

**Department of Corporate and Community Services**

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Date: 24 September 2020

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TO: Councillors P. O’Kane (Chair), C. Merrick (Vice Chair), C. Bamforth, T. Buchanan, D. Devlin, C Gilbert, A. Lafferty, J. McLean, and G. Wallace; Dr F. Angell, Ms D. Graham, Ms M McIntyre and Mr D Morris.

**EDUCATION COMMITTEE**

A meeting of the Education Committee will be held on **Thursday, 1 October 2020 at 10.00am.**

The agenda of business is as listed below.

**CAROLINE INNES**

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DEPUTY CHIEF EXECUTIVE

**Please note this is a virtual meeting.**

**AGENDA**

1. **Apologies for Absence.**
2. **Declarations of Interest.**
3. **Progress Report on Priorities Associated with the National Improvement Framework – Report by Director of Education (copy attached, pages 3 - 22).**
4. **Access to Counselling in East Renfrewshire Schools – Report by Director of Education (copy attached, pages 23 - 36).**
5. **Education Department End-Year Report 2019 to 2020 – Report by Director of Education (copy attached, pages 37 - 46).**
6. **West Partnership Improvement Collaborative; Report on Regional Improvement Plan 2019 to 2020 – Report by Director of Education (copy attached, pages 47 - 70).**

7. **West Partnership Improvement Collaborative; Improvement Plan 2020 to 2023 – Report by Director of Education (copy attached, pages 71 - 92).**

**This document can be explained to you in other languages and can be provided in alternative formats such as large print and Braille. For further information, please contact Customer First on 0141 577 3001 or e-mail [customerservices@eastrenfrewshire.gov.uk](mailto:customerservices@eastrenfrewshire.gov.uk)**

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE1 OCTOBER 2020Report by Director of EducationPROGRESS REPORT ON PRIORITIES ASSOCIATED WITH NATIONAL  
IMPROVEMENT FRAMEWORK**PURPOSE**

1. The purpose of the report is to update elected members on the Education Department's progress in implementing priorities associated with the National Improvement Framework for Scottish Education (NIF).

**RECOMMENDATION**

2. Elected members are asked to note and comment on the Education Department's progress in implementing priorities associated with the National Improvement Framework

**BACKGROUND**

3. On 6 January 2016 the Scottish Government launched the National Improvement Framework (NIF) for Scottish education. The Framework is intended to drive both excellence and equity in Scottish education and is reviewed annually. The 2020 National Improvement Framework and Improvement Plan was published in December 2019.
4. The NIF is underpinned by a series of new planning and reporting duties designed to support transparency and accountability around the efforts of the Scottish Government and education authorities to improve educational outcomes and support system wide improvement. These legal duties have been integrated into the Standards in Scotland's Schools etc. Act 2000 through Part 1 of the Education (Scotland) Act 2016.
5. The priorities set out in the NIF mirror our own aspirations set out in our Community Plan and Fairer East Ren Plan, West Partnership Plan, Local Improvement Plan and Education Department vision of "*Everyone Attaining, Everyone Achieving through Excellent Experiences*".
6. Elected members will be aware of the department's strategy, *Advancing Excellence and Equity in Education in East Renfrewshire*. The strategy is designed to tackle inequity and inequalities in educational experiences and outcomes and places an emphasis on curriculum, teaching and life-long learning along with putting the needs and circumstances of the individual learner at the centre.
7. The annual Standards and Quality Report provides evidence of how the department and schools have raised the bar for all learners and at the same time reduced the

inequalities of outcome experienced by our more disadvantaged children and young people. The report also sets out the progress we have made towards the four national priorities as set out in the National Improvement Framework (NIF):

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

8. Education Scotland has been tasked with gathering some of the data used by the Scottish Government to evidence how effectively the improvement activity set out in NIF is bringing about improvement across Scotland. Part of this information includes asking Local Authorities to provide high level, evidence based, evaluative comments for key themes associated with the NIF and Improvement Plan. Given the context this year, Local Authorities were also asked to provide an overview of the initial response to supporting children, families and school communities throughout the Covid-19 crisis. A copy of the ERC response is attached as Appendix 1.

## REPORT

9. The department evaluates its progress annually to identify strengths in current provision and areas where further improvement is required. Evidence gathered from the self-evaluation and evaluations of services and schools by the department's Quality Improvement team, Education Scotland, Care Inspectorate and Customer Service Excellence will be used to identify steps which need to be taken to secure continuous improvement.

10. Evidence for the report (Appendix 1) was drawn from various sources including:

- performance and questionnaire data;
- reports on schools and nurseries from Education Scotland and the Quality Improvement Team;
- reports on Early Learning and Childcare Centres by Care Inspectorate Scotland;
- school and service improvement plans and Standards and Quality Reports; and,

11. Education Department guidance on improving quality of provision has been refreshed annually since 2016-17 to reflect the NIF and Improvement Plan. Links to the NIF priorities and drivers have been incorporated into the Local Improvement Plan since 2017. As a result, all Early Learning and Childcare (ELC) establishments' and schools' improvement plans reflect the national priorities as set out in the NIF.

12. A high level summary of the progress in East Renfrewshire with the four national priorities set out in the NIF is included in Appendix 1. Key highlights include:

- over the last 5 years the proportion of leavers attaining literacy and numeracy combined at SCQF levels 4 to 6 has increased, most significantly at level 5;
- Developmental milestone data in 2019 demonstrates that the proportion of children residing in SIMD 1-3 achieving their milestones on entry to P1 has

increased at double the rate of children residing in decile 8-10 areas, since 2016-17;

- In questionnaires 90% of pupils and 99% of staff indicated that children and young people were treated fairly and with respect;
- in 2018-19 97.5% of leavers were in a positive destination, the highest result to date;
- 96.9% of ERC 16-19 year olds were participating in education, training or employment, well above the national figure of 91.6% and the highest result for mainland local authorities; and,
- over the past three years, the percentage of school leavers attaining vocational qualifications at SCQF Level 5 or Level 6 has increased, the ERC performance was significantly better than the national average.

13. In relation to the drivers of improvement included within the NIF and Improvement Plan, the following areas are noted:

- the ongoing implementation of the ERC Leadership Strategy;
- the development of a learning, teaching and assessment framework;
- the extensive focus by establishments to ensure a shared understanding of standards and effective moderation of teachers' professional judgements;
- the impact of the Parental Engagement strategy;
- the importance of supporting schools to adapt their curriculum to reflect the loss of learning due to school closures and the delivery of new experiences to assess and address gaps in children's progress both in the broad general education and senior phase;
- the implementation of Literacy and Numeracy and Mathematics strategies and associated professional learning to improve further the quality of the learning, teaching and assessment in these key areas; and,
- the rigorous processes in place to track, monitor and report on progress, including analysing, benchmarking and sharing best practice across the West Partnership and Scotland.

14. In terms of the initial response to Covid-19, the education department provided support and guidance to settings which highlighted the importance of ongoing engagement with learners and their families, and maintaining a focus of wellbeing. The number of children and young people attending the six learning hubs increased from just over 300 to nearly 700 with the number of vulnerable children attending increasing from 24 to 228. In addition, at May 2020 around 86% of pupils were regularly engaging with home/remote learning activities.

15. In seeking to address the learning loss experienced by pupils over the school closure period, establishments have been encouraged to address the impact of COVID-19 in a holistic way, not just literacy and numeracy but resilience within the context of health and wellbeing. The department will be working closely with individual schools to explore the opportunities made available by the additional Scottish Government funding, and will provide a further report to committee at a later date.

16. The implementation of priorities in the NIF and Improvement Plan will continue to be monitored on an ongoing basis within the Education Department, with progress reported to the Education Committee on an annual basis through yearly presentations on attainment and through the department's and schools' Standards and Quality Reports.

## FINANCIAL AND EFFICIENCY IMPLICATIONS

17. There are no financial or efficiency implications arising from this report.

## RECOMMENDATION

18. Elected members are asked to note and comment on the Education Department's progress in implementing priorities associated with the National Improvement Framework

Mhairi Shaw  
Director of Education  
1 October 2020

### Convener Contact Details

Councillor, P O'Kane, Convener for Education and Equalities

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### Report Author

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### Background Papers

National Improvement Framework:

<https://www.gov.scot/publications/2020-national-improvement-framework-improvement-plan/>

Advancing Excellence and Equity in Education in East Renfrewshire

<http://www.eastrenfrewshire.gov.uk/ChhttpHandler.ashx?id=16950&p=0>

Local Improvement Plan 2020-2023

[https://www.eastrenfrewshire.gov.uk/media/1223/Education-Committee-Item-05-23-January-2020/pdf/Education\\_Committee\\_Item\\_05\\_-\\_23\\_January\\_2020.pdf?m=637273822095470000](https://www.eastrenfrewshire.gov.uk/media/1223/Education-Committee-Item-05-23-January-2020/pdf/Education_Committee_Item_05_-_23_January_2020.pdf?m=637273822095470000)

### Appendix

1. Response to Education Scotland – Evidence gathering template

## National Improvement Framework for Scottish Education- NIF Return 2020

### Priority: Improvement in attainment, particularly in literacy and numeracy

	Successes and impact	Challenges and Next steps
<p>Please highlight successes, challenges and next steps relating to improvement in literacy and numeracy in your local authority. This should be high-level and evaluative in nature.</p> <p><u>Prompts</u></p> <ul style="list-style-type: none"> <li>• Key areas of interventions/actions which have had the biggest impact on improving literacy and numeracy.</li> <li>• Professional learning opportunities which have had significant impact on the skills and competences of school leaders and teachers.</li> <li>• How is data being used to inform next steps for improvement?</li> <li>• Family learning programmes which have been specifically targeted</li> </ul>	<p>Over the past 7 school sessions, the authority has had a significant focus on developing a shared understanding of standards through a range of moderation activity and professional learning opportunities across all sectors. This has been essential in supporting schools in identifying interventions best placed to have the biggest impact on improving literacy and numeracy. All establishments have 'moderation facilitators' who have participated in focused professional learning and are able to lead developments at school, cluster and local authority levels. All early years and primary staff including senior leaders and quality improvement officers participate in authority wide assessment moderation events. In 2019-20 93% of practitioners indicated in online evaluations that the professional dialogue allowed them to reflect on their own learning, teaching and assessment approaches and 86% had increased confidence in the integrated approach of learning, teaching and assessment as a result of the moderation activities they participated in. Of the learner evidence submitted for the authority moderation event 84% were judged to have met the standard. This was similar to last year however, learner evidence was moderated by multiple groups in session 2019-20 which has indicated that there is increasing progress with staff across establishments and clusters agreeing standards and expectations</p> <p><u>Literacy and Numeracy</u></p> <p>We have continued to deliver Reading Recovery training to our school staff and beyond and have seen success in terms of reading progress for participating pupils. Of the participating children in 2019-20 there was an average increase of 2 years in reading age. We have developed further programmes related to the methodologies of Reading Recovery in order to support wider groups of children in their literacy development. Early pilot activity of these programmes in identified schools has seen improvements in performance in reading at targeted stages. These programmes will be developed further and rolled out via staff training opportunities this session.</p> <p>The ongoing English and Literacy staff CLPL programme has continued again this year, introducing new methods of delivery which encourages staff to attend a number of progressive sessions, implementing strategies and reporting on their success/impact at follow up sessions. This model of delivery was based on research completed by Educational Psychologists regarding how best to deliver professional learning and has had a positive impact on staff with those participating indicating an increase in confidence in the delivery of literacy and English. Schools have indicated through their self-evaluation processes that the children participating in Reading Recovery are transferring their skills to the class setting and practitioners are noting improvements across literacy and English.</p>	<p>The Education Department has identified the importance of prioritising those areas that will help staff at all levels to nurture and support our children and young people's wellbeing as they adjust to returning to school and settle into new patterns of learning. There are plans to support schools to adapt their curriculum to reflect the loss of learning due to school closures and the delivery of new experiences to assess and address gaps in children's progress both in the broad general education and senior phase.</p> <p>The role of link Quality Improvement Officers will continue to be focused on providing ongoing support for self-evaluation and school improvement. As we focus our school improvement activities on recovery, Quality Improvement Officers will work alongside school leaders as a 'critical friend' in relation to recovery planning, learning loss, improvement planning and standards and quality reports.</p> <p>The range of professional development activities will narrow significantly this session in order to protect staff time and capacity to adapt to the developing situation. Where appropriate, online platforms</p>

<p>to improve literacy and numeracy.</p>	<p>Throughout the year, Adult Learning Services provided English to Speakers of Other Languages (ESOL) Parent workshops; equipping parents with the skills and knowledge to support their children better at home. The course focused on phonics, reading and writing. Parents increased their own literacy skills, and gained confidence to enable them to get more involved in their children's learning.</p> <p>In 2019-20 the following range of achievements were recognised:</p> <ul style="list-style-type: none"> <li>• Everyday English ESOL National 2 unit</li> <li>• ESOL Beginners Literacies unit</li> <li>• ESOL studies at West College Scotland.</li> <li>• ESOL SQA National 2 qualification in partnership with Clyde College.</li> </ul> <p>Throughout March to August 2020, there has been continued provision of Family Learning opportunities remotely and these have proved popular. Families have been enthusiastic about continuing to learn, increasing their own confidence to support their children with literacy at home.</p> <p>As part of the Numeracy and Mathematics Strategy there was a commitment to provide high quality professional learning opportunities for staff from all sectors to ensure they feel confident in the delivery of this area of the curriculum. In 2019-20 there was a suite of workshops on offer to all staff, led by practitioners across all clusters and all sectors. These were highly evaluated by participants. Overall the sessions were evaluated by almost all participants as having increased their knowledge of the subject area and provided them with new approaches to incorporate into their practice. Almost all evaluated the sessions as good, very good or excellent.</p> <p>There are trained 'Maths Champions' in each establishment who are provided with support to lead in this area. Regular network meetings allow for the sharing of good practice and continued professional learning opportunities for the identified staff across the authority. Secondary colleagues also identified a representative to ensure there were opportunities for collaboration across sectors and clusters at regular intervals throughout the session.</p> <p><u>Use of data to identify next steps for improvement</u></p> <p>East Renfrewshire's Education Department makes excellent use of rich, robust and consistent attainment data, which is central to all improvement actions towards raising attainment in literacy and numeracy. The Education Department gathers a significant amount of data annually at individual pupil level, including: local baseline assessments of children on entry to P1; local standardised assessment data; CfE attainment and Scottish National Standardised Assessment data; and senior phase attainment. The analysis allows the department and schools to identify areas of strength and development in each curricular area, share best practice and to identify groups of learners where attainment is not as strong; this includes a relentless focus on closing the poverty related attainment gap, as measured by various metrics. Officers develop strategies to raise attainment in literacy and numeracy using this attainment analysis, to create challenging but achievable targets for improvement, and to monitor the impact of the interventions and actions on an ongoing basis. Targets set by the department focus on raising attainment for all and closing the poverty</p>	<p>will be used to continue to support high priority activities related to health and wellbeing and core learning, teaching and assessment. We will continue to evaluate the needs of schools and families as we move forward and adapt the support from the department to meet our school communities' needs.</p> <p>We will not be planning a moderation event at local authority level in 2020-21. Instead our focus will be to support all establishments with the assessment of learners' progress. The West Partnership Assessment Portal will be utilised where appropriate to facilitate moderation activity across authorities providing opportunities for practitioners to engage in dialogue linked to all aspects of learning, teaching and assessment.</p> <p>All establishments will continue to provide opportunities for all practitioners to engage in meaningful moderation activities at department, establishment, cluster and subject group levels to develop a shared understanding of standards and expectations. These opportunities, alongside the supporting framework should strengthen the consistency, comparability and reliability of our Curriculum for Excellence teacher judgements across schools and clusters.</p>
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	<p>related attainment gap; each establishment through negotiation with the Head Teacher is allocated an appropriately challenging and considered target value which contributes to the overall local authority target.</p> <p>Educational establishments are provided with access to current and historical literacy and numeracy attainment data and characteristic information for each individual pupil via the department's Broad General Education and Senior Phase tracking databases; these data tools provide pupil performance analysis at curricular component and individual question/task level along with pupil characteristics information.</p> <p><u>Attainment in Literacy and Numeracy</u></p> <p>The levels of attainment of East Renfrewshire pupils at S4 to S6 has increased over the past 5 years and in many cases significantly. The Council's performance in almost all cases consistently significantly outperforms its virtual and regional comparators' levels of attainment.</p> <p>Over the past 5 years:</p> <ul style="list-style-type: none"> <li>• the proportion of S4 pupils achieving SCQF level 3 has remained consistently high in literacy and numeracy;</li> <li>• the proportion of S4 pupils achieving awards in literacy and numeracy at SCQF levels 4 &amp; 5 has increased - at level 5 there is a significant increase of 11% and 5% in literacy and numeracy respectively; from 2014-15 to 2018-19</li> <li>• Analysis of progression from S2 Standardised Tests to S4 National Qualifications provides clear evidence that learners are making very good progress from prior levels of attainment.</li> <li>• the proportion of leavers attaining literacy and numeracy combined at SCQF levels 4 to 6 has increased over the last 5 years, most significantly at level 5 by 5%.</li> </ul> <p>In 2018/19 the authority had its highest recorded performance of S5 &amp; S6 leavers attaining literacy and numeracy (combined) at SCQF level 4 and level 6 and the second highest at level 5, whilst maintaining very high proportions of young people achieving level 3.</p> <p>Over the past 5 years:</p> <ul style="list-style-type: none"> <li>• the proportion of S4 pupils achieving awards at SCQF level 4 has remained high at 1+ to 10+ awards; 9+ awards at level 4 has increased significantly;</li> <li>• at SCQF level 5, the proportion of S4 pupils achieving 1+ to 10+ awards has increased and significantly in several cases;</li> <li>• the proportion of S5 pupils achieving 1+ to 5+ awards at SCQF level 6 has increased in almost every measure - there has been significant increases at 4+ and 5+ awards;</li> <li>• the proportion of S6 pupils achieving 1+ to 8+ awards at SCQF level 6 has increased and in several measures significantly;</li> <li>• The proportion of young people achieving 1+ and 2+ awards at SCQF level 7 has increased significantly.</li> </ul>	<p>Challenges have been linked to Covid-19 interrupted learning and has impacted the literacy learning of both staff and pupils. We are planning programmes to address gaps in literacy learning and specifically in relation to those children who were unable to complete the Reading Recovery programme.</p> <p>Staff CLPL will continue but using remote/virtual platforms and will be focused on specific methodologies which will support literacy and numeracy learning following the interrupted learning children and young people have experienced. There will also be a focus on improving our approaches to blended learning, sharing good practice and research to provide enhanced learning experiences remotely for our learners.</p> <p>We are planning professional learning opportunities for Maths Champions and all practitioners by developing a programme of sessions led by experienced staff from across the local authority and some of the materials from the Education Scotland Professional Learning Resource.</p> <p>CfE Teacher judgements for P1, 4, 7 and S3 not available for 2019-20.</p>
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## National Improvement Framework for Scottish Education- NIF Return 2020

