting families to support learning and development of children and young people; enhancing leadership at all levels and improve attainment and sustained positive destinations.

These approaches will support leaders in relation to guiding and supporting practitioners in the 'transition' from using 5 'core' quality indicators (5 QIs) to using a wider and more meaningful range of 15 indicators from HGIOS 4. The appropriate selection of indicators will better support improvements within specific areas:

- A paper for directorate consideration will be produced;
- All 8 LIGs will have a HGIOS 4 workshop facilitated by Education Scotland;
- LIGs will provide ongoing support and challenge for practitioners within their establishments through effective self-evaluation and appropriate supporting activities (see Appendix 2 Supporting Improvement within Schools and Establishments Timeline); and
- Improvement tools/challenge questions will be available via GO to support self-evaluation activities within schools.

HGIELC

To date/action:

- Associate Assessors will take a lead role in developing/supporting materials for HGIELC;
- Appropriate improvement tools/challenge questions will be produced; along similar lines to HGIOS 4.

Education Perspective Reports, Standard and Quality Reports and School Improvement Planning

To date/action:

- Updated EPR guidance for HGIOS 4/HGIOELC will be provided to schools. A short term working group of QIOs and school staff, will provide initial guidance to the Education Improvement Board (EIB, see 5.4). Longer-term detailed guidance will be provided by the HGIOS 4 group;
- An Improvement Plan overview aligning key priorities with HGIOS 4 QIs and themes will be developed during session 2016/17. An initial interim summary addressing key changes in HGIOS 4 will be provided to assist with next session's improvement planning cycle;
- Due to variations in EPRs, we shall support and challenge LIGs to share and moderate the quality of self-evaluation and improvement planning; and
- There will be provision within CPD manager for an evaluative writing course.

LIGs and Improvement Oversight

To date/action:

- A strategic group will replace the former Education Improvement Group (EIG). An Education Improvement Board, comprising of representations of appropriate staff (see appendix 2) will be formed and details of its structure, accountability, role and remit will be circulated in due course;
- The EIB will be the 'executive steering group' for driving self-improvement across the city; ensuring strategic alignment across the 8 local improvement groups and the 3 strategic areas of the city. The EIB will produce an annual report and priorities for the local improvement groups. An initial 'Snapshot of Emerging Practice' within the LIGs will be undertaken in 2016;
- Papers on supporting inclusion and roles and responsibilities of centrally based staff and their links with LIGs are currently in the latter stages of development and these will become part of the oversight role of the Education Improvement Board;
- Approaches to Validated Self Evaluation (VSE) are evolving. VSE will enable central and school practitioners to support continuous improvement whilst building capacity across the system. VSE reports will be presented to the EIB; and
- The EIB will oversee processes to monitor, track and support establishment external inspection. Education Scotland Inspection Reports and GCC progress reports will be presented to the EIB prior to being presented to Education Services' Directorate.

Leadership Framework

To date/action:

- An audit has been undertaken by the strategic leadership group;
- Staff Development Coordinator (SDC) meetings have raised awareness of leadership at all levels and SCEL developments;
- Development work will be undertaken, to reflect the SCEL teacher leadership framework and Master's level qualifications, with a reviewed Leadership Framework draft prepared;

- Interim measures will include re-alignment of the Aspiring Head Programme, Aspiring PTs and DHTs, learning opportunities, a review of support for the SCEL into Headship Programme and a refreshed mentor and induction programme for new Heads; and
- The Organisational Development Board, at corporate level, will align across Services to enable efficiency of delivery of learning opportunities.

Professional Learning

To date/action:

- Processes to track progress of Professional Update and Professional Review and Development continue to be implemented and embedded;
- A 'pilot' which will widen access to input professional learning activities on CPD Manager will be developed at Rosshall Academy; and
- Alignment of appropriate courses on GOLD for leadership and management professional learning will be reviewed as appropriate.

Learning Provision

To date/action:

- Glasgow's Improvement Challenge's five year plan priorities are in place and ongoing progress and updates will be presented as appropriate. (Details in section 3, 3.2 and Appendix 4).