### Priority: Closing the attainment gap between the most and least disadvantaged children

	Successes and impact	Challenges and Next steps
<p>Please highlight successes, challenges and next steps relating to the extent to which your local authority is closing the poverty related attainment gap. This should be high-level and evaluative in nature.</p> <p><u>Prompts</u></p> <ul style="list-style-type: none"> <li>• Please note the interventions/actions which have had the most impact.</li> <li>• Any joint working with partners which has had significant impact on addressing the poverty related attainment gap.</li> </ul>	<p>Pupil Equity Fund (PEF) – Most primary schools continued to deploy a proportion of their PEF allocation to support the implementation of Reading Recovery. Schools selected target groups through analysis of their own attainment data. All primary schools who adopted this intervention reported significant improvements for all children who participated. In some cases, schools reported an average improvement in reading age of 12 months. Ongoing assessment and focussed tracking provided detailed information on pupil progress throughout the course of the intervention.</p> <p>A few schools deployed a proportion of their PEF allocation to employ a Family Wellbeing Worker (FWW) through Children 1<sup>st</sup>. The FWW provided a high level of support to identified families and supported with aspects of health and wellbeing, working with pupils in school and pupils and families in the home. Children 1st provided individual support for identified children through:</p> <ul style="list-style-type: none"> <li>• Individual work with children to increase social, emotional and behavioural skills within the school environment and the family home;</li> <li>• Facilitating parental / carer involvement in school learning;</li> <li>• Family sessions focusing on a range of issues to help them take positive steps to improve their school attainment;</li> <li>• Facilitating Kitbag sessions for children and parents / carers;</li> <li>• Providing contact through school holidays and periods of Scottish Government school closure to potentially reduce family stress;</li> <li>• Providing practical support to families including debt and money advice with a focus on building security and again reducing family stress and worry.</li> </ul> <p>All Families involved gave positive feedback and felt that the worker provided an effective link between home and school. Alongside this, a few schools used funding to purchase the 'Kitbag' resource, aimed at improving mental health and wellbeing and encouraging pupils to reflect on their feelings and emotions. All pupils who took part in sessions provided positive feedback. With some staff also reporting that they recognised the impact of the programme on pupils when they were in the classroom setting.</p>	<p>Due to lockdown, schools were unable to fully implement some interventions and conduct post intervention assessments/gather post-intervention data in order to fully gauge impact.</p> <p>As our children and young people return to school it is likely that many children and young people will have been affected by the school closures and the gap may have widened between the most and least disadvantaged. A guide has been developed to support schools to consider how best to address the learning loss, making effective use of the additional resources provided specifically for COVID-19, along with the additional PEF and Lowest 20% resources; aligning these with their improvement/recovery plan.</p> <p>Establishments will be encouraged to address the impact of COVID-19 in a holistic way, not just literacy and numeracy but resilience within the context of health and wellbeing.</p> <p>Head Teachers have the discretion to make decisions about how they spend the funding provided by the Scottish Government but it should focus on the learning loss suffered by all pupils during lockdown. Joint/cluster working that supports improvement is encouraged as is collaboration and sharing of resources.</p>

The department has rigorous and highly effective approaches to monitor and track the equity of provision for young people across our schools. The analysis of outcomes for children and young people in the key equity groups are a central feature of our approaches to self-evaluation and quality improvement. The department uses data regularly to raise awareness; monitor progression; build leadership capability and capacity; plan improvement activity; and set targets.

Our establishments carry out a baseline and developmental milestones assessment at the start of Primary one. This data is analysed across all key equity groups to inform progress towards closing the gap; highlight longitudinal trends in attainment; and inform next steps. The department leads and co-ordinates the standardised test programme across Primary 1, 3, 5, 7 and Secondary 2. Data from these assessments are analysed across all key equity groups and presented to Senior Leadership teams at local authority and school level.

Attainment evidence demonstrates that ERC schools continue to close the poverty related attainment gap. For example:

- Developmental milestone data in 2019 demonstrates that the proportion of children residing in SIMD 1-3 properties achieving their milestones on entry to P1 has increased at double the rate of children residing in decile 8-10 areas, since 2016-17.<sup>1</sup>
- 2019-20 three year analysis shows that the gap in the average S2 ERC standardised assessment score between pupils residing in SIMD 1-3 and SIMD 8-10 has decreased in both maths and reading; analysis shows a similar trend between those pupils entitled to a free school meal and those who are not.
- Attainment in SQA awards in 2019 demonstrated that the proportion of S4 pupils entitled to a free school meal and achieving 5 or more awards at SCQF Level 5 increased by 16% with now more than half of these pupils achieving this milestone. Moreover, the average total tariff points of pupils residing in deciles 1-3, has increased at a significantly higher rate than the other decile groups, since 2016.
- Analysis of young people leaving school at S4, S5 and S6 demonstrates that the average tariff points achieved by pupils residing in each decile area and attending East Renfrewshire school, is greater than the authority's virtual comparator in both total and complementary tariff points; in most years, performance in SIMD 1-6 is much greater than the comparator's. This is a trend demonstrated over the past 5 years.
- In 2019 the proportion of school leavers residing in lower SIMD residencies and entering a positive destination increased to an all-time high. Since 2015, the proportion of pupils in lower deciles residencies entering a positive destination has increased by around 3.5% more than those residing in upper SIMD areas.

A Child Poverty Delivery Improvement Group was established to support coordinated working across services to reduce the impact of child poverty. The Education Department

We will monitor the impact of interventions taken by schools to reduce the cost to families of school attendance and participation through PEF planning and reporting.

	has identified targets and critical indicators which will be monitored over time to assess the impact of the department's work to reduce child poverty.	We will audit the cost of the school day across all schools.
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## National Improvement Framework for Scottish Education- NIF Return 2020

### Priority: Improvements in children and young people's health and wellbeing

	Successes and impact	Challenges and Next steps
<p>Please highlight successes, challenges and next steps relating to measures which you have taken to develop the understanding of staff in key areas relating to health and wellbeing (processes and outcomes). This should be high-level and evaluative in nature.</p> <p><u>Prompts</u></p> <ul style="list-style-type: none"> <li>• Training which you have provided as a local authority which has led to positive outcomes. For example- childhood adversity, child trauma, child exploitation, mental health, sexual health and relationships, bullying, nurture and Adverse Childhood Experiences.</li> </ul>	<p>The Educational Psychology Service led a multi-agency group to produce a framework and pathway document to support children and young people's mental wellbeing. <i>Healthier Minds</i> was launched across the council at a successful event on 5<sup>th</sup> February 2020. A <i>Healthier Minds</i> website was created to complement the document. <a href="https://blogs.glowscotland.org.uk/er/healthierminds">https://blogs.glowscotland.org.uk/er/healthierminds</a>.</p> <p>A conference was held in September 2019 to launch a revised Inclusion Strategy and CLPL Programme to support its implementation. The conference was attended by leaders from all education settings. A keynote session was delivered with Pivotal Education, an education training consultancy specialising in behaviour management, and a number of schools subsequently engaged in further development work with this organisation. High level messages were delivered in relation to relationship-based approaches, nurture and trauma-informed practice. The conference was extremely well evaluated and the CLPL programme was well received although its implementation has been impacted by Covid-19.</p> <p>Training in nurturing approaches was delivered to a range of staff in early years, primary and secondary. All participants reported that the training helped them to meet the needs of children and young people in their context. A practitioners' network was also established. Through this collaborative forum participants: shared best practice and resources with other practitioners; received information on new research, resources and training opportunities; and collectively identified training needs which will inform the content of future network meetings. Staff were also recruited to engage with the Compassionate Connected Communities professional learning resource but this was overtaken by the Covid-19 pandemic.</p>	<p>Healthier Minds is a key resource to inform and support recovery. We have created a video and support guide to be shared with all staff across all settings on the August INSET days. We will continue to develop Healthier Minds as a comprehensive resource and there will be ongoing evaluation of its impact on children, young people, parents and professionals.</p> <p>We will revise and refine the CLPL Inclusion Programme to focus on recovery and re-connection. We will evaluate the impact of the programme on inclusive practice within settings.</p> <p>Nurturing approaches will have a prominent role to play in the current context of educational recovery and we will continue to provide relevant and impactful CLPL. The Nurturing Approaches in the Classroom training is likely to be particularly relevant and delivery of this should be prioritised in Term 1 through an appropriate medium. Compassionate and Connected Communities is a professional learning resource which centres on a practitioner enquiry model. While the content would undoubtedly be relevant, further information will need to be gathered from</p>

<ul style="list-style-type: none"> <li>• Refer to any local authority survey data related to improvements in health and wellbeing you may have for children and young people which indicates positive outcomes.</li> <li>• How does your local authority ensure children and young people's views are at the centre of all stages of planning, provision and delivery of education?</li> </ul>	<p>In the year 2019-20, 32 education staff took part in Applied Suicide Intervention Skills Training (ASIST) course. 100% of participants felt the training increased their confidence in responding to and supporting someone who is at risk of suicide.</p> <p>Training on supporting LGBT young people in education was provided for school equalities coordinators by Stonewall Scotland as part of our continued participation in the Stonewall Education Champions programme. Aspects of this training were also delivered to the parent Equalities Forum to support wider dialogue within and across school communities, leading to increased understanding of the need for inclusive approaches to education and the steps to be taken at establishment level to improve wellbeing outcomes for this group.</p> <p>Positive engagement with Rape Crisis Scotland and Scottish Woman's Aid is further developing the quality and consistency of curricular resources. The Education Department has worked closely with a Rape Crisis development worker from the Rosey Project in order to deliver workshops for pupils on themes which include sexual violence, consent and pornography. This has led to effective and supportive relationships being established with pupils.</p> <p>In questionnaires, 99% of staff indicated that children were treated fairly and with respect by staff, with 90% of children agreeing with this. 97% of staff also indicated that children and young people were encouraged and supported to treat others with respect, 79% of pupils agreed that other pupils treated them with respect.</p> <p>The Education Department has very effective arrangements in place in relation to safeguarding. Most pupils (89%) feel safe in school and almost all staff understand how to apply the school's procedures relating to child protection and safeguarding (98%). 100% of ERC schools evaluated QI 3.1 as good or better in 2017-18, 2018-19, 2019-20 and 2020-21. A multi-agency child protection audit identified areas for improvement in individual settings. Child protection coordinators' awareness and understanding of issues such as child sexual exploitation, child trafficking and significant case review is supported and enhanced by their participation in networking meetings led by the Lead Officer for child protection and through attendance at multi agency public protection training events. An updated Child Protection briefing presentation has been produced and shared with schools for use with all staff during in service days. Senior and pastoral care staff in schools and across East Renfrewshire have received professional training in the Signs of Safety approach to Child Protection which has been embraced by the local Child Protection Committee.</p> <p>Settings have reviewed their anti-bullying policies in line with the Standard Circular which was revised in 2019. Settings continue to pursue the Rights Respecting School Award with</p>	<p>participants regarding their availability and the applicability of such a model at this time.</p> <p>We will support settings to develop a recovery Health and Wellbeing curriculum.</p> <p>We will support secondary schools to progress towards the LGBT Youth Charter through a planned 2-year partnership with LGBT Youth Scotland</p>
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	<p>11 schools at Gold level and 12 at Silver. WOSDEC (West of Scotland Development Education Centre) has delivered a range of Learning for Sustainability professional learning sessions for staff which align with the 2030 Sustainable Development Goals.</p>	
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## National Improvement Framework for Scottish Education- NIF Return 2020

### Priority: Improvement in employability skills and sustained, positive school-leaver destinations for all young people

	Successes and impact	Challenges and Next steps
<p>Please highlight successes, challenges and next steps relating to how your local authority is developing their young workforce programme from Early Years to Senior Phase. This should be high-level and evaluative in nature.</p> <p><u>Prompts</u></p> <ul style="list-style-type: none"> <li>Developing Young Workforce in the BGE and Senior Phase.</li> <li>The range of work placement opportunities schools are offering to learners. The range of models, extent of coverage e.g. all learners in secondary schools will have received work placements by the end of Senior Phase.</li> <li>Information on the diverse pathways on offer in secondary schools in order to broaden learner pathways.</li> </ul>	<p>Progress continues to be made in relation to DYW in both the BGE and Senior Phase.</p> <p>We work closely with a wide range of partners to ensure that all of our young people benefit from opportunities including work placements. All of our young people receive a work placement before the end of the Senior Phase with some experiencing more than one placement as appropriate to their learner journey.</p> <p>Our partnership with SDS ensures that our young people, staff and parents receive the most up to date, relevant labour market information to support their learner pathways. We participate in staff CLPL to enhance their knowledge in relation to careers information and guidance and have delivered targeted training around the Career Education Standard, My World of Work and the datahub. This session, SDS presented to our Parent Council Forum to increase parental awareness of the diversity of opportunity available to learners in our secondary schools</p> <p>We develop and nurture relationships with employers to support learner experiences and broaden learner pathways. We showcase the skills our young people have developed in the DYW Banquet where employers see first-hand what young people have been learning in school and college and how they are able to demonstrate and apply these skills in different contexts.</p> <p><b><u>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</u></b></p> <p>School leaver destinations remain consistently high and above the national average and comparator local authorities. Initially in 2018-19 97.5% of leavers were in a positive destination, with 96.7% in the follow up survey. This was the highest result ERC has ever achieved in relation to initial destinations and well above the national average. In addition the latest participation data (2019) indicated that 96.9% of ERC 16-19 year olds were participating, well above the national figure of 91.6% and the highest result for mainland LAs.</p>	<p>We will continue to focus on extending opportunities for enhanced DYW experiences in our primary schools and early years establishments.</p> <p>Our biggest challenge will be around how we encourage employers to support work placements given the impact of Covid-19. Priority will be given to those young people for whom a work placement forms part of an overall qualification – e.g. Foundation Apprenticeships. We are exploring opportunities for virtual placements and project related work experience with pupils completing challenges set by employers.</p> <p>Deliver training in relation to labour market information more regularly with SDS providing updated data on a monthly basis. We will put systems in place to ensure that intelligence is accurate and up to date and develop ways of sharing this information with parents and young people using social media and virtual platforms.</p> <p>Continue with monthly datahub meetings focusing on those young people most in need of support.</p> <p>We will work closely with our colleagues to focus on our No-One Left Behind strategy to ensure that we proactively seek out work related opportunities for our young people.</p>

- The range and quality from ‘engaging’ to ‘influencing’ of education-employer partnerships.
- Data including school leaver destinations, participation measure and proportion of leavers with vocational qualifications.

Extensive use of the national data-hub in schools and with partners supports the development of appropriate pathways for all young people. The development of IT and use of interactive platforms to assist dialogue in relation to identifying and supporting young people who would benefit from intervention has ensured that our datahub systems have continued unchanged. The ERC vocational programme delivers over 70 courses, ranging from level 1 to level 8 to around 600 students including over 70 young people undertaking Foundation Apprenticeships across a range of frameworks.

The latest data provided by the Scottish Government in relation to the percentage of school leavers attaining vocational qualifications is noted below. At both SCQF Level 5 and Level 6, in 2018-19 ERC performed significantly better than the national average.

	ERC			National		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
1 or more at SCQF Level 5 or better	16.5%	20.2%	21.2%%	12.8%	14.8%	17.1%
1 or more at SCQF Level 6 or better	7.9%	11.4%	10.9%	2.5%	3.8%	4.6%



Initial response to supporting children, families and school communities throughout the Covid-19 crisis		
	Successes and impact	Challenges and Next steps
<p>Please provide an initial overview around the successes of your local authority response to supporting children, families and school communities during the Covid-19 crisis.</p> <p><u>Prompts</u></p> <ul style="list-style-type: none"> <li>• Home learning and the use of digital platforms including managing the 'digital divide'.</li> <li>• Identifying any groups that are being disadvantaged, particularly those in digitally excluded or marginalised households which are likely to be less engaged with home learning, and those with complex needs.</li> <li>• Capturing pupil voice, for example surveys about home learning.</li> <li>• Sharing effective practice.</li> <li>• Cross-sector working, for example links to charitable organisations.</li> </ul>	<p>During the period of school closure between March and June 2020, the education department provided support and guidance to settings which highlighted the importance of ongoing engagement with learners and their families, and maintaining a focus of wellbeing. The education department established six learning hubs for vulnerable children and children of key workers; all other children and young people were supported by teachers and support staff to engage with and participate in digital and remote learning opportunities to ensure continuing education provision. Senior and pastoral care staff in all settings maintained regular contact with all vulnerable pupils, whether they were learning at home or in a hub and provided additional support as required to address any wellbeing or learning needs. The number of children and young people attending the learning hubs increased from just over 300 to nearly 700 with the number of vulnerable children attending increasing from 24 to 228.</p> <p>Key staff from the education department and all settings have worked closely with colleagues in HSCP to ensure that the needs of vulnerable children and young people are prioritised. This has included weekly liaison and planning meetings between Educational Psychology, Social Work and Health to coordinate support for vulnerable children and young people and their families as well as close partnership working in relation to specific individual situations. This resulted in an increase in the number of vulnerable pupils attending Hubs. Close cooperation between Education and HSCP colleagues has also ensured that youth counselling has continued to be available.</p> <p>The <i>Healthier Minds</i> resource was regularly updated with accessible information for parents, children, young people and professionals. Between the start of lockdown and the end of term there were 8285 page views of <i>Healthier Minds</i> online. A questionnaire for professionals was devised to ascertain the extent to which the resources have been used during the period of lockdown. 83.3% said they found <i>Healthier Minds</i> extremely or very useful in supporting children and young people's wellbeing in East Renfrewshire. 61.5% said they'd recommended <i>Healthier Minds</i> website and resources very frequently or frequently to colleagues. Additionally, a series of Health and Wellbeing newsletters were shared through social media and setting websites with pupils and families; these provided advice and practical suggestions to maintain good physical and mental health.</p> <p>Schools have been successful in supporting pupils' home learning through the use of a range of digital platforms. All schools used either Google Classroom, Microsoft Teams, Seesaw or Show My Homework in order to communicate effectively with pupils and issue home learning activities. At May 2020 around 86% of pupils were regularly engaging with home/remote learning activities.</p>	<p>Despite tracking of online engagement and provision of devices etc, some pupils still struggled to engage fully with online activities. Schools devised other ways of engaging these pupils such as paper based home learning packs delivered to homes.</p> <p>Build on the good practice in the use of digital platforms that has evolved since March. We will support staff to embed and further refine and develop these approaches into their everyday practice including the use of e-Sgoil, the West Partnership Online school and the ERC Video Vault.</p> <p>Robust guidance about Blended Learning has been compiled and issued to schools in order to support in the event of this approach needing to be implemented.</p> <p>We are receiving 590 Chromebooks and 19 connectivity solutions as part of the Connecting Scotland initiative. Schools will be supported to ensure that these are deployed effectively to those who need them most.</p>

<ul style="list-style-type: none"> <li>• Engagement with parents- supporting and seeking views.</li> <li>• The measures taken to support the wellbeing of staff.</li> </ul>	<p>Several of our schools were highlighted in <a href="#">case studies</a> compiled by Education Scotland and our authority <a href="#">Distance Learning Site</a> was recognised as an example of good practice. This was also an effective platform for the sharing of good practice between establishments in our authority.</p> <p>All schools used their school website to house and share resources very effectively in order to support families with home/remote learning. A number of our schools also featured on the <a href="#">DigilearnScot</a> blog, sharing the work that they had undertaken in engaging families in the use of digital platforms/approaches.</p> <p>All schools surveyed families in order to identify any who were 'digitally excluded'. This resulted in 960 devices being loaned to families between March and June. 21 families also received connectivity solutions funded by the authority.</p> <p>Parenting support and support with managing children's behaviour was available throughout the lockdown period through the Family First team who continued to link closely with schools and share information digitally for families. The Psychology of Parenting programme was able to continue with an online resource and check in support for those parents who wished it. Our adult learning service also provided online opportunities for Family Learning to offer further support. Links to several charitable organisations were also made in order to source appropriate support for families. Feedback from parents regarding support with IT matters has been positive.</p> <p>Parents/Carers/Pupils feel well supported by school staff. Schools have received a high level of support in this area from the central Digital Learning and Teaching team. All schools developed systems in order to monitor online engagement and follow up any concerns about pupils they felt could be engaging more or could benefit from additional support.</p> <p>Schools were particularly mindful of pupils with additional support needs in order to ensure that they received appropriate levels of support, this included weekly phone calls, home visits, online check in sessions etc. Most establishments used MS Forms or similar in order to engage with parents and seek their views. This proved to be a successful way of gauging what was going well and identifying areas where families required further support.</p> <p>In order to support the health and wellbeing of staff, senior managers were in regular contact through Teams/phone calls in order to ensure that staff felt supported and had any concerns heard. As lockdown progressed, a number of schools also organised 'social' events for staff such as virtual coffee mornings or quizzes in order to retain a sense of 'team spirit'.</p> <p>Schools sought feedback from pupils with many organising daily online check in sessions both to gauge how pupils were coping with work set on line but most importantly to support their health and wellbeing. All schools used their website and social media platforms in order to very</p>	
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	<p>effectively share the success and achievements of pupils. The majority of schools delivered some form of online assemblies and kept parents up to date with regular newsletters and updates. Some schools made very effective links with local shops in order to enable families to collect supplies of stationery to assist with home learning.</p>	
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## Planning for improvement in a new context

Please provide detail around your local recovery authority planning in the following areas-

- The measures being taken to support the health and wellbeing of children and young people.
- Approaches to assessment to identify gaps in learning.

The principles of Getting it Right for Every Child must underpin all aspects of our practice as we lead service recovery. The Education Department will continue to support children, families and schools with a focus on GIRFEC and meeting the wellbeing needs of all learners. We will establish a support network to promote and share best practice in the delivery of the Health and Wellbeing curriculum. This will include wider collaboration across the West Partnership. We will continue to work in partnership across Children's Services to identify, safeguard and support our most vulnerable learners and families.

Alongside planned training programmes in relation to supporting children and young people with autism and dyslexia, there will be a focus on mental health and wellbeing and on resilience.

As a result of Covid-19 some of our children and young people will unfortunately be experiencing increased inequality as a result of job loss, poverty, racial profiling and isolation. Working with Equalities Coordinators, we will provide support and advice around key equality issues with a focus on factors currently impacting children and young people as a result of the pandemic. The Education Department will continue to support implementation of the Local Child Poverty Action Plan with a renewed emphasis on reducing the cost of the school day.

We will create networks of support within and across establishments that ensure the thoughts and feelings of staff are heard, accepted and responded to with empathy and understanding. This will include increased opportunities for staff to connect throughout the day with a focus on peer support as well as enhancing enjoyment and genuine connection to the school community.

As identified in priority 3 above, the Educational Psychology Service led a multi-agency group to produce a framework and pathway document to support children and young people's mental wellbeing. *Healthier Minds* was launched across the council at an event on 5<sup>th</sup> February 2020. A *Healthier Minds* website was also created to complement the document. Regular newsletters were created by the Quality Improvement Team and distributed to all families and staff throughout the school closures to ensure they were well supported, provided with quality information related to health and wellbeing and signposted to any support mechanisms available in the local community.

All establishments are prioritising children and young people's health and wellbeing, particularly in relation to mental, emotional and social wellbeing. They have identified the health and wellbeing curriculum as significantly important to ensure there is a climate where they feel safe and secure and an area that embeds the principles of Getting it Right for Every Child.

The Education Department is committed to ensuring assessment and moderation continues to be a priority and opportunities are provided for practitioners to engage in professional dialogue about learning, teaching and assessment leading to a shared understanding of the standards needed to achieve a curriculum level. Moderation Facilitators will continue to support practitioners in each establishment. To ensure their skills are maintained at the highest level, they will be provided with high quality professional learning sessions that will look closely at effective assessment approaches and how best to plan for assessment taking into account learners' strengths, building on what they can do; not what they have missed. This professional learning offer will also be available to practitioners across all sectors.

	<p>The Education Development Officer for Learning, Teaching and Assessment will support Head Teachers and Senior Leaders in individual establishments and clusters to ensure they feel well-placed to lead this key priority and support the Moderation Facilitators in their establishments.</p>
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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEETHURSDAY 1 OCTOBER 2020Report by Director of EducationACCESS TO COUNSELLING IN EAST RENFREWSHIRE SCHOOLS**PURPOSE**

1. To update elected members of the department's interim arrangements for access to counselling in East Renfrewshire schools.

**RECOMMENDATION**

1. Education Committee is asked to :
  - Note the department's arrangements for access to counselling in schools for session 2020 / 2021.

**BACKGROUND**

2. In July 2019 the Scottish Government made a commitment to fund local authorities to the sum of £12 million pounds to support delivery of the access to school counselling services.
3. The delivery of a Youth Counselling service is designed to support children and young people more efficiently and effectively with issues affecting their mental health and wellbeing and to help school staff to engage children and young people with appropriate support services from within their local communities and at an early stage.
4. The Scottish Government and Local Authority leaders agreed a partnership approach to the delivery of counselling services with clear aims and principles including access to counselling through primary, secondary and special schools, ensuring consistently high quality services available locally, for pupils aged 10 and over. A full list of the aims and principles can be found in Appendix 1 of this document.
5. East Renfrewshire Council's Health and Social Care Partnership currently commission a Youth Counselling Service from Recovery Across Mental Health (RAMH) and has done so for a considerable number of years.
6. The Educational Psychology Service worked alongside many agencies and professionals to create an East Renfrewshire framework and resource to support professionals, parents, carers and young people with their mental health and wellbeing. The 'Healthier Minds' Framework and associated resources was launched on the 5th of February 2020. The framework contains helpful information and practical advice to support children and young people manage life's challenges. The online resource includes excellent materials that can be download for use by professionals and families. <https://blogs.glowscotland.org.uk/er/healthierminds>

## REPORT

7. East Renfrewshire Council is committed to relational approaches that promote positive mental health for children and young people and their families through the development of effective support networks that nurture resilience and wellbeing.
8. In response to this commitment from the Scottish Government to support the mental health and wellbeing of our children and young people, a coproduction event was held on 12th of November 2019 to explore the design of a new service.
9. The following stakeholders and invited guests attended the coproduction event:
  - Staff and senior pupils from all seven secondary schools and Isobel Mair School
  - Depute Head Teachers from two primary schools
  - Members of the care experienced young people's Champions Board
  - Parent Council Chairs representatives
  - Head of Education Services (Equalities and Equity)
  - Head of Public Protection and Children's Service (Chief Social Work Officer)
  - Quality Improvement Officer
  - Social Work Service Managers
  - Social Workers
  - Principal Educational Psychologist and members of the Educational Psychology Service
  - Children First
  - RAMH
  - Health Improvement colleagues
  - COSLA
10. During the coproduction event a number of brief presentations were given regarding important aspects of how we support children and young people's mental wellbeing. Information was also shared regarding existing commissioned services from Children First (Family Wellbeing Service) and RAMH (Youth Counselling). All participants took part in group discussions around two key questions:
  - *What do young people need to protect, promote and support their mental health and wellbeing?*
  - *What would an effective service to support children and young people's mental wellbeing in schools look like?*
11. The views expressed during the workshop were captured and analysed by our Educational Psychology Team and used to draw up the relevant documentation required to participate in a procurement process. An overview of the views from the workshop is attached (Appendix 2).
12. Unfortunately Covid-19 has delayed the procurement process and we are unable to provide the service as designed by stakeholders on time. The procurement process has now commenced and we are on schedule to introduce our 'Healthier Minds Service' early 2021. This service will complement the Healthier Minds Framework, described in paragraph 6.
13. In response to this delay senior Education Officers met with staff and pupils to discuss alternative interim arrangements for session 2020 / 2021. It was clear that those consulted wanted to continue with a holistic approach and identified 3 key areas of focus:



- Direct access to support for pupils and staff;
  - Maximising the capacity of school staff and young people;
  - Prevention and self-care approaches.
14. To provide direct access to mental health and wellbeing support for our pupils in primary 7 and secondary school we will increase our Youth Counselling capacity by 100%. This will double the number of counsellors our HSCP colleagues commission from RAMH at the moment. We have also seconded a range of practitioners from Education, Social Work and Health who will offer a range of mental health and wellbeing supports, including one to one interventions with children and young people. This interim team will be known as the Recovery Team.
15. To help build the capacity of our school staff we have also organised COSCA (Counselling and Psychotherapy) training for 2 members of staff in each secondary school and 1 per primary school and Isobel Mair. In addition to the COSCA training a member of the Recovery Team will be able to extend Mental First Aid Training to staff sets in all our schools. This training will provide a basic level of understanding and support.
16. Training sessions will also be available for young people to provide them with tools to prevent them becoming ill and to support their peers on a day to day basis in a mentor type capacity.
17. Our knowledge of mental health and wellbeing is such that the best advice to children, young people and families is around safeguarding their mental health and having a lifestyle that prevents the need for interventions. This Health Promoting approach will be explored further as part of the offer to schools in the short and longer term. Members of the Recovery Team will sign post school staff to a range of resources, materials and supports as well as working directly with young people to upskill their knowledge with the potential to them providing a peer support model.
18. The interim arrangement described above will be available for the whole academic session, overlapping with the new Healthier Minds Service when it is introduced in 2021.

## **CONSULTATION**

19. A range of stakeholders were consulted on the Healthier Minds Service. A full list of consultees can be found in paragraph 8.
20. School staff and senior pupils were consulted along with colleagues in Health and Social Care Partnership regarding the interim arrangements.

## **FINANCIAL AND EFFICIENCY IMPLICATIONS**

21. The Scottish Government and Local Authority Leaders reached a joint agreement on the distribution of funding and aims and principles for the delivery of counsellors through schools.
22. A fixed sum of £45,000 was awarded to each Local Authority. With East Renfrewshire receiving a total of £311,000 (part year) for session 2020/2021 and £411,000 for each of the following 3 years.

23. Interim arrangements along with the Healthier Minds model will be met within the funds allocated.

## RECOMMENDATION

24. Education Committee is asked to :

- Note the department's arrangements for access to counselling in schools for session 2020 / 2021.

Mhairi Shaw  
Director of Education  
1 October 2020

### Convener Contact Details

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Local Government Access to Information Act 1985

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## COUNSELLORS THROUGH SCHOOLS

## Appendix 1

### Partnership approach aims and principles

#### Aims

To provide, in partnership between local and national government

- access to counselling through schools, enabling locally provided support for children and young people towards positive mental health and wellbeing.
- high quality and effective counselling support as part of a range of supports available locally to children and young people.
- counsellors who are accredited and working to an agreed standard across Scotland
- Access to counselling through primary, secondary and special schools, ensuring consistently high quality services available locally, for pupils aged 10 and over.

#### Principles

- The commitment to the provision of counselling through schools should be delivered in partnership between national and local government, and relevant partners, and should build upon the services already in place wherever possible.
- The provision of counselling should be part of a holistic [child centred] approach to improving the mental health and wellbeing of children and young people,
- Counselling services should be delivered within an agreed definition of counselling by qualified counsellors registered with an appropriate registration body.
- Counselling services should be available to secondary school pupils primarily and primary, and special schools in communities for pupils aged 10 and over.
- In recognition of the need to ensure young people are safe, services should ensure a robust assessment is carried out and that young people are supported to access alternative services where counselling may not be appropriate.
- There should be availability of counselling services during school holidays, to ensure continued support to vulnerable young people
- The provision of counselling through schools should align to, and/or enhance the local services to support the mental health and wellbeing of children and young people.
- Counselling services should be accessible. Utilising technology, virtual approaches and delivery in non-educational settings where communities need it, particularly in rural communities.
- Local policies and procedures in relation to child protection and information sharing should be followed. The requirements of the registering body, for example in terms of professional conduct and supervision should also be followed.
- The commitment to counselling through schools will be delivered in 2 phases, with full delivery expected by September 2020

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### **Additional Information to be considered alongside East Renfrewshire's Access to Counselling in Schools – Local Authority Plan**

East Renfrewshire Council is committed to relational approaches that promote positive mental health for children and young people and their families through the development of effective support networks that nurture resilience and wellbeing. In response to this holistic approach and the commitment that our schools show to supporting young people beyond counselling, a coproduction event was held on 12<sup>th</sup> of November 2019 to explore the design of a new service. The following stakeholders were involved in the coproduction event:

- Staff and senior pupils from all seven secondary schools and Isobel Mair School
- Depute Head Teachers from two primary schools
- Members of the care experienced young people's Champions Board
- Parent Council Chairs
- The Head of Service, Education
- Head of Public Protection and Children's Service (Chief Social Work Officer)
- Quality Improvement Officer
- Social Work Service Managers
- Social Workers
- Principal Educational Psychologist and members of the Educational Psychology Service
- Children First
- RAMH

- Health Improvement
- COSLA

During the coproduction event a number of brief presentations were given regarding important aspects of how we support children and young people's mental wellbeing. Information was also shared regarding existing commissioned services from Children First (Family Wellbeing Service) and RAMH (Youth Counselling). All participants took part in group discussions around two key questions:

- 1. What do young people need to protect, promote and support their mental health and wellbeing?*
- 2. What would an effective service to support children and young people's mental wellbeing in schools look like?*

All participants were seated in mixed groups and discussion was facilitated by a scribe at each of the tables. Responses were collated on flip chart paper. At the same time, an artist and selected sixth year children and young people depicted the discussion visually using graphics and cartoons.

### **Analysis**

Responses were collated and then read and analysed by members of the Educational Psychology Service. Themes identified were those which were the most prevalent in all group responses. These were further broken down into main themes and relevant sub-themes.

### **Main Themes**

Responses to question 1 and 2 highlighted the importance of the adoption of **whole school, relationship-based and nurturing approaches** as a means of best supporting children and young people's wellbeing and addressing their mental health needs. This was viewed as forming the basis of universal support and providing the foundation on which to build more tailored and targeted supports

Key components of universal supports to meet children and young people's needs are represented visually in diagram 1 and detailed below:

- A main component of a whole-school approach includes the **promotion of positive relationships** at all levels within the school and across the community: between adults and children and young people, children and young people and children and young people and staff and parents.
- A **nurturing and supportive ethos**, with identified places for children and young people and also parents to go as required, and where groups and support can be provided. This includes spaces for families to access.
- A whole school approach to **understanding and talking about mental wellbeing and mental health** so that children and young people feel listened to and can identify a 'key adult' to provide this support.
- The promotion of a **culture** where mental health and wellbeing are **discussed and understood from a young age**.
- A focus on **building coping skills** amongst children and young people and **building capacity amongst parents and staff** to talk about feelings and promote wellbeing.
- The **provision of training** so that all staff and also parents have an understanding of **strategies, skills and knowledge of the impact of attachment and trauma**.
- The **provision of appropriate resources** and **signposting** for parents and children and young people.
- The provision of support to school, children and families from **other agencies**. This includes training and building capacity amongst school staff.
- **Identified groups and activities** in the wider community and at school for children, young people and their families

### **Targeted Approaches**

Further analysis highlighted the principles of targeted approaches in schools which were viewed as meeting the needs of individual children and young people. This formed an important sub theme and was set within the context of whole school, relationship-based approaches.