SQA and Insight

To date/action:

- SQA verifiers are in place; this is reviewed annually;
- Insight Training roll out carried out by Senior Phase Group;
- Inter Authority collaboration: Glasgow City Council, East Renfrewshire, Renfrewshire, Inverclyde, South Lanarkshire Council are engaged in dialogue to share practice;
- Strategic Group of DHTs will take-a-closer-look at Insight throughout session 16/17; and
- GCC Advance Higher Hub Model, additional twilight sessions provided as appropriate.

Wider Achievement and Creativity and Employment

To date/action:

- Employability and Skills Partnership (ESP) Officers will be allocated to LIGs and be involved in the EIB to further enhance collaborate work around creativity and employment;
- Work streams around Foundation Apprenticeships are underway; and
- Continued engagement with SQA/SDS/Scottish government around accreditation and capture of wider achievement continues through the ESP Officers.

GIRFEC

To date/action:

The Inclusion Strategy Group oversees GIRFEC developments.

In line with the ongoing review of LIG structures, key personnel across LIGs include multi-agency links, partners and Glasgow Psychological Service and the Inclusion Team. It will be for the EIB to clearly communicate interconnections between local improvement groups, learning communities, leaders of learning, psychological services, transition, the ESP and other key partners and multi-agency organisations to ensure clarity and consistency in supporting improvement.

Appendix 2

Supporting Improvement within Schools Implementation Timeline

It is intended that this timeline provides an overview of proposed implementation of additional actions which support self-evaluation and tracking, with an emphasis on the 4 current priorities within the *National Improvement Framework (NIF)*.

Significant work to address aspects of NIF priorities continues across Education Services, for example *The Cost of The School Day Initiative*, cluster development and embedded professional learning opportunities provided by leaders of learning. As such, particular action plans relating to these and other priority areas including *Developing Scotland's Young Workforce* are detailed in other planning formats including the council plan and *ASPIR (Education Services Annual Services Plan)*.

The current NIF priorities are:

- improvement in attainment, particularly in literacy and numeracy;
- closing the attainment gap between the most and least disadvantaged children;
- improvement in children and young people's health and wellbeing; and
- improvement in employability skills and sustained, positive school leaver destinations for all young people.

January 2016: Establishments and Local Authority

Towards Better Learning	Up to 2015/16	2016/17 implementation	2017/18 implementation
<p>1. Leadership of Learning and Change</p>	<p>HGIOS 4 Education Services' Strategic HGIOS4 Group (a short term group), will advise on implementation of guidance and develop improvement tools/challenge questions which will empower collaborative self-evaluation to support the aims of Glasgow's Improvement Challenge.</p> <p>Professional learning opportunities will be arranged for central officers – Friday meeting calendar for QIOs linked to Quality calendar to be devised.</p> <p>Education Services will develop workshops across the 8 LIGS on HGIOS4 in liaison with the area lead officer, Education Scotland.</p> <p>An Education Services Quality Calendar will detail expectations, timescales and the appropriate vehicle for delivery, for example LC, LIG, Business Meetings and so on. In addition the appropriate personnel to support delivery will be identified. This will be shared by April/May 2016.</p> <p>Improvement tools/challenge questions to support improvement will be developed and made available on Glasgow Online.</p>	<p>HGIOS 4 LIGs will provide ongoing support and challenge for practitioners within schools and establishments through effective self-evaluation and appropriate supporting activities.</p> <p>Annual professional dialogue sessions will be implemented across LIGs to moderate, share and learn from self-evaluation processes.</p> <p>The Education Services Quality Calendar will detail expectations and timescales. Initial implementation will begin with review during session. An updated Quality Calendar will be shared annually in April/May.</p> <p>Professional learning activities will be provided for establishment leaders on the suite of tools to support improvement available on Glasgow Online.</p>	<p>HGIOS 4 LIGs will provide ongoing support and challenge for practitioners within schools and establishments through effective self-evaluation and appropriate supporting activities.</p> <p>Annual professional dialogue sessions will be embedded across LIGs to moderate and share and learn from self-evaluation processes.</p> <p>LIGs will increasingly trial innovative and creative approaches to self evaluation and improvement within the annually updated Quality Calendar framework (April/May).</p>
	<p>HGIELC EYC City Business workshop organised by Glasgow Associate Assessors on HGIELC draft.</p> <p>EYC Forum Meetings engage in professional dialogue prior to Thinking Event Session.</p> <p>Thinking Event Session in February 2016 – unpacking key themes and strategic development.</p> <p>Following the guidance format from the HGIOS4 Strategic Group improvement tools/challenge questions will be devised which will empower collaborative self-evaluation to support Early Years and Childcare practitioners.</p>	<p>HGIELC Follow the HGIOS4 timeline as previous section.</p>	<p>HGIELC Follow the HGIOS4 timeline as previous section.</p>

Towards Better Learning	Up to 2015/16	2016/17 implementation	2017/18 implementation
<p>1. Leadership of Learning and Change, continued</p>	<p>Education Perspective Reports, Standard and Quality Reports, Improvement Planning A short term working group of QIOs and establishment Heads will develop and share interim EPR updated guidance for HGIOS4 and HIOELC for establishments by May 16 for use during session 16/17.</p> <p>Guidance will be provided by the short term working group to a new strategic committee (Education Improvement Committee) on next steps for EPR development and monitoring.</p> <p>An interim summary of Education Services' priorities, addressing key changes in HGIOS4 will be provided to assist in next session's improvement planning cycle. This will be issued April/May 16.</p>	<p>Education Perspective Reports, Standard and Quality Reports, Improvement Planning The Education Improvement Board (EIB) will review EPR and SQR paperwork developing proposals for implementation during session 17/18. This will be undertaken by an audit of LIGs.</p> <p>The Education Improvement Board (EIB) will oversee the development of an Improvement plan overview/summary aligning key priorities with HGIOS4 QIs and themes. This will be developed across session 16/17 and annually thereafter.</p> <p>Detailed information on updates will be detailed in the Quality Calendar.</p> <p>Moderation and dialogue sessions within the LIG/Attainment Clusters will be developed and detailed on the Quality Calendar.</p> <p>A paper detailing approaches to VSE will be prepared by a short term working group. These will continue to be trialled.</p>	<p>Education Perspective Reports, Standard and Quality Reports, Improvement Planning Revised EPR and SQR paperwork will be in use by all schools and establishments.</p> <p>Moderation and dialogue sessions within the LIG/attainment clusters will be embedded and detailed on the Quality Calendar.</p> <p>Approaches to VSE will become embedded as an improvement tool across Education Services.</p>
	<p>HMI and External Inspection Processes Establishments will take into account HGIOS4.</p> <p>Education Services will take into account emerging models of inspection to review processes which support establishments in preparing and managing the learning community through external inspections.</p> <p>Geographical Area Tracking Systems will be reviewed, including HMI report tracking and systems to share information collated by Employability and Skills Partnership.</p>	<p>HMI and External Inspection Processes Establishments will take into account HGIOS4.</p> <p>Education Services will produce a reviewed HMI process map to enable targeted support for establishments engaged in external inspections.</p> <p>Education Services will liaise with Glasgow Associate Assessors, the HMI Area Officer and leaders of recently inspected establishments to develop ongoing professional learning sessions for establishments. Annual Glasgow AA forum will enable dialogue and updates to be provided to all colleagues to disseminate via the LIG structure. This will be detailed in the Quality Calendar.</p> <p>Central Early Years and Childcare Officers will review current processes for collation of care commission report data across ELC establishments, developing a clear tracking system.</p> <p>Geographical Area teams will populate consistent tracking systems enabling targeted and proportionate support and challenge for schools and establishments.</p>	<p>HMI and External Inspection Processes Establishments will take into account HGIOS4.</p> <p>Annual Associate Assessors forum and LIG update system in place and detailed on the annual Quality Calendar.</p> <p>Central collation of care commission reports will be in place enabling tracking and targeted support and challenge.</p> <p>Geographical Area Tracking Systems will be embedded.</p>