The responses from participants identified key components of the provision of targeted approaches:

- The provision of **clear processes** which combine **assessment of individual need** with **clear signposting** and the provision of and access to **appropriate resources**.
- Approaches to interventions which are based on **knowledge of the child and young person**, and also their **active involvement** in the process.
- A **range of appropriate interventions** which include individual and group support and which **are tailored according to a child or young person's needs and interests**. This may include; relaxation or addressing anxiety groups or interventions; CBT approaches; Yoga; exercise; Mindfulness: Pupil specific extra-curricular activities.
- Interventions led by a **range of adults and agencies**

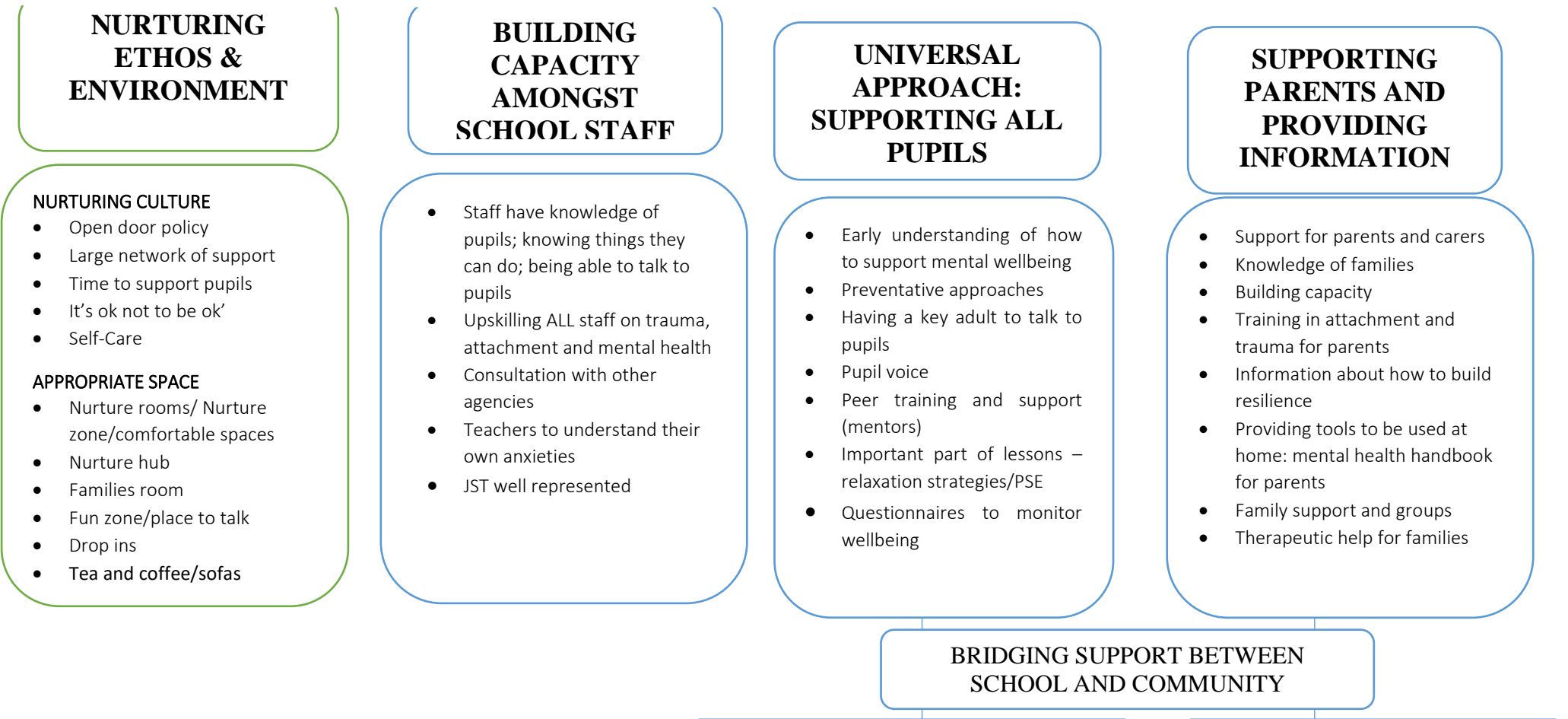


*What do Children and Young People Need to Protect, Promote and Support their Mental Health and Wellbeing?*

**Relationship-based, Whole School Approach**

**Nurturing Respect Trust Feeling Valued Supporting Each Other Friendly Communication**

**Strong, positive-pupil-staff, staff-parent, pupil-pupil relationships**



*What would an Effective Service look like?*

**CLEAR PROCESSES  
AND SIGNPOSTING**

Clear access procedures  
 Assessment of Individual Needs  
 Signposting to correct service  
 Highlighting priorities (e.g. Care Experienced)  
 Groups based on assessment of needs  
 Adaptable to individual needs  
 Reduce having to tell stories over and over

**TARGETED SUPPORT FOR  
CHILDREN AND YOUNG**

**INDIVIDUALISED  
APPROACHES TO  
INTERVENTION**

Adaptable to individual needs  
 The right support at the right time  
 Intervention based on CYP's history; protective factors  
 Context specific  
 Long term view of recovery  
 CYP actively involved and supported to find solutions to their own problems

**CHOICE OF  
INTERVENTION**

Based on CYP's preferences and choice  
 More options than counselling: lots of different types of support delivered by a range of people:  
 Targeted Individual and Group Interventions:

- Building Resilience
- Relaxation/Exam Stress
- Mindfulness
- Yoga/Exercise
- Time out of busy school
- pupil-specific extracurricular activities
- CBT (LLTF)

with hope

**Next steps:**

The outputs from this work will shape future service provision and allow us to target the additional resource, in line with the policy intention and the needs of our school community. We therefore are in the process of beginning a procurement process where we can commission a service that can work with our schools and partners such as Educational Psychology, School Nursing etc to support the broad-based holistic approach outlined above, complementing and extending our existing youth counselling service.

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEETHURSDAY 1 OCTOBER 2020Report by Director of EducationEDUCATION DEPARTMENT END-YEAR REPORT 2019 – 2020**PURPOSE OF REPORT**

1. The purpose of this report is to inform the Education Committee of the end year performance of the Education Department for 2019 - 2020. The report is based on performance indicators in the Outcome Delivery Plan 2019-2022, approved by Council in June 2019. Detailed performance results are attached in Appendix 1.

**RECOMMENDATION**

2. It is recommended that elected members comment on and approve this report as a summary of the Education Department's end-year performance for 2019 – 2020.

**BACKGROUND**

3. Progress against the performance indicators and activities in the Outcome Delivery Plan is reviewed on a 6-monthly basis through departmental reports that are considered by the Chief Executive, Directors and Heads of Service as part of a regular set of performance review meetings. .

**REPORT**

4. This report (see Appendix 1) sets out a high level summary of the performance of the Education Department in 2019 – 2020. Whilst the scorecard reflects the financial year 2019-20, the performance of the Education Department was impacted by the decision that all schools and Early Learning and Childcare settings should close on 20 March 2020. The 2019-20 academic performance will be reported to the Education Committee through the annual presentations on educational outcomes and through the department's and schools' Standards and Quality Reports.

5. The report is set out under the following organisers:

- Outcomes - the results which have been delivered to the benefit of service users and the local community; this includes relevant Local Government Benchmarking Framework (LGBF) indicators
- Customers, Efficiency and People - activity and targets to improve the effectiveness of the organisation.

6. The Education Department (Schools) continues to perform well at end-year 2019 – 2020. Key highlights include:

#### **Outcomes**

- ✓ An increase in the proportion of P1 children who have reached all of the expected milestones on entry to school
- ✓ Very strong S4, S5 and S6 SQA results with ERC ranked in the top quartile for all LGBF indicators and ranked first for almost all indicators
- ✓ In comparison to the national average the exclusion rate in primary and secondary schools continues to be very low; East Renfrewshire was the highest performing Local Authority across Scotland for school exclusions
- ✓ Percentage of young people leaving school to a positive destination was the highest result to date

#### **Customers**

- ✓ Ongoing achievement of Customer Service Excellence standard
- ✓ Satisfaction levels as expressed through Citizens' Panel are very positive with 96% of respondents rating primary education and secondary education as "very good" or "good"
- ✓ Very high parental satisfaction rates as expressed in establishment questionnaires

#### **Efficiency**

- ✓ Annual efficiency saving targets for schools surpassed.
- ✓ Significant increase in use of digital technology (e.g. Microsoft Teams) – positive consequence of COVID-19 pandemic.
- ✓ Progressed roll-out of Parentsportal to all schools reducing the need for paper transactions between home and school – parents/carers of 60% of pupils registered to date.
- ✓ Ongoing efficient use of resources as evidenced by our cost per pupil/place remaining below the national average in both the primary and secondary sector.
- ✓ Prior to COVID-19 pandemic, capital projects were on track to deliver the expansion of Early Learning and Childcare to 1140 hours from August 2020.

#### **People**

- ✓ Reduction in the sickness absence days for teaching staff with a very low absence rate

7. Areas where further improvement / development is necessary include:

- Support schools with recovery, in particular addressing learning loss as a result of Covid-19
- Further improve the attainment of disadvantaged children and young people
- Continue to empower Head Teachers through effective implementation of the leadership strategy at senior levels
- Support schools to continue to implement the revised inclusion policy
- Continue to work with Head Teachers, HR and Maximising Attendance project team to reduce sickness absence days per employee for Local Government staff
- Continue to develop digital skills/solutions to modernise how we work and help mitigate against the impact of future financial savings

## **FINANCE & EFFICIENCY**

8. There are no specific financial implications arising from this report. Finance and efficiency implications are set out in Section 5 of Appendix 1.

## **PARTNERSHIP WORKING**

9. This report focuses on the Education Department's contribution to the delivery of the Community Planning Partnership SOA, however many of the results could not have been achieved without excellent partnership working across the Council and with external partners.

## **IMPLICATIONS OF REPORT**

10. The department will continue to self-evaluate its performance and take the necessary steps to improve those areas identified for improvement above, supporting establishments with recovery.

## **CONCLUSION**

11. This report summarises a high level overview of East Renfrewshire Council's Education Department's performance at end-year 2019 - 2020. The information presented here shows a positive picture and areas where we will continue to drive for further improvement.

## **RECOMMENDATION**

12. It is recommended that elected members consider and comment on this report as a summary of the Education Department's end-year performance for 2019 – 2020.

Mhairi Shaw  
Director of Education  
1 October 2020

### **Convener Contact Details**

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Local Government Access to Information Act 1985

### **Report Author**

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[Mark.Ratter@eastrenfrewshire.gov.uk](mailto:Mark.Ratter@eastrenfrewshire.gov.uk)

### **Background papers**

1. Outcome Delivery Plan 2019– 2022.
2. East Renfrewshire Citizens' Panel  
<https://getinvolved.eastrenfrewshire.gov.uk/corporate-community-services/citizens-panel/>

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Education Department

**Strategic End-Year Performance Report 2019-20**

This report includes an update on the Education Department’s indicators in the Outcome Delivery Plan 2019-22 and absence and management information (absence levels, invoice processing and complaints handling).

Note: Following the national approach, school attainment, attendance and exclusion data in the plan refers to the relevant academic year rather than the financial year. Some indicators have a time lag and the latest data will not be the current year.

**Key**

The key below details what each of the symbols mean within the report.

<p><u>Performance note</u></p>	<p><u>Latest value</u></p>	<ul style="list-style-type: none"> <li> Off target</li> <li> Target still to be achieved</li> <li> On target</li> </ul>	<p>Trend Chart</p> <p>Change over time</p>
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**ODP 1 Council Performance**

All children in East Renfrewshire experience a stable and secure childhood and succeed.

**Proportion of P1 children who have reached all of the expected milestones on entry to school**

<p>The proportion achieving their developmental milestones has reached the national stretch aim target of 85% in 2019-20 from a cohort of 1212 children. Only 6.2% of learners were reported as having a developmental concern. Rigorous review arrangements are in place to moderate the assessment of developmental milestones.</p>	<p>85%</p>		<p>ODP5EDU01-01 Proportion of P1 children who have reached all of the expected milestones on entry to school.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Proportion</th> </tr> </thead> <tbody> <tr> <td>2013/14</td> <td>53%</td> </tr> <tr> <td>2014/15</td> <td>69%</td> </tr> <tr> <td>2015/16</td> <td>74%</td> </tr> <tr> <td>2016/17</td> <td>82%</td> </tr> <tr> <td>2017/18</td> <td>78%</td> </tr> <tr> <td>2018/19</td> <td>84%</td> </tr> <tr> <td>2019/20</td> <td>85%</td> </tr> </tbody> </table>	Year	Proportion	2013/14	53%	2014/15	69%	2015/16	74%	2016/17	82%	2017/18	78%	2018/19	84%	2019/20	85%
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2019/20	85%																		

## ODP 2 Council Performance

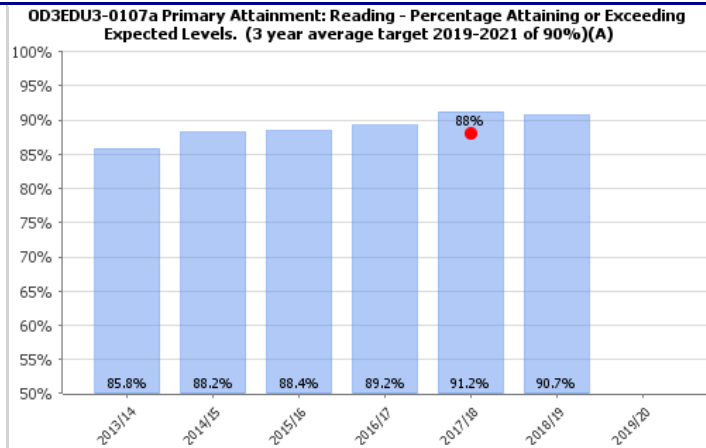
East Renfrewshire residents are healthy and active and have the skills for learning, life and work.



### Primary Attainment: Reading - Percentage Attaining or Exceeding Expected Levels. (3 year average target 2019-2021 of 90%)

In academic year 2018-19, the Council maintained over 90% of primary pupils achieving or exceeding expected Curriculum for Excellence levels in reading with an average of 90.7%. The Council has set a challenging 3-year average target for 2019-21 of 90% and is on target to achieve this. The cohort size for this indicator in 2018-19 was 4027 pupils.

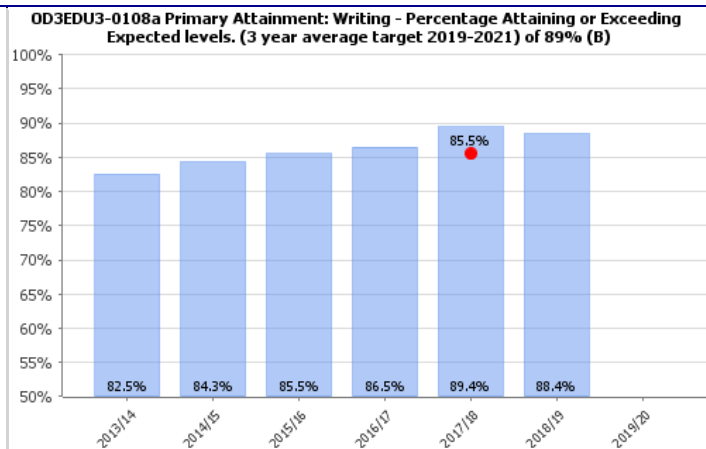
90.7%



### Primary Attainment: Writing - Percentage Attaining or Exceeding Expected levels. (3 year average target 2019-2021) of 89%

In academic year 2018-19, 88.4% of primary pupils achieved or exceeded expected Curriculum for Excellence levels in writing. The Council has set a challenging three year average target of 89% for 2019-21; the department is slightly below this based on 2018-19. The cohort size for this indicator in 2018-19 was 4027 pupils.

88.4%



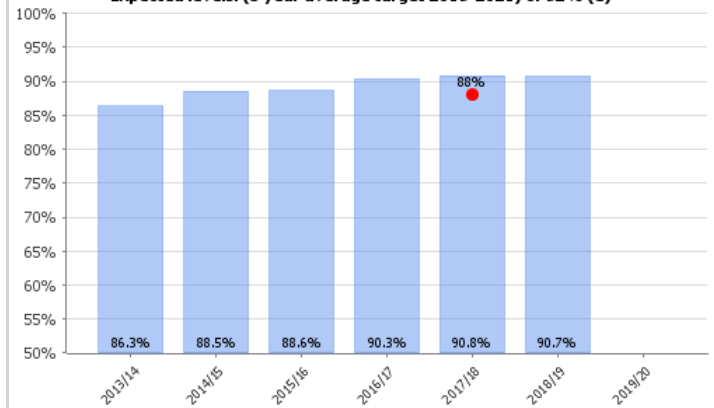
### Primary Attainment: Mathematics - Percentage Attaining or Exceeding Expected levels. (3 year average target 2019-2021) of 92%

In academic year 2018-19, the Council maintained over 90% of primary pupils achieving or exceeding expected Curriculum for Excellence levels in Mathematics with an average of 90.7%. The Council has set a challenging 3-year average target for 2019-21 of 92% and is slightly below this based on 2018-19. The cohort size for this indicator in 2018-19 was 4027 pupils.

90.7%



OD3EDU3-0109a Primary Attainment: Mathematics - Percentage Attaining or Exceeding Expected levels. (3 year average target 2019-2021) of 92% (C)



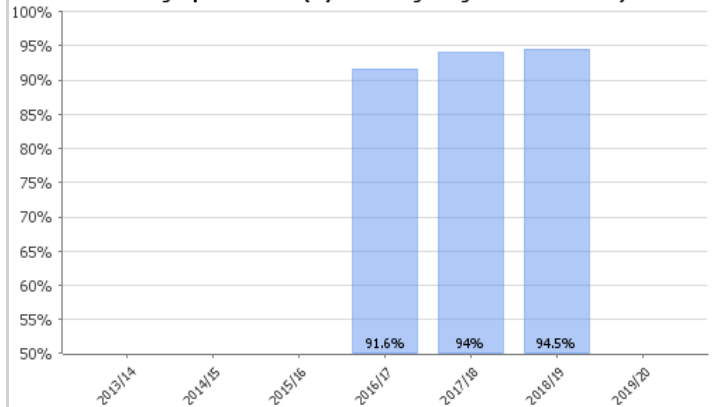
### Primary Attainment: Talking and Listening - Percentage Attaining or Exceeding Expected levels (3 year average target 2019-21 of 94%)

The proportion of Primary children achieving or exceeding expected levels was 94.5% in the academic year 2018-19. The Council has set a challenging three year average target of 94.0% for 2019-21 and is currently on target to achieve this. The cohort size for this indicator in 2018-19 was 4027 pupils.

94.5%



ODP10EDU231 Primary Attainment: Talking and Listening - Percentage Attaining or Exceeding Expected levels (3 year average target 2019-21 of 94%)



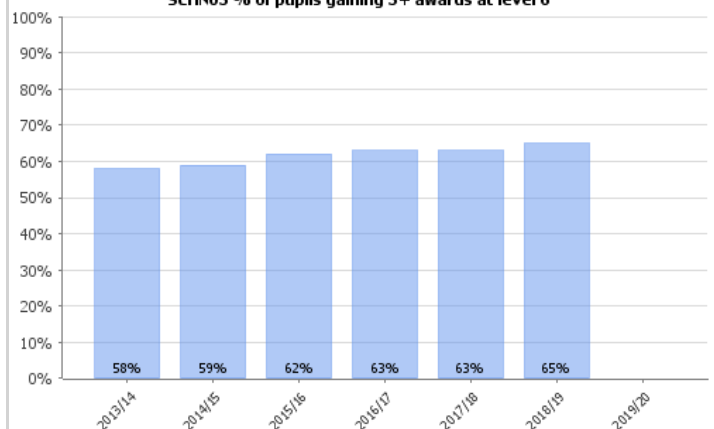
### % of pupils gaining 5+ awards at level 6 (3 year average 2019-21 target of 65%)

The proportion of children achieving 5 or more awards at SCQF level 6 increased by 2% this year to 65%; the national value for this measure is 30% below. The Council have been ranked 1st for this measure since 2011-12 and has remained at least 18% above the Virtual Comparator over the past five years. The Council has set a new three year (2019-2021) target of 65%.

65%




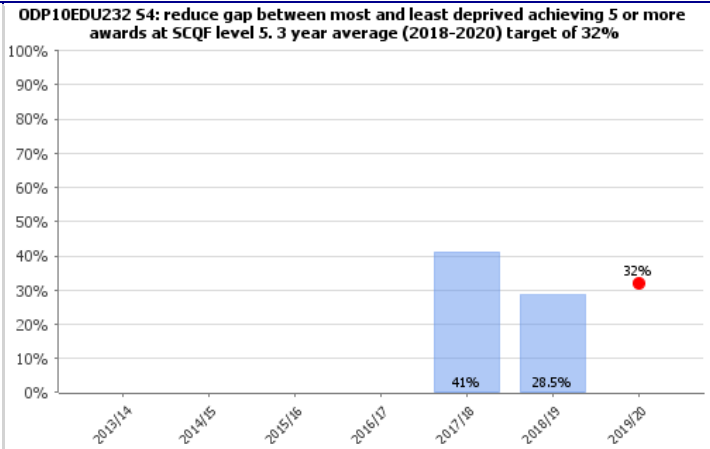
SCHN05 % of pupils gaining 5+ awards at level 6



**S4: reduce gap between most and least deprived achieving 5 or more awards at SCQF level 5. 3 year average (2018-2020) target of 32%**

The gap between the proportion of young people achieving 5 or more SCQF level 5 qualifications in SIMD deciles 9 and 10 compared to deciles 1&2 reduced by 12.5% in the academic year 2018/19 to 28.5%. The average gap over 2017/18 and 2018/19 was 34.4%. There were 116 pupils in SIMD deciles 1 and 2 and 744 in deciles 9 and 10 in 2018/19.