Towards Better Learning	Up to 2015/16	2016/17 implementation	2017/18 implementation
<p>1. Leadership of Learning and Change, continued</p>	<p>Local Improvement Groups A Snapshot of Emerging Practice in LIGs will be undertaken in May/June 2016. A report on strengths and next steps will be developed for September 2016.</p> <p>A strategic group will replace the former Education Improvement Group (EIG). An Education Improvement Board will be formed by March 2016 (EIB).</p>	<p>Local Improvement Groups</p> <p>The Education Improvement Board (EIB) will develop a detailed briefing on its structure to enable support and challenge of LIGs in line with Standards in Scotland's Schools etc. (2000).</p> <p>An EIB LIG communication timeline will be developed and included within the Quality Calendar.</p> <p>8 EIB meetings will be held annually. These meetings will follow the themes identified for LIGs within the Quality Calendar. Key LIG evaluative themes will include SIPs (August), SQRs December, EPRs (February). QIOs will undertake PRDs as appropriate within this Calendar (October). A support and challenge role across LIGs will be a key function of QIOs.</p> <p>An annual City wide seminar/support training event will be developed with the aim of supporting improvement within schools and establishments. This will be detailed within the Quality Calendar.</p>	<p>Local Improvement Groups</p> <p>LIGs will lead on self evaluation and improvements in learning. This will be embedded across LIG structure.</p> <p>An EIB LIG communication timeline will be developed.</p> <p>The annual City wide seminar to support improvement within schools and establishments will be embedded. This will be detailed within the Quality Calendar.</p>
	<p>Leadership Framework</p> <p>Draft audit undertaken by strategic group. Leadership Framework starter paper prepared.</p> <p>SDC meetings January/February 2016 – awareness raising of leadership at all levels and SCEL developments.</p> <p>Development work will be undertaken from February 2016, across a range of working groups.</p> <p>Paper on leadership development will be prepared for Directorate.</p>	<p>Leadership Framework</p> <p>Leadership Framework draft prepared for December 2016.</p> <p>Leadership Framework launched by June 2017.</p> <p>Interim measures in place 2016/2017 will include re-alignment of Aspiring Head Programme, Aspiring PTs and DHTs, a review of support for the SCEL Into Headship Programme and a refreshed mentor and induction programme for new Heads.</p>	<p>Leadership Framework</p> <p>Leadership Opportunities within Framework implemented.</p>

Towards Better Learning	Up to 2015/16	2016/17 implementation	2017/18 implementation
<p>1. Leadership of Learning and Change, continued</p>	<p>Organisational Development Board Implementation as agreed timescales.</p> <p>Professional Learning Professional Update processes will be tracked across establishments.</p>	<p>Organisational Development Board Implementation as agreed timescales.</p> <p>Professional Learning Professional Update processes will be tracked across establishments.</p> <p>A pilot of widening access to CPD Manager will be reviewed at Rosshall and next steps for wider access investigated.</p>	<p>Organisational Development Board Strategic planning underway across services.</p> <p>Professional Learning Professional Update processes will be tracked across establishments.</p>
<p>2. Learning Provision</p>	<p>CfE</p> <p>Establishments will implement appropriate curricular developments taking their local context and self-evaluation into account, ensuring the broad general entitlements are covered fully.</p> <p>Development of current thematic City Business Meetings will, in addition to subject specific content, have a strong emphasis on leadership of learning linked to both BGE and Senior Phase.</p>	<p>CfE</p> <p>Establishments will implement appropriate curricular developments taking their local context and self-evaluation into account, ensuring the broad general entitlements are covered fully.</p> <p>Reviewed model of thematic City Business Meetings implemented.</p>	<p>CfE</p> <p>Establishments will implement appropriate curricular developments taking their local context and self-evaluation into account, ensuring the broad general entitlements are covered fully.</p> <p>Reviewed model of thematic City Business Meetings embedded.</p>
	<p>Assessment and Moderation Assessment and moderation continues, supported with assessments at P1, 4, 7 and S3 being developed nationally as supports to professional judgement.</p> <p>Information will be shared via attainment clusters, City Business Meetings and LIGs with ongoing liaison with Glasgow's Assessment Advisor.</p> <p>The New Group Reading Test (NGRT). Assessment will be piloted this session with P4 and P7 as part of the GIC.</p>	<p>Assessment and Moderation Assessments at P1, 4, 7 and S3 implemented as supports to professional judgement.</p> <p>Information will be shared via attainment clusters, City Business Meetings and LIGs with ongoing liaison with Glasgow's Assessment Advisor.</p>	<p>Assessment and Moderation Assessments at P1, 4, 7 and S3 implemented as supports to professional judgement. Information will be shared via attainment clusters, City Business Meetings and LIGs with ongoing liaison with Glasgow's Assessment Advisor.</p>
	<p>Leaders of Early Learning, Leaders of Improving Our Classrooms Learning and teaching across all sectors will be based on the full range of experiences and outcomes, taking account of the significant aspects of learning.</p> <p>Learning Communities The 26 Learning Communities continue to support transitions and multi-agency working to support learners.</p>	<p>Leaders of Early Learning, Leaders of Improving Our Classrooms A particular focus on approaches to learning and teaching in strategies in secondaries, in partnership with the University of Glasgow will provide professional learning opportunities across the City.</p> <p>Learning Communities Over time links become strengthened linking to LIG structures.</p>	<p>Leaders of Early Learning, Leaders of Improving Our Classrooms</p> <p>Learning Communities Over time links become strengthened linking to LIG structures.</p>

Towards Better Learning	Up to 2015/16	2017/18 implementation	2017/18 implementation
<p>3. Successes and Achievements</p>	<p>SQA and Insight All secondary schools will implement new National Qualifications at levels which meet the needs of their learners.</p> <p>SQA Verifier representation across City updated annually.</p> <p>Insight Training roll out by Senior Phase Group across Heads, Deputes and PTs/ Faculty Heads.</p> <p>Inter Authority "Middle Tier" Group instigated across East Renfrewshire, Renfrewshire, Inverclyde, South Lanarkshire and Glasgow City Council.</p> <p>Remit developed for DHT working group to develop supporting pack for establishments taking a closer look at Insight.</p> <p>Wider Achievements Within the framework provided by Developing Scotland's Young Workforce, the commitment to provide all pupils with a range of opportunities to develop their achievements will be embedded in all establishments. Establishments will make provision for vocational qualifications in the senior phase.</p> <p>Employability and Skills Partnership Officers will work in partnership to develop opportunities for Foundation Apprenticeships.</p> <p>Continued engagement ongoing with SQA/SDS/Scottish government around accreditation and capture of wider achievement via EPS Officers. LIG Data Repository (that is, central data reference point for LIGs).</p>	<p>SQA and Insight Ongoing review of SQA/Insight processes procedures.</p> <p>Pilot LIG Data Repository.</p> <p>Employability and Skills Partnership Officers will be aligned to local improvement groups and be involved in the EIB to further enhance collaborative work around creativity and employment.</p>	<p>SQA and Insight Ongoing review of SQA/Insight processes procedures.</p> <p>Employability and Skills Partnership Officers will be aligned to local improvement groups. Performance review will be embedded within the EIB structure.</p>
	<p>GIRFEC In line with review of local improvement group structures. Key LIG support personnel will include multi-agency links, partners, the Psychological Service and the Inclusion Team. The Education Improvement Board (EIB) being formed by March 2016 will have a key role in identifying and detailing this support team structure.</p>	<p>GIRFEC The Education Improvement Board (EIB) will develop a detailed briefing which enables support and challenge of LIGs in line with Standards in Scotland's Schools (2000). This will include the roles and responsibilities of key LIG support teams and personnel.</p>	<p>GIRFEC Key LIG support teams and personnel of their roles and responsibilities within the LIG structure.</p>

Appendix 3i

Education Improvement Board (EIB)

An Executive Steering Group driving self-improvement across Education Services; ensuring strategic alignment across 8 local improvement groups and 3 strategic areas

Supported by:

QIOs, EPs, Leaders of Learning and Early Learning,
Service Support Teams

Focused on:

Outcomes, Getting It Right for Every Child, Closing the Gap,
Partnership and Collaboration

Based on:

Self-evaluation, evidence of what works, research

Developed through:

Clear priorities and actions

Improvements in Classrooms and Playrooms



BETTER LEARNING

IMPROVED OUTCOMES

Appendix 3ii

Leadership and Management
(How good is our leadership and Approach to Improvement)