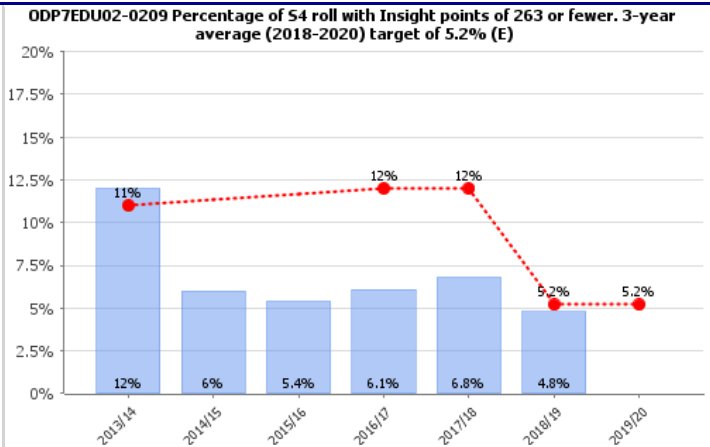
28.5% 



**Percentage of S4 roll with Insight points of 263 or fewer. 3-year average (2018-2020) target of 5.2%**


The percentage of S4 pupils with total Insight point scores of 263 or fewer (equivalent to eight "Pass" awards at National 4) decreased to 4.8% in 2019. The Council has set a three year (2018-2020) target of 5.2%.

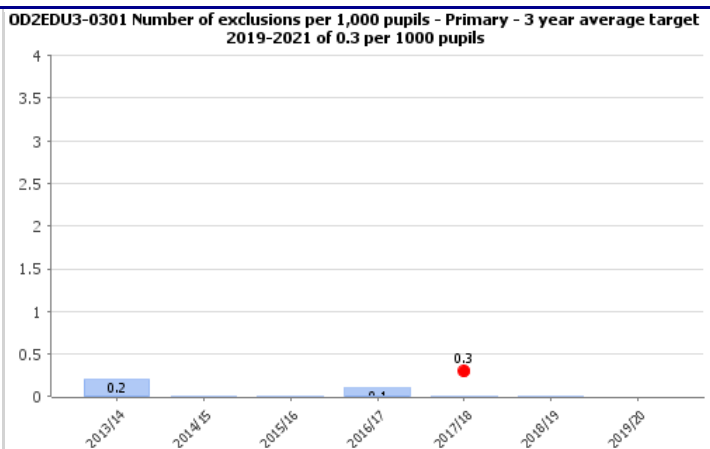
4.8% 



**Number of exclusions per 1,000 pupils - Primary - 3 year average target 2019-2021 of 0.3 per 1000 pupils**

In academic year 2018-19, there were no temporary exclusions within the primary sector. East Renfrewshire compares very favourably to the national value of 4.9 incidents per 1000 pupils (latest published data for 2018-19). The department has set a challenging three year average target of 0.3 incidents per 1000 pupils for 2019-21 and is on target to achieve this.

0 



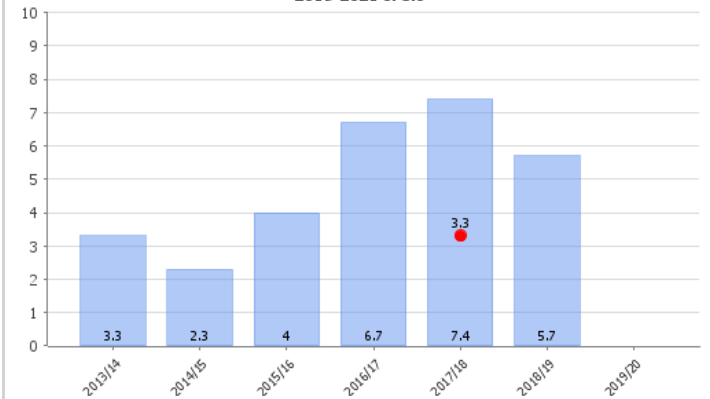
**Number of exclusions per 1,000 pupils - Secondary - 3 year average target 2019-2021 of 5.0**

In 2018-19, there was a slight decrease in exclusions to 5.7 incidents per 1000 pupils, down from 7.4 in 2017-18. The ERC performance compares very well with the national figure of 24.7 incidents per 1000 pupils (latest published data for 2018-19). The Council has set a very challenging three year average target of 5 incidents per 1000 pupils for 2019-21 and is slightly above this session.

5.7



OD2EDU3-0302 Number of exclusions per 1,000 pupils - Secondary - 3 year average target 2019-2021 of 5.0



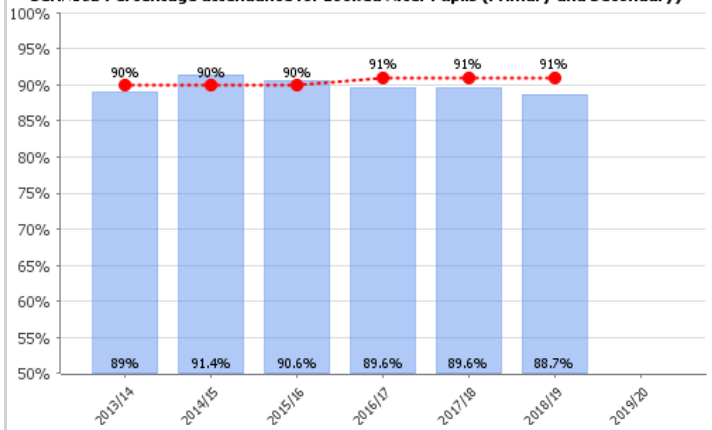
**Percentage attendance for Looked After Pupils (Primary and Secondary)**

Attendance rates of looked after children and young people attending our Primary and Secondary schools reduced in 2018-19 to 88.7%. Procedures for regular checks on attendance data will be strengthened. Quality Improvement Officers will include the attendance of looked after children on their agendas at pastoral meetings with head teachers.

88.7%



SCHN19b Percentage attendance for Looked After Pupils (Primary and Secondary)



## Customer, Efficiency, People- Council Performance



### Customer

PI Description	2018/19	2019/20	2019/20	Status	Notes and benchmark
	Value	Value	Target		
Average time in working days to respond to complaints at stage one (EDU)	3.8	4.7	5		110 complaints
Average time in working days to respond to complaints at stage two (EDU)	27.2	17.2	20		20 complaints
Average time in working days to respond to complaints after escalation (EDU)	20.3	0	20		0 complaints
Number complaints received per 1,000 population - EDU	1.5	1.4			130 complaints

### Efficiency

PI Description	2018/19	2019/20	2019/20	Status	Notes and benchmark
	Value	Value	Target		
Payment of invoices: Percentage invoices paid within agreed period (30 days)	81.4%	75.3%	85%		Trend reflects overall ERC position (down from 81.4% to 75.3%). Transition to new Integra financial system during 2019/20 a significant factor as well as COVID-19 towards the financial year-end.

### People

PI Description	2018/19	2019/20	2019/20	Status	Notes and benchmark
	Value	Value	Target		
Absence: days lost per employee - teachers staff	6.1	5.2	5.4		Teacher absence is below the sickness absence target
Sickness absence days per employee - Education Department (All Local Government Employees)	11.3	11.8	10.8		Education LGE above end year target

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE MEETING1 October 2020Report by Director of EducationWEST PARTNERSHIP IMPROVEMENT COLLABORATIVE:  
REPORT ON REGIONAL IMPROVEMENT PLAN 2019-20**PURPOSE**

1. To inform East Renfrewshire's Education Committee of the evaluation of work undertaken by the West Partnership (Glasgow Region Education Improvement Collaborative) in 2019 - 2020.

**RECOMMENDATION**

2. Elected members are asked to note and comment on the report.

**BACKGROUND**

3. Members will be well aware of the establishment of Regional Improvement Collaboratives (RICs); a national initiative to bring about improvement for all schools in Scotland.
4. Elected members noted the progress of the West Partnership and the contents of its Improvement Plan in October 2019.

**REPORT**

5. The paper attached (Appendix 1) reports on the progress with and impact of the Improvement Plan for 2019 - 2020.
6. The paper was considered and endorsed at the last Glasgow City Region Education Committee on 8 September 2020 with the recommendation that each Council area considers the report through its own local governance arrangements.
7. The report evaluates the work of the Partnership under the following key headings:
  - BGE attainment
  - Senior phase attainment
  - Poverty-related attainment gap
  - Positive destinations
  - Targets 2019-2020
  - Workstream Highlights
    - Leadership, Empowerment and Improvement
    - Curriculum, Learning and Teaching and Assessment
    - Collaborative Learning Networks and Families and Communities

8. Overall the West Partnership made very good progress implementing its Regional Improvement Plan, despite the impact on delivery caused by COVID-19.
9. The reach of the partnership has significantly increased:
  - Over 3180 participants attended a West Partnership event
  - 228 practitioners attended “An Empowered Primary Curriculum Leadership and Innovation” Conference
  - 709 practitioners attended the “Early Learning and Childcare Festival”.
  - Over 1800 practitioners have taken part in Subject Network Forums
  - More than 700 individuals subscribed to the quarterly newsletter.
  - Over 3500 Twitter followers
  - Remote Learning research paper viewed by over 11,000 individuals
  - 737 practitioners participated in a series of seminars on Remote Learning.
10. The report has been submitted to Education Scotland and the Scottish Government.
11. The latest version of the West Partnership’s Improvement Plan 2020 – 2023 is the subject of a separate paper to this committee.

## FINANCIAL IMPLICATIONS

12. The Scottish Government invited bids to support the implementation of each RIC’s improvement plan. The West Partnership was allocated £1,111,495 all of which was drawn down with some £76,938 dispersed between all 8 local authorities in response to additional costs associated with the response to the pandemic in line with flexibilities agreed with Scottish Government.
13. East Renfrewshire was allocated £6,889 which was used to offset some of the additional spend accrued by the department in relation to COVID-19.

## RECOMMENDATION

14. Elected members are asked to note and comment on the report.

Mhairi Shaw  
Director of Education  
October 2020

Report Author  
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Tel.: 0141 577 8635  
Email: [Mhairi.shaw@eastrenfrewshire.gov.uk](mailto:Mhairi.shaw@eastrenfrewshire.gov.uk)

### Background papers

1. West Partnership Evaluation of the Regional Improvement Plan 2019-2020



West Partnership Evaluation of the Regional Improvement Plan 2019-2020

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## Introduction

The West Partnership is clear in our vision: we want to embed the values of equity, excellence and empowerment in everything we do, building a culture of where we work collaboratively across the eight partners to improve learning experiences and increase attainment continually for every learner across the region.

This report is structured under this vision and details progress over the academic year 2019-2020 towards achieving each of the associated target outcomes and expected impacts as detailed in the West Partnership Improvement Plan for 2019-2022.

Through the implementation of our plan, there are very strong examples of how the work of the Partnership is enhancing the efforts of each local authority to improve attainment and achievement for all (excellence) while closing the poverty related attainment gap (equity). We are shifting the ownership of change and enabling our staff to take collective action to deliver on this (empowerment).

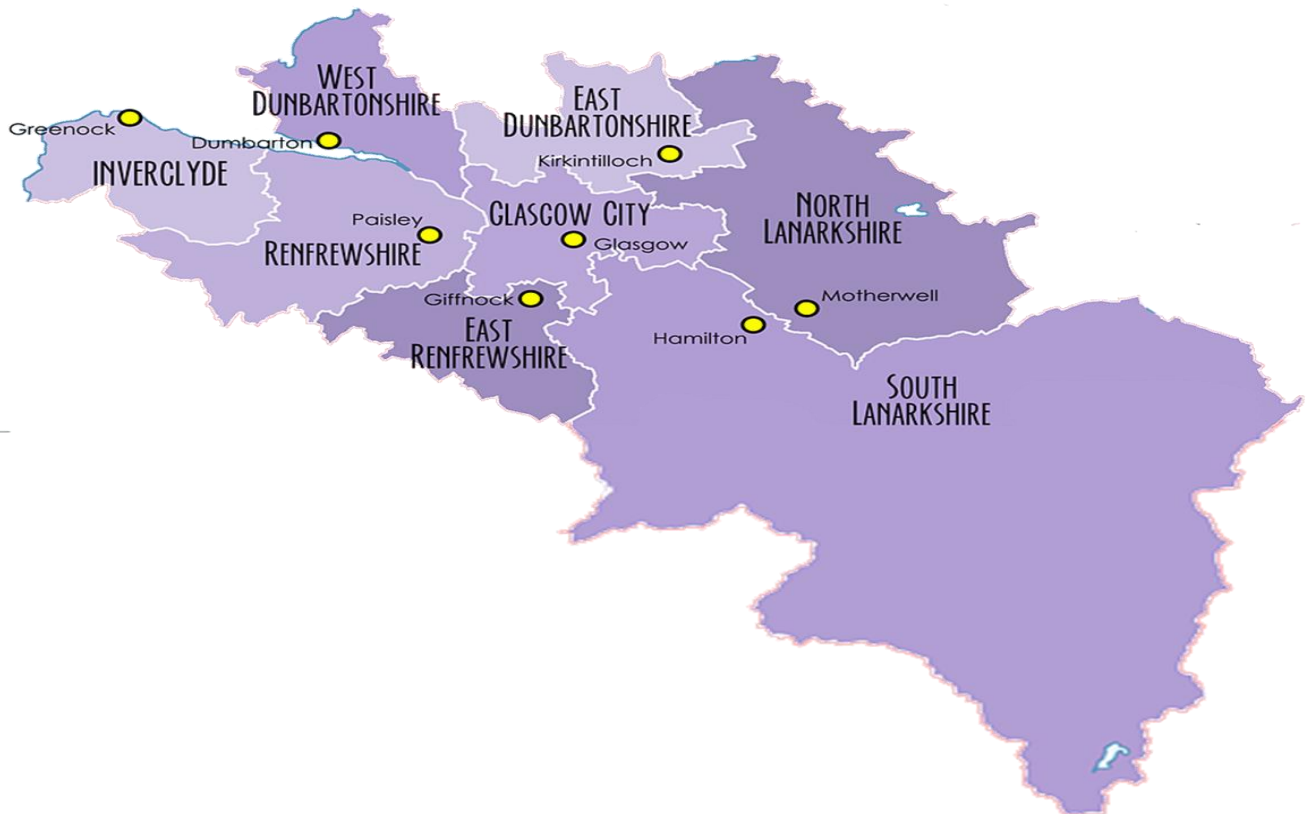
This session has undoubtedly been one of the most challenging we have ever experienced. The impact of the Coronavirus pandemic has been profound, and presented us with unparalleled challenges. The school and early learning and childcare closures in March 2020, resulted in significant changes in working practices and routines.

Despite these challenges however, very good progress has been made, of which we are very proud. Furthermore, the incredible efforts of staff in providing high quality remote learning experiences during lockdown, are greatly appreciated and speak volumes for their commitment to the children and young people of the West. We would also like to take this opportunity to thank parents and carers for all they have done to support their child's learning during this crisis.

As a Regional Improvement Collaborative (RIC) we are fully aware of the pressures that all education staff are facing moving forward. However, more than ever, the West Partnership offers us the opportunity to build collective responsibility, ensuring that we each look beyond our own authority boundaries to build a learning system and bring about improvement in educational experiences and outcomes. Our children, young people and staff are at the heart of everything we do and we will ensure that there is no poverty of aspiration, ambition or opportunity for the children and young people of the West.

Mhairi Shaw

## Context and Priorities



- 8 local authorities across the West of Scotland; East Dunbartonshire, East Renfrewshire, Glasgow City, Inverclyde, North Lanarkshire, Renfrewshire, South Lanarkshire, and West Dunbartonshire.
- 35% of Scotland's school population attend a West Partnership school.
- Over 1000 nurseries, primary, secondary and special schools.
- More than 240,600 children and young people.
- The West Partnership has the greatest proportion of children and young people in SIMD 1 and 2 (35%) and has the lowest mean SIMD (4.6%).

**Equity, Excellence and Empowerment** encapsulates the culture we want to embed in the West, enhancing the work of each local authority to improve our schools and outcomes for our learners continuously.

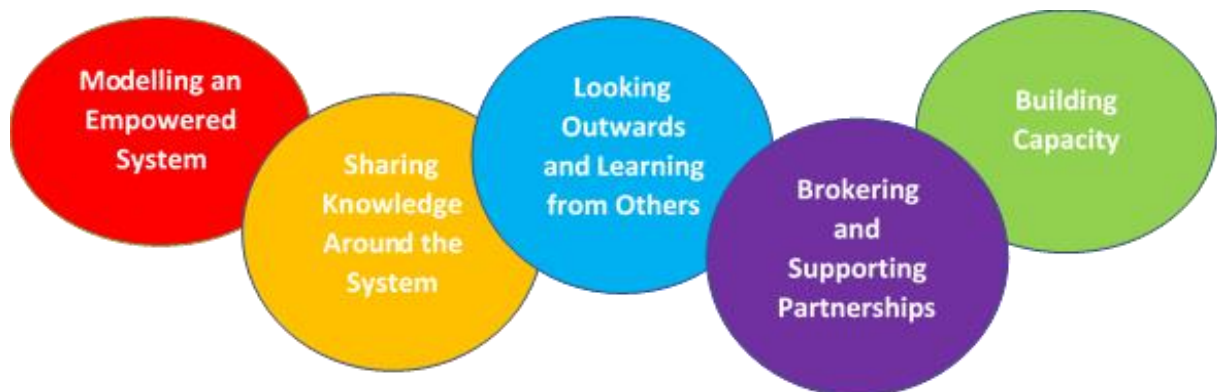
We will build on existing practice to build a **learning system** which will promote a culture of collaboration, learning and encourage improvement and challenge at all levels from the classroom to directorate. Through empowering our stakeholders, we aim to **shift the ownership of change**.

## Successes and Achievements

The **reach** of the partnership has significantly increased this year:

- Over 3180 participants attended a West Partnership event
  - 228 practitioners attended “An Empowered Primary Curriculum Leadership and Innovation” Conference
  - 709 practitioners attended the “Early Learning and Childcare Festival”.
- Over 1800 practitioners have taken part in Subject Network Forums
  - From April to June 2020 membership of the subject networks increased by 262%
  - 17 local authorities out with the West Partnership participated, demonstrating that we are looking outwards and learning from others and our reach is now beyond our boundaries.
- More than 700 individuals subscribed to the quarterly newsletter.
- Over 3500 Twitter followers
  - Remote Learning research paper viewed by over 11,000 individuals
  - 737 practitioners participated in a series of seminars on Remote Learning.

This year, the Partnership has successfully **COLLABORATED and ADDED VALUE** by



### Primary Conference Feedback

“Informative, refreshing and inspiring - especially hearing from pupils.”

“Excellent opportunity for the children to develop skills for life and work and the 4 capacities in practice. An experience they will definitely remember.”

“This afforded me an opportunity to deliver my work to a broader audience than is always possible. The event had an empowering feel which helped bring delegates with a pro-active attitude to the workshop.”

## Sharing good practice – some examples

### Upstream Battle

52 participants from early years, primary and secondary establishments took part in the programme delivered in partnership with Keep Scotland Beautiful.

The programme aims to raise awareness, gather evidence and inspire action to prevent marine litter at source.

Supporting staff to build effective STEM and Learning for Sustainability into learning experiences for children and young people.

The full evaluation report can be accessed here: [Insert link](#)

**The Moderation Portal** was created as a digital professional learning tool to develop a shared understanding of standards in the broad general education (BGE).

This includes access to PowerPoints that offer professional learning activities linked to developing skills related to the Moderation Cycle.

Offers practitioners the opportunity to practice moderating learning, teaching and assessment experiences and to upload experiences for moderation.

[Insert link](#)

Ongoing development of research papers and reviews to inform practice and next steps

[Insert link](#)

### Development of the West Partnership FOCUS

A one-stop data tool to enable schools to analyse, interpret and compare their data and equity profile with similar schools across the West.

### Youth Voice Event

28 young people from the West collaborated together to explore interesting practice around teaching and learning of the PSE Curriculum.

Youth Ambassadors collected data from their own authorities to gauge the views of young people and examples of their recommended practice.

Very strong partnership and collaboration with Education Scotland and the University of Glasgow Robert Owen Centre.

### Improvement Through Empowerment

Building on similar successful activities, 20 school leaders took part this session in opportunities to share good practice and to develop their skills in learning observation and evaluative writing. Participants were supported by HM Inspectors and encouraged to visit different schools across the Partnership observing lessons.

School leaders developed an understanding of current national expectations and applied HGIOS?4 in evaluating learning and teaching in a real context. This allowed for the future development of new practices within their own establishments and enhancing the support available and mechanisms designed to close the poverty related attainment gap where relevant. It also led to partnerships between schools which collaborated to self-evaluate to improve learning and teaching.

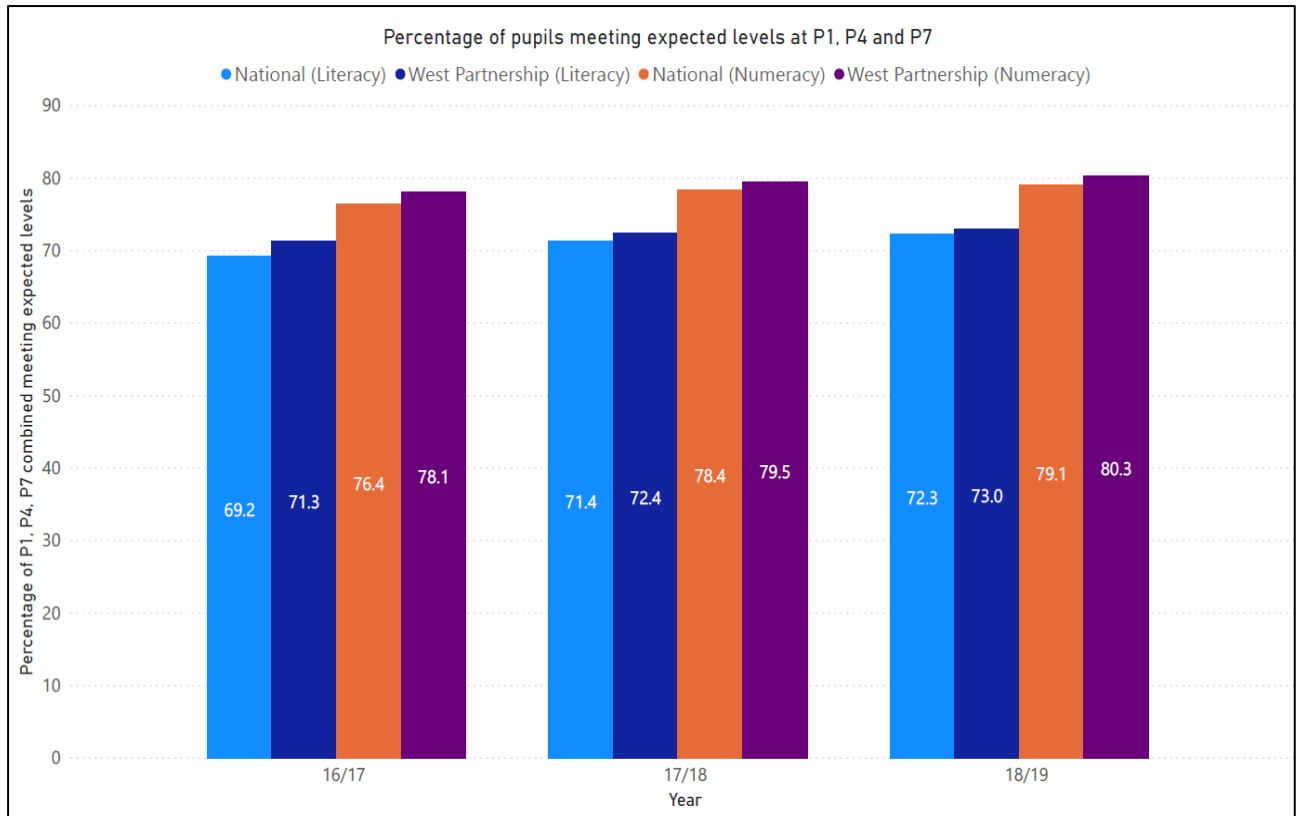


## How did the West compare nationally?

### BGE attainment

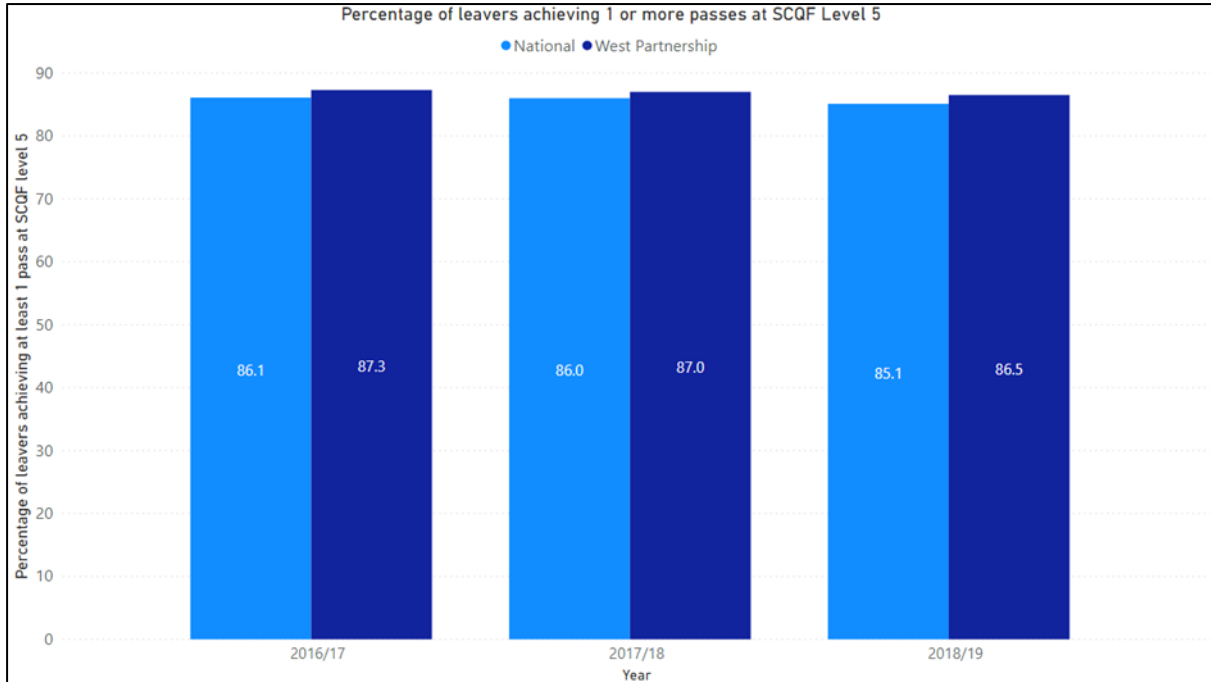
The Curriculum for Excellence (CfE) data, which is used to analyse improvements in attainment and achievement in the broad general education (BGE), was not updated. To this end, the 2019-2020 BGE data is not included in this report.

The West Partnership has performed consistently better in the percentage of children meeting expected levels at P1, P4 and P7 in literacy and numeracy and it is an improving picture.

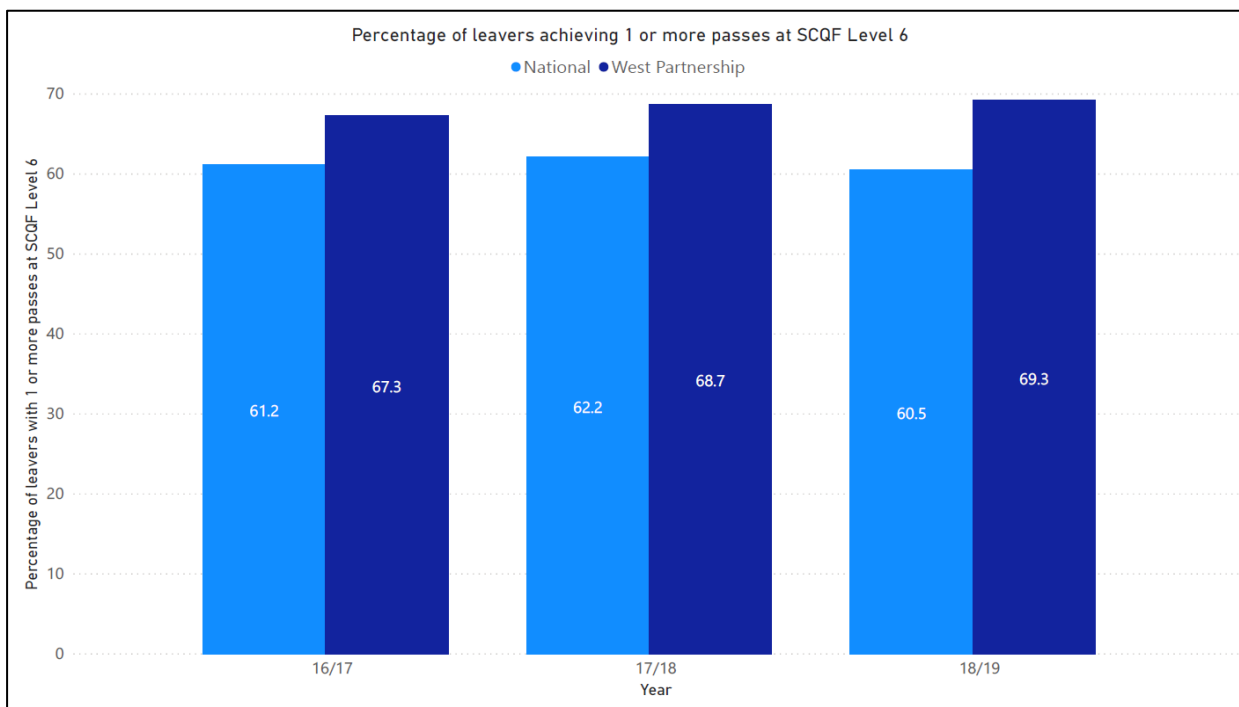


## Senior phase attainment

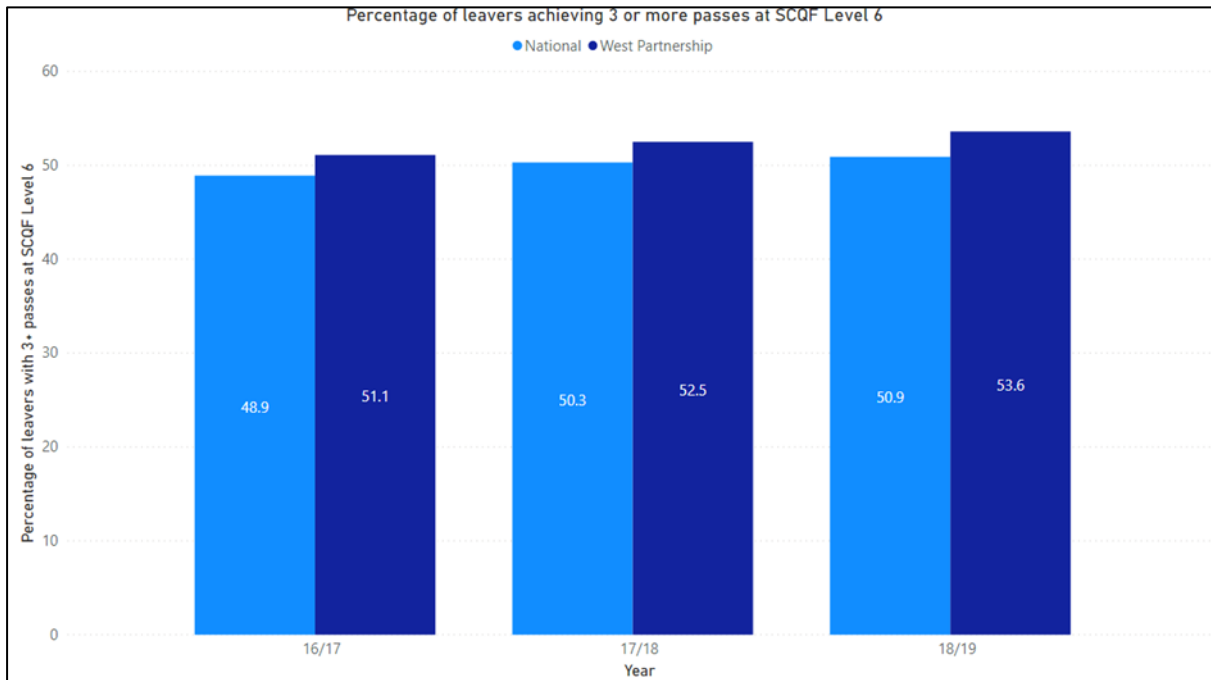
The percentage of leavers achieving 1 or more passes at SCQF Level 5 is consistently higher than the national average.



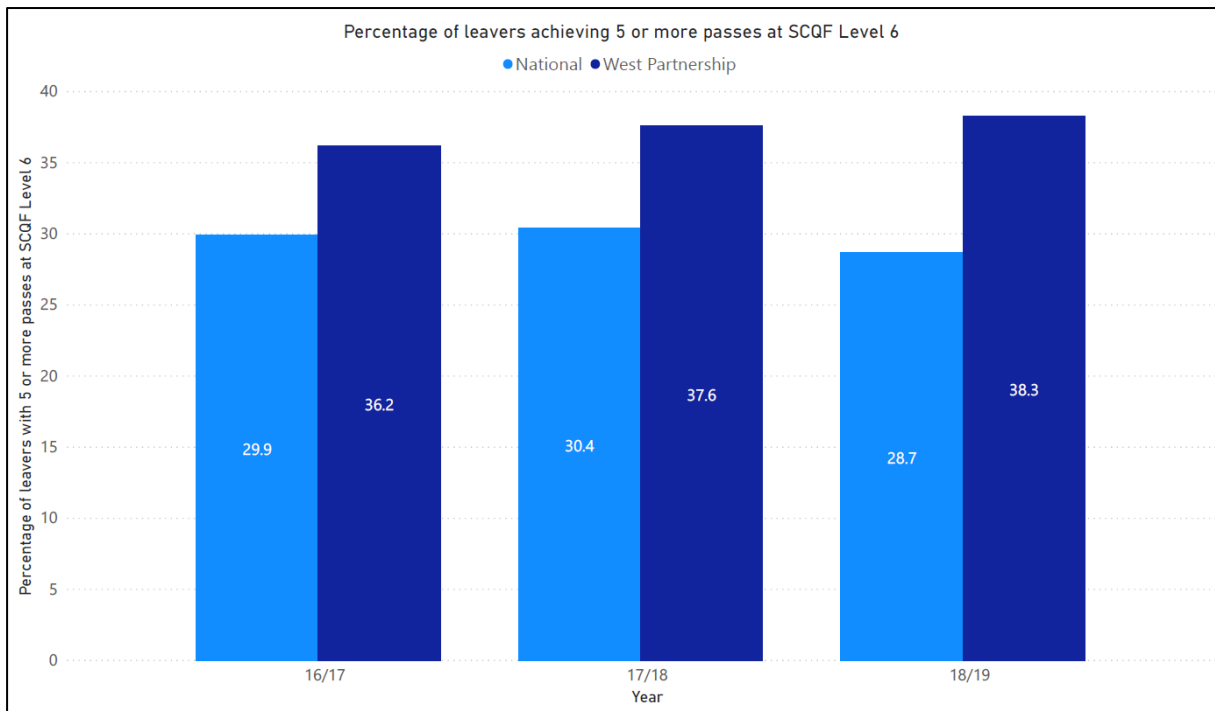
The West Partnership consistently performs higher than national average. The percentage of leavers achieving 1 or more passes at SCQF Level 6 has increased by more than 4% over the last 5 years, nationally the increase is 3%.



The West Partnership consistently performs higher than national average. The percentage of leavers achieving 3 or more passes at SCQF Level 6 has increased by more than 2% over the last 5 years.