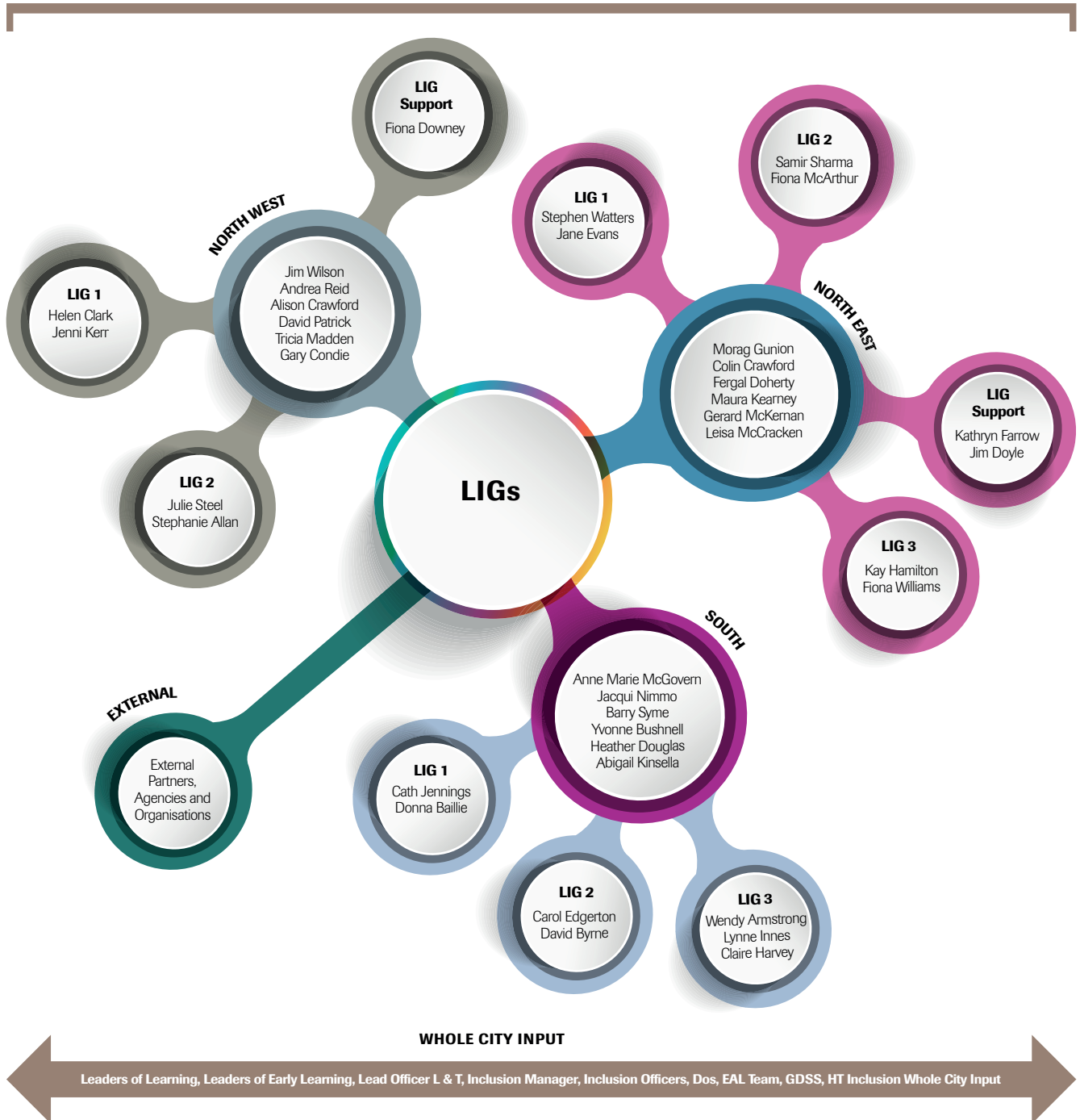
Learning Provision
(How good is the quality of care and education)

Successes and Achievements
(How good are we at ensuring the best possible outcomes for learners)

LEADERSHIP and SELF-EVALUATION

LEARNING and TEACHING

INCLUSION



Appendix 4

The following model is proposed to ensure the development of a consistent approach to leadership, learning and curriculum support:

The Leaders of Learning and the Leaders of Early Learning Teams support learning and teaching 3-18. It is proposed that these teams develop further to strengthen the wider curricular support offered:

1. Eight Leaders of Learning whose remit is principally thematic will also support the BGE. This will include the co-ordination of subject specialist input at the Senior Phase including ensuring a consistent approach to meetings. These Leaders of Learning will work collaboratively with the Leaders of Early Learning.
2. Four Leaders of Learning who are BGE specialists.

Close links will continue to be developed with the Leaders of Early Learning Team. Such a model will support the further development of effective curricular transition, 3-18, across the LIGs.