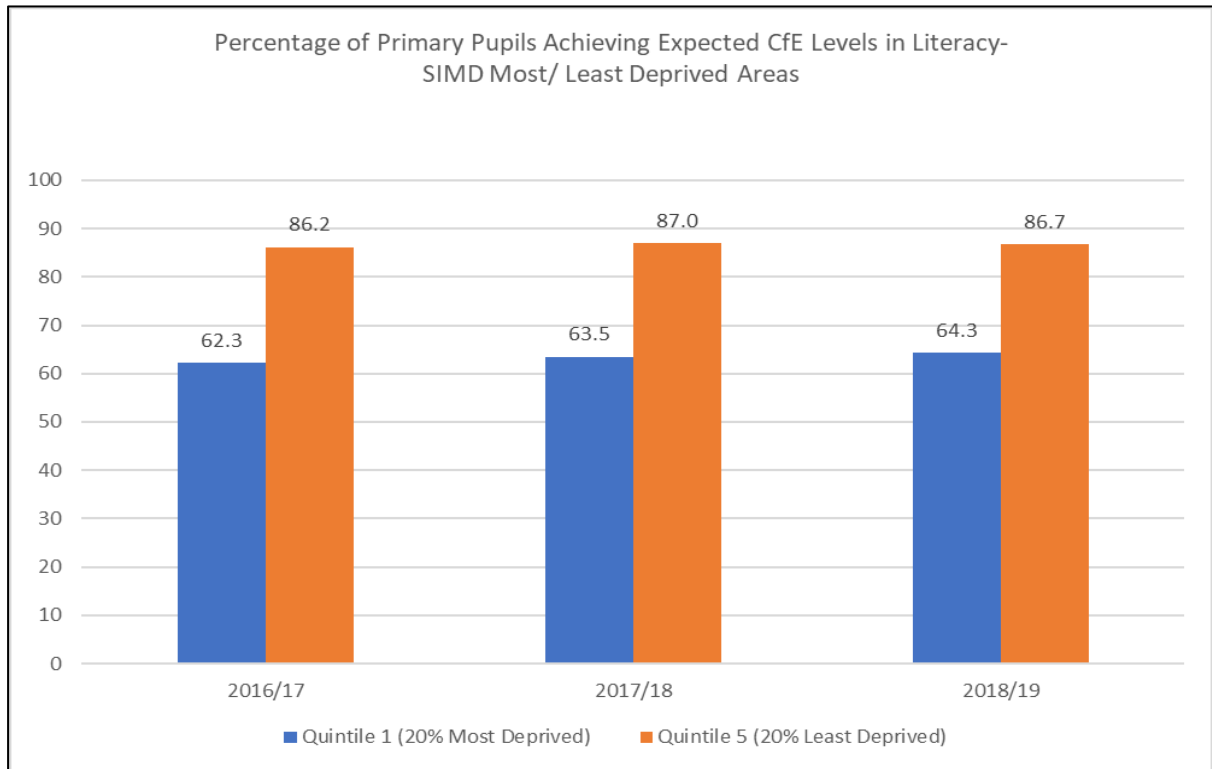


The West Partnership consistently performs higher than national average. The gap was 1.2% which is now 2.3%. The percentage of leavers achieving 5 or more passes at SCQF Level 6 has increased by more than 4% over the last 5 years.

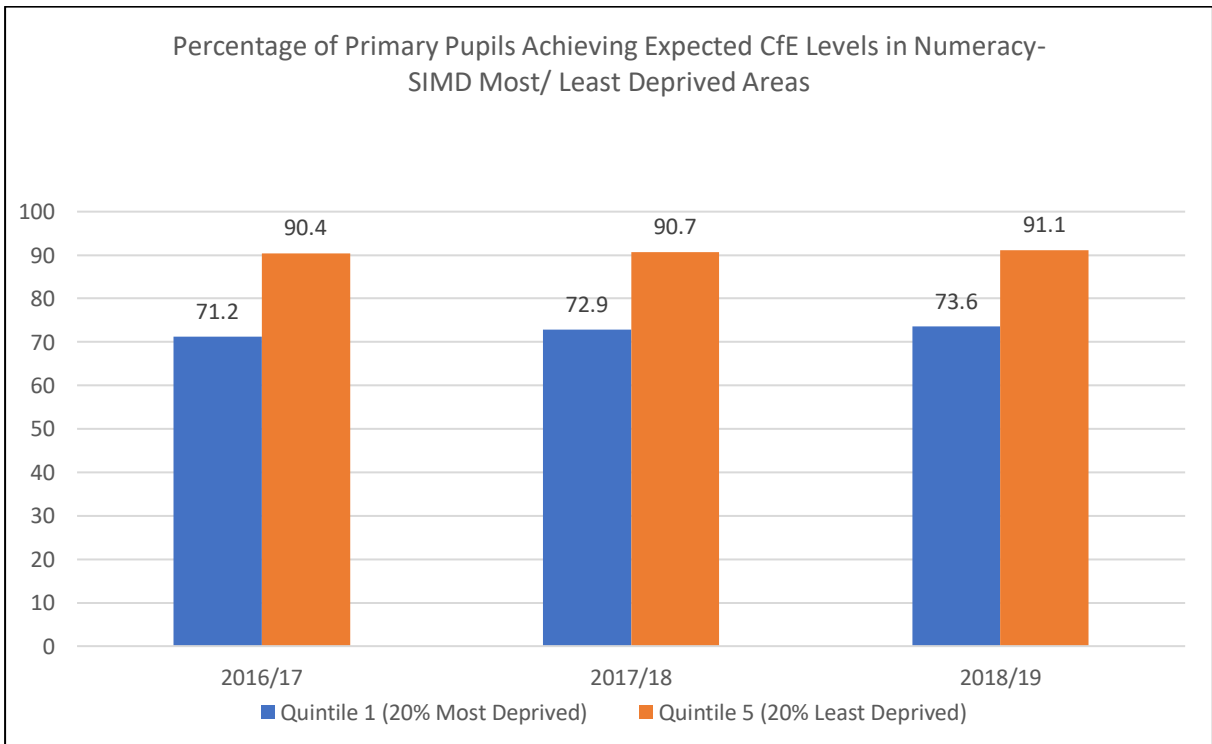


### Poverty-related attainment gap

The attainment gap in Literacy between the 20% most deprived and 20% least deprived has reduced by 1.5 percentage points.

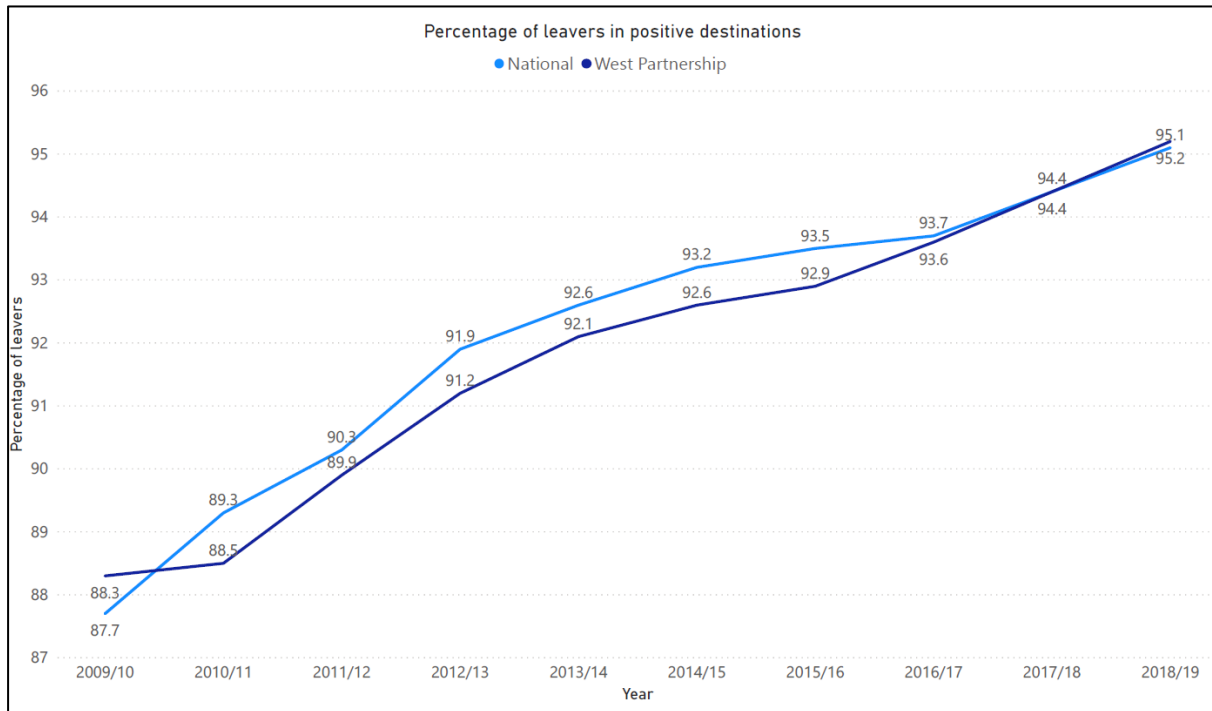


The attainment gap in Numeracy between the 20% most deprived and 20% least deprived has reduced 1.7 percentage points.

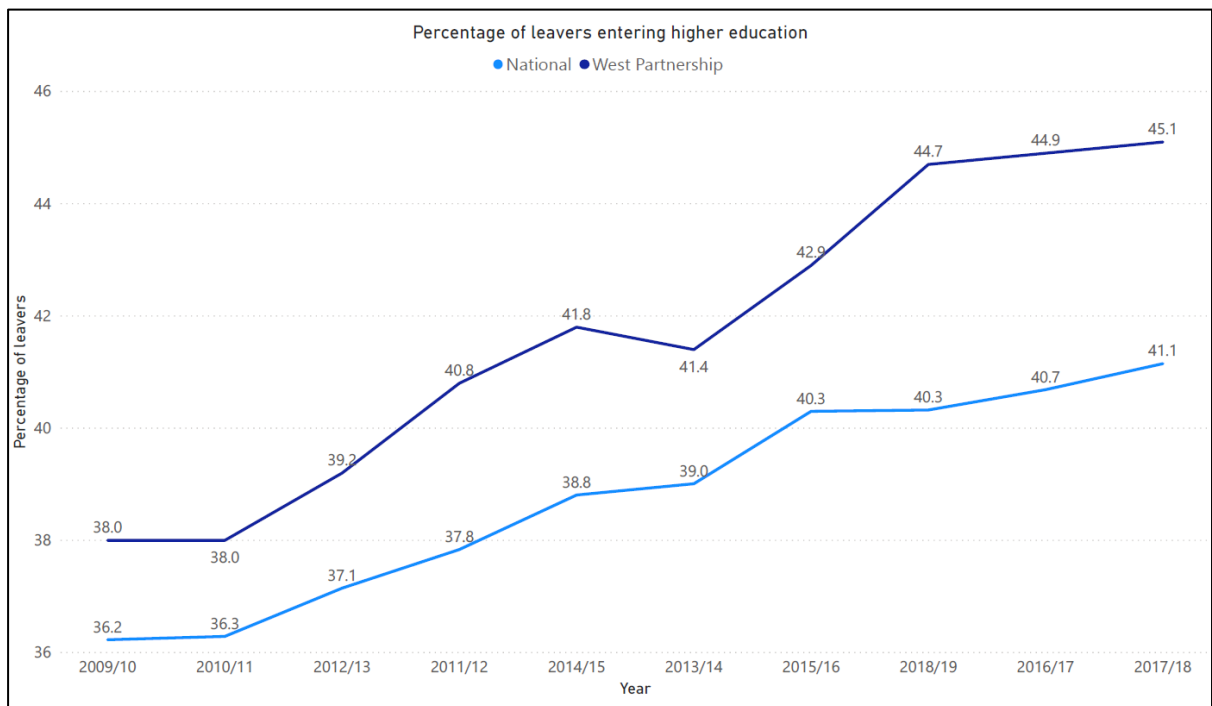


## Positive destinations

In terms of positive destinations for school leavers, the West Partnership has increased from below national average to above national average.



The percentage of school leavers entering higher education from the West Partnership is consistently higher than the national percentage.



### Summary of Progress

High level indicators (appendix 1) enable the West Partnership to report on the impact of its work with schools. As this stage, several of the indicators indicate that progress is strong.

- The West Partnership has performed consistently better in the percentage of children meeting expected levels at P1, P4 and P7 in literacy and numeracy and it is an improving picture.
- The attainment gap in Literacy and Numeracy between the 20% most deprived and 20% least deprived has reduced by 1.5 percentage points and 1.7 percentage points respectively.
- The percentage of leavers achieving 1 or more passes at SCQF Level 5 is consistently higher than the national average.
- The percentage of leavers achieving 1 or more passes at SCQF Level 6 has increased by more than 4% over the last 5 years, nationally the increase is 3%.
- The percentage of leavers achieving 3 or more passes at SCQF Level 6 has increased by more than 2% over the last 5 years.
- The percentage of leavers achieving 5 or more passes at SCQF Level 6 has increased by more than 4% over the last 5 years.
- In terms of positive destinations for school leavers, the West Partnership has increased from below national average to above national average.
- The percentage of school leavers entering higher education from the West Partnership is consistently higher than the national percentage.

## Workstream Highlights

A summary of the progress and activities undertaken to address priorities identified in the improvement plan is detailed in the following section. Workstreams have made very good progress this year. Where possible qualitative and quantitative evidence demonstrates impact on practitioners and measures of improvement. Further evaluation of the wider impact of the partnership's work on practitioners and learners is being progressed by the Robert Owen Centre, University of Glasgow.

### Leadership, Empowerment and Improvement

Very good progress has been made in developing a range of supportive approaches for senior leaders in an empowered system. This is ensuring that practitioners are well informed of evolving career pathways and opportunities for leadership. This year, the workstream has successfully identified, shared and developed best practice in quality improvement across the Partnership.

#### Highlights

- 150 members of staff from across the West participated in Evaluative Writing Career Long Professional Learning (CLPL).
- As part of the highly evaluated Improving Our Classrooms programme, 105 participants took part from five authorities.
- 70 practitioners participated in tiered CLPL session on the Insight - Effective Use of Data.
- 38 practitioners participated in co-facilitated training around effective usage of the Broad General Education (BGE) Dashboard / Toolkit.
- 30 practitioners from all 8 authorities participated in the 9-day Evolving Systems Thinking programme developed in collaboration with Education Scotland.
- The Leadership Mentoring Scheme is implemented in 4 of the 8 local authority areas supporting more than 15 Head Teachers across the early years and primary sectors. This has continued virtually throughout the pandemic.
- Virtual Leadership Networks developed in response to an apparent gap in opportunities for Senior Leaders to share, collaborate and support each other regularly.
- Diversity Training Package offered to all local authorities for delivery including induction training for all new staff within each local authority.

**Feedback from practitioners**

- *“I feel very lucky to have been part of this experience. The colleagues I met will become friends as we move forward and develop our approaches together. Best CPD activity I have had in a long time”*
- *“From a RIC perspective it was excellent to connect with colleagues from across the Local Authorities and to make connections and gain feedback from them. I also found it useful in strengthening my relationship with colleagues from Education Scotland”.*
- *“The atmosphere during the course was conducive for professional learning. I felt comfortable and relaxed in an environment that felt informative, inspiring, supportive and stimulating”*



## Curriculum, Learning and Teaching and Assessment

The workstream has made very good progress in establishing self-sustaining subject/specialist area networks, to bring about improvement in learning, teaching, assessment and attainment. Support has been provided to schools and early learning and childcare settings to ensure they are designing and delivering a curriculum which has a range of pathways, meets the needs of all children and young people and leads to improved outcomes. The workstream has successfully shared best practices in approaches to inclusive pedagogy to promote progression and increased support for children and young people and examine and explore areas of common need in health and wellbeing.

Very good progress has been made in assessment and moderation.

### Highlights

- High-quality assessment and moderation CLPL delivered to 748 primary, secondary and early years practitioners.
- Increased number of authorities implementing consistent models of assessment and moderation.
- Over 200 colleagues attended the highly evaluated Making Maths Count conference.
- Over 100 practitioners have participated in face to face curriculum network meetings to collaborate on the developing improved learning and teaching approaches. 700+ practitioners have participated in virtual curriculum network meetings.
- Safeguarding training delivered in collaboration with Education Scotland to support health and wellbeing.
- Strong engagement with children and young people to inform health and wellbeing workstream priority setting.
- Approaches and innovative practice to blended learning timetables and structures developed and shared during the pandemic.
- Development of a partnership Online Schools model. Over 110 volunteers have recorded curriculum content and over 200 videos are complete.

### Practitioner feedback

- *“The West Partnership model [for moderation] has been instrumental in the model I have taken forward in my authority”*
- *This will have a big impact on our school. We are involved in a council wide moderation project and this will support the process in school”*
- *“Great to view and witness examples of good practice across authorities and children actively and enthusiastically leading learning”*

## Collaborative Learning Networks and Families and Communities

This year, very good progress has been made to empower staff through promoting and supporting collaborative learning networks to improve equity and excellence for children and young people. The workstream has successfully identified, shared and developed best practices which supports families living in poverty, builds community capacity, increases parental engagement and provides a forum to empower young people to participate in the Partnership.

### Highlights

- 52 establishments and approximately 110 practitioners, have completed the Professional Learning Programme in Collaborative Enquiry.
- A Community Learning and Development (CLD) conference hosted with 80 attending.
- Establishment of a CLD network to raise the awareness of the role and opportunities for partnership working.
- Home-Link professional development delivered to 22 colleagues' to deepen colleagues understanding of the impact of poverty and increase confidence in being able to identify, implement and measure an intervention that will support families.
- Through Collaborative Learning Networks workstream, 17 collaborative learning teams are being supported by 25 facilitators, including QIOs, development officers and DHTs as well as educational psychologists.
- A range of professional development delivered to support effective collaboration, developing an enquiry question and measuring impact of interventions.
- Development and sharing of more than 20 storyboards showcasing interesting practice with families and communities.
- Development of a resource to support the self-evaluation of partnership working with families and communities.

### ***Practitioner feedback***

- *“The West Partnership professional learning for home link events were well structured... There was a real buzz about the room, everyone was really enthusiastic and keen to apply what they had learned throughout the sessions”*
- *“I felt valued and appreciated in my role”*

## Next Steps and Conclusion

In April 2020, workstream outcomes were reviewed in response to Covid-19 and our learning has been incorporated into the Improvement Plan 2020 – 2023. As a Regional Improvement Collaborative, we are fully aware of the pressures that education staff across the West are facing at this time. At all levels, the focus on engaging with our children, young people and families is evident and we will continue to offer additional support in this complex task.

Our plan going forward is to streamline our existing offering and harness digital technologies to achieve key objectives.

This year, the Partnership has made very good progress in driving forward equity, excellence and empowerment across the West. The work which has been undertaken has continued to support practitioners, children and young people during what has been an exceptionally challenging time for the education sector. The Partnership has worked collaboratively to ensure that best practice is shared and greater impact is achieved across a range of educational workstreams. Collectively, we are working towards getting it right for every child.

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## Appendix 1

Indicators	2016-17 Baseline	2017-18 Value	2018-19 Value	2019-20 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)	71.3	72.4	73.0	*	78
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	78.1	79.5	80.3	*	85
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	89.7	90.1	89.6	*	91
% of S3 pupils achieving third level or better in numeracy	90.1	89.7	90.0	*	91
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	46.7	48.8	49.7	*	55
% of S3 pupils achieving fourth level or better in numeracy	56.7	57.7	56.5	*	63
% of leavers achieving 1 or more awards at SCQF Level 6 or better	67.3	68.7	69.3	*	74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	36.2	37.6	38.3	*	35
% of leavers achieving SCQF Level 5 or better in literacy	81.9	82.8	82.6	*	86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70.2	69.2	*	76
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	TBC	TBC	TBC	3185	TBC
Mean change in staff knowledge, understanding and confidence as a result of the professional learning	This measure is currently being developed				
% of establishments evaluated as good or better for leadership of change	59	63		*	75
Primary Exclusion Rates (Rate per 1000 pupils)	9.9	N/A	3.7	*	6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A	23.7	*	45
Primary Attendance Rates	94.6	N/A	94.2	*	95
Secondary Attendance Rates	90.7	N/A	90.3	*	92
Initial School Leaver Destinations	93.6	94.4	95.2	*	95
% of establishments evaluated as good or better for learning, teaching and assessment	57	66		*	75

\* Availability of data for 2019-20 has been affected by Covid-19.