QIOs and those development officers already seconded will continue to lead their particular curricular area, supported by the LOL who has the thematic lead. Where a lead practitioner is currently identified as the organiser of city business meetings, he/she will be invited to be part of this new thematic team, supporting communication of advice and guidance particularly at the Senior Phase. This model will support a gradual transition to the implementation of a more structured framework, supporting quality assurance.

We will move to an area model, with three meetings per session, with a focus from 3-18 at each meeting, on leadership, learning and curricular support. This area model will support localised networks and transitions within the BGE. When appropriate, this will also be the forum for input on QA – for example the new HGIOS 4 – or inclusion. Secondary head teachers have requested that meetings are scheduled for half day sessions only.

Meetings specifically to facilitate discussion re Senior Phase will be arranged separately as appropriate.

Appendix 5

Draft Interim Quality Improvement Calendar 2016/17

Education Officers, based centrally, have a core responsibility to secure evidence of improvement in schools.

Schools can expect a minimum of 1 visit focused on improvement, across an academic year from the officer associated with their Local Improvement Group. This visit will focus on the Head's annual Professional Review and Development (or PRD) and will provide an opportunity for a dialogue session related to the establishment's Education Perspective Report, Standards and Quality Report and Improvement Plan. It will be for Heads and Officers to plan the arrangements for this core visit. These visits will provide support and challenge. Establishments can expect additional proportionate visits where, for instance an establishment is preparing for an HMI visit or as part of an emerging VSE model.

This Quality Calendar will be reviewed annually to reflect national and local priorities and guidance. The purpose is to build capacity across Education Services with a focus on self-evaluation for improvement which reflects inwards,

outwards and forwards based within the context of schools. During session 16/17 the LIG focus will therefore be on those key components for school improvement – the EPR, SQR, School Improvement Plan and Insight data. The role of Education Officers working in partnership with Heads in LIGs, will increasingly become one of facilitating and guiding appropriate activities to ensure improvement. Detailed timetables will be issued for session 16/17 and where appropriate, sessions will be delivered through current meeting models such as Area Secondary Heads and Heads Business Meetings, this will ensure additional meetings are kept to a minimum.

Education Officers will be issued with a detailed professional learning outline to enable facilitation of LIG content.

It is anticipated that establishments will liaise to manage their calendar of meetings at learning community level to best meet the needs of their local context.

Primaries, Nurseries

Secondaries

All

Session 2016/17	Theme Organisers for Tasks and Activities	Establishment Responsibilities	Local Improvement Groups Roles and Responsibilities	Education Officers Roles and Responsibilities	Education Improvement Board Roles and Responsibilities
August	Leadership and Management	<p>Liaise with Education Officers on annual update visit (PRD, SIP, EPR Dialogue)</p> <p>Participate in LIG Session – Improvement Planning/support/challenge Moderation</p> <p>LIG Sectors – Primaries, Nurseries</p>	<p>Annual LIG Calendar to be agreed with Education Officers</p> <p>Moderation of Improvement Plans/support/challenge</p>	<p>Annual LIG Calendar to be arranged with LIG. Calendars to be passed to EIB</p> <p>Facilitate Improvement Plan LIG Facilitation Professional Learning Session EDIS</p> <p>Returns to EIB</p>	<p>EIB 8 meeting calendar and committee make-up/roles/responsibilities paper</p> <p>Snapshot LIG paper next steps agreed</p> <p>HGIOS4 HGIOLC Self-evaluation core focus for session issued to establishments to enable establishments to navigate approaches to self evaluation</p> <p>HMI Process Map to Education Officers</p> <p>Area Tracking Format to AEOs and Education Officers</p> <p>HMI Progress Update CC Progress Update</p> <p>Oversee AEO QIO Professional Learning Calendar related to Quality Improvement</p>
September	Successes and Achievement	<p>Late September Secondaries to Develop Performance Review Presentations (whole day session) plus focus visit – visits to be rotated annually enabling all LIG Secondaries to lead and participate in a focus visit</p> <p>LIG Sector – Secondary</p>	<p>Performance Reviews Secondaries and Focus Visit Attendance</p>	<p>Liaise with LIG Heads to Facilitate Performance Review LIG Session and Focus Visit</p> <p>Returns to EIB</p>	<p>Annual Performance Review Guidance Secondaries</p> <p>Focus Visit Guidance Secondaries</p> <p>HMI Progress Update CC Progress Update</p>

Session 2016/17	Theme Organisers for Tasks and Activities	Establishment Responsibilities	Local Improvement Groups Roles and Responsibilities	Education Officers Roles and Responsibilities	Education Improvement Board Roles and Responsibilities
October	Leadership and Management	LIG Training Exercise for EPR 16/17 – cross sector	LIG Training Exercise for EPR 16/17 Attendance	Current EPRs onto EDRMS – update Area Tracking	EPR Training Materials SQA Overview to EIB Policy and Planning Team HMI Progress Update CC Progress Update
November	Leadership and Management	LIG SQR Review and Focus Visit – whole day Secondaries Attend citywide QAI Conference	SQR Reviews and Focus Visit Attendance Secondaries	Liaise with LIG Heads to Facilitate SQR Review LIG Session and Focus Visit	AA Overview HMI Update – AA Forum Meeting HMI Progress Update CC Progress Update Organise citywide Conference
December	Leadership and Management	Review SQR Primaries, Nurseries HMI Overview Update LIGs – Facilitated at Heads Meetings	LIG SQR Reviews and HMI Overview Update Attendance Attendance HMI Overview Update LIGs – Facilitated at Heads Meetings	SQR Moderation Returns to EIB Attendance HMI Overview Update LIGs – Facilitated at Heads Meetings	SQR Moderation Guidance and Return Advice. Collation of returns HMI Progress Update CC Progress Update Standardised Assessment Update to EIB – Lead Officer L&T, Assessment Advisor VSE Model Development Paper
January	Successes and Achievement	Review Improvement Plan Progress within establishments and at LIG Primaries, Nurseries	LIG Improvement Plan Review Attendance	Improvement Plan Moderation Returns to EIB	Improvement Plan Moderation Guidance and Return Advice. Collation of returns Education Services Priorities Updated and Agreed by Directorate Positive Destinations Update to EIB HMI Progress Update CC Progress Update

Session 2016/17	Theme Organisers for Tasks and Activities	Establishment Responsibilities	Local Improvement Groups Roles and Responsibilities	Education Officers Roles and Responsibilities	Education Improvement Board Roles and Responsibilities
February	Leadership and Management Successes and Achievement	EPR 16/17 Moderation LIG Primaries, Nurseries Insight February Update LIG Secondary Sharing Practice EPR dialogue and focus visit session – one day session Secondaries	LIG EPR Review Attendance Secondary LIG Insight and EPR Attendance	EPR Moderation Returns to EIB Feedback LIG Insight to EIB	EPR Moderation Guidance and Return Advice. Collation of returns HMI Progress Update CC Progress Update EIB Report Update to Directorate Insight February Update Feedback
March	Successes and Achievement Leadership and Management Learning Provision	Participate as appropriate in LIG Sampling exercise undertaken by LIG Team	Participate as appropriate	Participate as appropriate	Sampling Exercise LIG Team – CP Audit, Strategic Overview, Pastoral Notes – Report HMI Progress Update CC Progress Update
April	Leadership and Management	Begin Improvement Plan Development work within establishments Update Establishment Quality Calendar			Agenda for Self-improving Establishment Seminars agreed and issued to Establishments Annual Improvement Plan Guidance and Overview Issued to Establishments linked to Education Services Priorities Annual EPR and S&Q Guidance Issued to Establishments HMI Progress Update CC Progress Update Audit of Staff Development Needs issued

Session 2016/17	Theme Organisers for Tasks and Activities	Establishment Responsibilities	Local Improvement Groups Roles and Responsibilities	Education Officers Roles and Responsibilities	Education Improvement Committee Roles and Responsibilities
May	Leadership and Management	Standards and Quality Report to Centre Working Time Agreement Completed Secondary LIG Improvement Plan Review and Focus Visit 1 day session Secondaries Self-improving Establishment Seminars	Attendance at Self-improving Establishment Seminars	Contribute to Self-improving Establishment Seminars	Oversee Self-improving Establishment Seminars – updates on Improvement Planning, EPR, S&Q, Self Evaluation and Quality Calendar 17/18 HMI Progress Update CC Progress Update
June	Leadership and Management	Staff Development Needs Central Audit Completion Improvement Plan to Centre			Annual Management Checklist Issued Annual VSE Programme Issued to Establishments for 17/18 HMI Progress Update CC Progress Update