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE MEETING1 October 2020Report by Director of EducationWEST PARTNERSHIP IMPROVEMENT COLLABORATIVE:  
IMPROVEMENT PLAN 2020 - 2023**PURPOSE**

1. To inform East Renfrewshire's Education Committee of the contents of the West Partnership's Improvement Plan 2020 – 2023.

**RECOMMENDATION**

2. Elected members are asked to note and comment on the report.

**BACKGROUND**

3. Elected members noted the progress of the West Partnership (Glasgow Region Education Improvement Collaborative) and the contents of its Improvement Plan in October 2019.
4. An evaluative report on the progress with the implementation of that plan is the subject of another paper to this Education Committee.

**REPORT**

5. The West Partnership Improvement Plan 2020 - 2023 (Appendix 1) sets out the key areas for collaborative action to bring about improvement across the region.
6. Members should note that the plan captures those areas where collaboration between the partners will be beneficial. Not all schools or local authorities will participate in all activities, but the plan sets out the Partnership's offer to schools, based on what stakeholder have indicated they would benefit from.
7. As such the plan does not replicate or duplicate the individual local improvement plans of each partner authority, but enhances our own efforts to support and challenge schools to improve.
8. The paper was considered and endorsed at the last Glasgow City Region Education Committee on 8 September 2020 with the recommendation that each Council area considers the report through its own local governance arrangements.
9. In recognition of the impact of COVID-19 pandemic, a major aim of the plan and the work of the partnership is to address both recovery and renewal.

10. The research evidence that shows that strong and empowering leadership; the quality of what actually goes on in the classroom (learning, teaching, curriculum); and, the importance of working together and sharing good practice are the most important factors behind improving schools and education authorities as learning systems.
11. As such the plan is organised under 3 key areas with each led by two Directors of Education / Chief Education Officers:
  - Collaborative Learning Networks
  - Curriculum, Learning and teaching
  - Leadership, Empowerment and Improvement
12. A fourth workstream, also led by two Directors of Education is that of Evaluation and Reporting.
13. Having reflected on the progress with the 2019 - 2022 plan and the impact of the pandemic on school improvement priorities, the West Partnership Board considered new arrangements to secure further progress. These arrangements are captured on pages 7 and 8 of the plan.
14. The plan has been submitted to Education Scotland and the Scottish Government.

## FINANCIAL IMPLICATIONS

15. The Scottish Government has again invited bids to support the implementation of each RIC's improvement plan. The West Partnership's bid for 2020 – 2023 is £1,339,000. The Scottish Government has indicated that the same level of funding as 2019-20 will be allocated to each RIC on a pro rata basis until the end of the current financial year. A meeting has been convened to discuss the implications should there be no funding beyond 31 March 2021.

## RECOMMENDATION

16. Elected members are asked to note and comment on the report.

Mhairi Shaw  
Director of Education  
October 2020

Report Author  
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Local Government Access to information Act 1985



# The West Partnership Plan 2020-23

The Road to Renewal:  
Our Response to Covid-19

EQUITY, EXCELLENCE  
AND EMPOWERMENT



GLASGOW  
CITY REGION  
Education

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## Foreword

As Convenor of the Glasgow City Region Education Committee, I am once again pleased to present the West Partnership's Regional Improvement Plan 2020 – 2023.

Since its establishment in 2017, the West Partnership has drawn together the eight high-performing partner authorities of the City Region. Strong bonds have been established across our individual authorities and the growth in collaborative working enhances and supports our drive towards continued improvement in the outcomes for all of our region's children and young learners.

This latest plan, spanning from 2020-23, continues to set out our driving vision for Equity, Excellence and Empowerment across all eight partner authorities. In addition, our plan takes due account of the recent and ongoing challenges resulting from Covid-19. Threaded throughout the plan is a clear commitment towards support and recovery.

From the early days of the West Partnership, we have implemented several ambitious programmes and improvement activities. These have been targeted at securing improvements where they are most needed, taking very good account of the existing self-awareness which we have, of our many areas of strength. We are clear that the main goal of the Partnership is to add further value to our existing strengths and achievements to the benefit of learners across each of our partner authorities.

Staff from a range of different roles and sectors throughout the region have continued to benefit from the many opportunities which they have had to work collaboratively and in a true spirit of cooperation. With over 1000 schools and early years' centres, we fully recognise the scale and level of diversity across the Partnership. These provide both challenges and opportunities. We understand that what works in one school or setting may not be as successful in other places. Nevertheless we have embraced opportunities of working collaboratively, in sharing good practice and ideas, across all eight partner authorities. We believe that empowering our teachers and other staff to learn from others' experiences and to be imaginative will lead to further improvements in practice across our schools and early years' centres.

Equity, Excellence and Empowerment continue to be the driving vision for everyone in the West Partnership. We know that by focusing on these three areas we will bring about improvement, complementing and enhancing the excellent work already underway across each of our authorities. This plan also outlines our approaches to ensuring recovery as a result of the specific challenges brought by Covid-19. All of us in the West Partnership, practitioners and learners alike, are learning to work in new and different ways. Our plan for 2020-23 outlines how we will provide support during these times, by promoting strong and effective leadership at all levels and through collaborative and flexible approaches to learning and teaching. I am proud to present our plan for recovery and renewal to you.

Councillor Jim Paterson, Convenor of the West Partnership

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## Introduction

As a Regional Improvement Collaborative (RIC), we are fully aware of the pressures that education staff across the West Partnership are facing as a result of Covid-19. At all levels, the focus on engaging with our children, young people and families is evident and we aim to enhance the support from local authorities in our collective response, recovery and renewal through and out of the pandemic.

We know that, as a profession, educators are forever learning and striving to improve. As a result, we are continuing to explore a range of mechanisms, making effective use of digital technologies, to deliver virtual learning opportunities to colleagues across the West Partnership and have created a number of virtual networks which enable group meetings and discussions.

We hope that by focusing on these key areas, we continue to offer practical input which allows colleagues to engage with us in ways which suit them best at this time and which capture and build on the new practices that have developed and are continuing to develop as a result of Covid-19.

We are already seeing signs of our digital presence working to support the Partnership's objectives. Subject networks have now grown to over 1800 members and continue to grow every day. We are beginning to see practitioners from across Scotland join our subject networks to share emerging practices in these challenging times.

In our relentless focus towards recovery, we have also released research papers which summarise and share existing knowledge on approaches to remote and flexible models of learning. These have been well received, with both papers receiving a significant level of attention across our social media platforms. Our online presence is growing and as we continue to meet the needs of practitioners, we will develop further our approaches, building on our existing effectiveness across online platforms.

In moving ahead, we fully recognise the need for recovery and renewal. As a result, our plan for 2020-23 demonstrates a more streamlined and sharper focus towards achieving our key objectives. The six workstreams outlined in our previous plan for 2019-22 have now been reduced to three, although much of the work will continue as can be seen in the strategic Action Plans, below. This approach will allow us to adapt with agility to any resurgence of Covid-19, building on lessons learned and enables our educators to benefit from the West Partnership's offers as a demonstration of the country's recovery and renewal.

Mhairi Shaw, Regional Lead Officer, West Partnership

## Our Vision

The West Partnership is clear in our vision: we want to embed the values of equity, excellence and empowerment in everything we do, building a culture of collaborative working across the eight partners to improve learning experiences and increase attainment continually for every learner across the region.

Our plan for 2020-23 also includes our vision for recovery and renewal as we meet the challenges of working through the Covid-19 pandemic. We will work collaboratively to ensure that we can respond with agility to the changed circumstances in which we now live, providing support and developing flexible approaches to learning and teaching across the region.

Following the publication of our previous Regional Improvement Plan (2019-22), we have continued to put in place the systems and frameworks to help us deliver on our vision and implement actions to support the work of the eight partner authorities to help them enhance their existing efforts.

The West Partnership is setting an ambitious and aspirational agenda to close the poverty-related attainment gap (equity) and improve attainment and achievement for all (excellence). We know too that improvement isn't just something we can drive from the centre. We believe firmly that through empowerment, we can shift the ownership of change and enable our staff to take collective action to deliver on our ambitious agenda and targets.

As the largest of Scotland's Regional Improvement Collaboratives, with approximately one third of all Scotland's school population, we know that if we want to truly deliver sustainable improvement, we need to be driving change from the bottom. This means ensuring that every stakeholder is empowered to address the needs of each individual learner, devise experiences which will enthuse and engage them and support them to lead their own learning. By doing this, we are confident that this will lead to improvements in learners' achievements and attainment. In the longer term, we aim to have every educator in the West Partnership engaged with colleagues and partners to bring about improvement in their class and playrooms through our professional learning offer.

In recent years, the concept of teacher agency, where teachers are empowered and expected to direct their professional growth and contribute to that of their colleagues, has become more common. In the West Partnership we are building collective agency with a shared belief in our ability to improve results, supporting individuals to work together to secure what they cannot accomplish on their own. It is by **shifting the ownership of change** that we drive our vision forward, overcome barriers to or lack of engagement in learning and raise achievement and attainment for all. Our purpose, therefore, is to establish and facilitate networks of professionals to work collaboratively to achieve our vision of Equity, Excellence and Empowerment.

Each of the workstreams outlined later in this document has a clear link to our vision, identifying how, through their actions, they will contribute to achieving equity, excellence and empowerment. An underpinning emphasis is given to recovery and to ensuring that all learners across our partner authorities continue to experience high-quality learning experiences and outcomes despite the ongoing context of Covid-19.

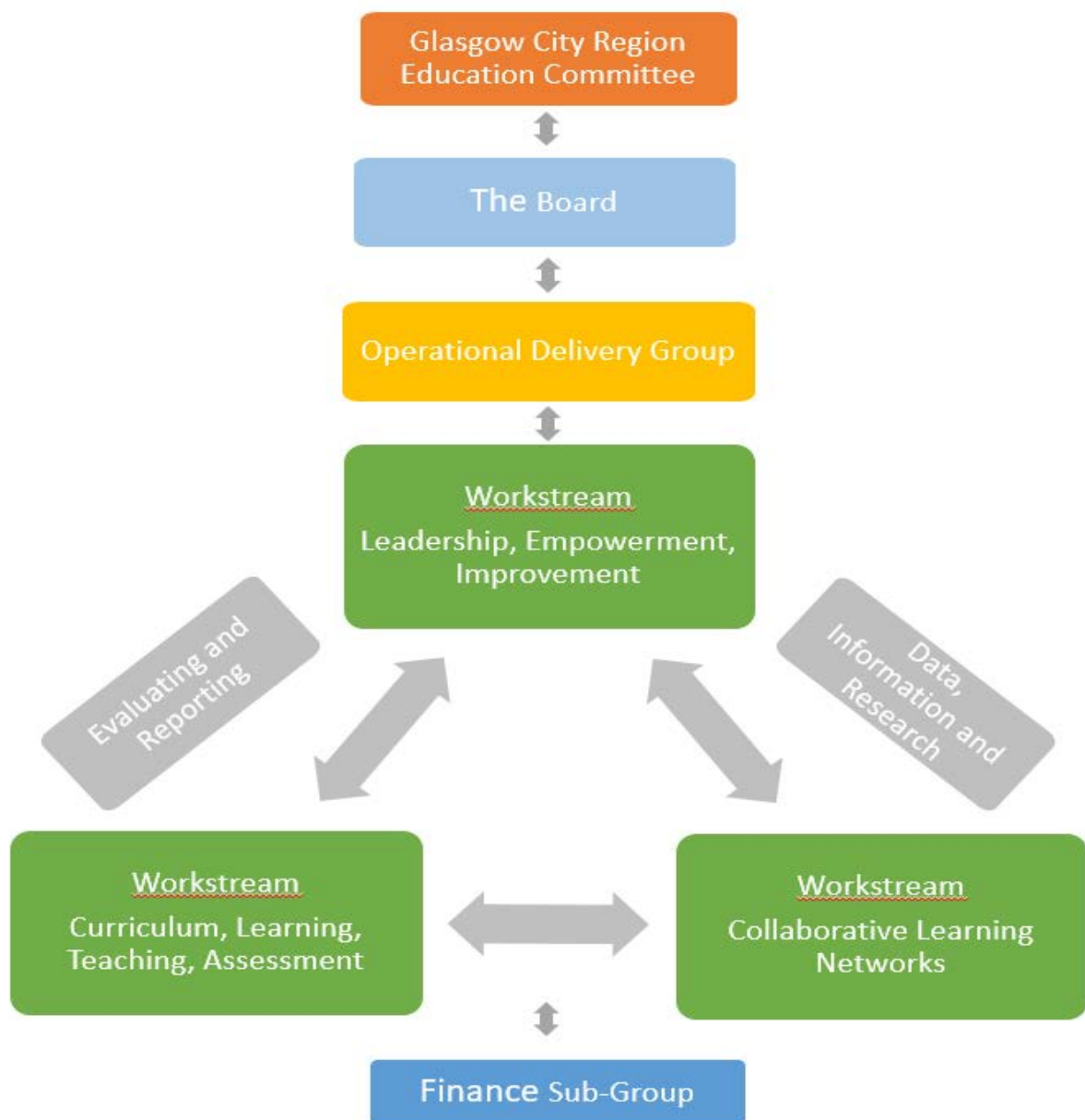


## Governance and Operational Structure

Locally, as the West Partnership continues to grow in both its reach and its ambition, consideration has been given to the effectiveness of the existing operational and governance structures to ensure the Partnership continues to operate efficiently in its work to enhance and support the existing efforts of the eight partner education authorities.

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

The agreed governance and operational structure is set out in more detail below:



## Regional Education Committee

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

- 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

The Committee is responsible for scrutinising and endorsing the Regional Improvement Plan, receiving regular reports on the progress of the plan and its impact on stakeholders. Chaired by the Convener, elected by the membership, the Committee is attended by the eight Directors of Education/Chief Education Officers with other attendees invited as appropriate. A key aspect of the revised structure will see two additional non-voting members co-opted on to the Regional Education Committee. It has been agreed that a headteacher representative and Professional Association/Trade Union representative should both be co-opted, as outlined in the revised Terms of Reference.

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

## West Partnership Board

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

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

Specific, identified Board members link with each workstream, and have responsibility for the direction of that workstream and for reporting to the Board on its progress. Lead Officers support each Board member with this work and provide leadership for the working groups associated with a given workstream. Working groups have representation from each local authority.

## Operational Delivery Group

In seeking to ensure the Board maintains its strategic leadership role of the West Partnership, the Operational Delivery Group, led by the Senior Partnership Officer, has responsibility for the delivery of the Regional Improvement Plan.

The seconded Lead Officers, with responsibility for the delivery of each workstream, work collectively through the Operational Delivery Group, reporting as required to the Board and Committee. In addition, a representative from Education Scotland attends the group, ensuring that staff and resources from Education Scotland are appropriately deployed where required.

## Finance Sub-Group

The West Partnership Board has continued to be supported by the Finance Sub-Group, with particular responsibility for the management of the grant award from the Scottish Government, as well as advising on staffing and other resource issues, as required.

## Specialist Groups

In addition to the groups identified above, a number of groups and forums have been established across the West Partnership, drawing together staff from across each of the authorities on specialist areas of work. These groups have a broad range of functions, including the provision of policy advice and guidance to the Board, as required.

These networks include, although are not limited to, the following specialist areas:

- Early Learning and Childcare
- Educational Psychology
- Additional Support for Learning (ASL)
- Home Education Network
- Community Learning and Development
- Health and Wellbeing

## Developing Through Consultation – Future Plan Development

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

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

Given the scale and diversity of the Partnership, we recognise the challenges we face in ensuring that we can meaningfully consult with all stakeholders in an ongoing way, enabling us to develop and deliver a plan which meets their aspirations. This has previously been identified by Education Scotland as a key area for the West Partnership to continue to develop and as a result we produced our Stakeholder Engagement Strategy. Through this, the West Partnership has set out a clear ambition for how we wish to engage with all of our stakeholders, not only in seeking to deliver on the actions contained within this plan, but as we seek to develop subsequent plans and actions in the years ahead. This is now supplemented by our Communications Strategy.

As we have implemented our Stakeholder Engagement Strategy throughout 2019 – 2020, we have captured the views of participants and established a number of forums to ensure a level of ongoing consultation with specific stakeholder groups, including:

- Headteachers (ELC, primary, secondary and ASL);
- Professional associations and trade unions;
- Parents and carers; and
- Young people, through our ongoing engagement with the MSYPs (Members of the Scottish Youth Parliament) from across the eight authorities.

It is envisaged that, on a three-yearly basis, a wider regional survey / consultation will take place, with all stakeholder groups having the opportunity to participate. This is consistent with the three-yearly planning cycles currently used by the Partnership and will ensure that the views of all stakeholders, in addition to those involved within the forums, are reflected in the development of the Regional Improvement Plan.

The West Partnership values, and benefits from, the support provided by Education Scotland's Regional Improvement Team. This team adds to the West Partnership's existing capacity for improvement and provides a helpful external perspective which draws on good practice from across the country.

Communication is key to the success of any organisation and especially one with the scale and diversity of the West Partnership. As such we will continue to develop our approaches and communications channels to ensure we keep our stakeholders both informed and involved in shaping our offer.

## Evaluating the Impact of the Improvement Plan

The Evaluating and Reporting Workstream Steering Group continues to:

*'Be the focal point for evaluating, measuring and reporting on the impact of the West Partnership's Improvement Plan.'*

This workstream is crucial to the work of the West Partnership, supporting it to evaluate its activities and use evidence to identify future priorities. Action is planned to extend and enhance the role and impact of this workstream. To that end, the Evaluating and Reporting Workstream now has responsibility for evaluating and reporting more widely on the achievements and attainment of learners across the West Partnership. Evaluation reports now include updates on the progress of each workstream as well as more holistic evaluations, including the proportion of learners who attain at key performance measures. Tools to systematically evaluate the quality of partnership learning events and the longer term impact on participants and learners will allow us to gather data and other evidence to demonstrate the added value of collaboration.

The Scottish Government also published research (Regional Improvement Collaboratives (RICs) Interim Review) in February 2019 evaluating the establishment of the Regional Improvement Collaboratives and the emerging early impact on stakeholders. The Scottish Government has commissioned a full review of Regional Improvement Collaboratives which, although delayed by Covid-19, should lead to a published report in 2021.

## Critical Indicators

The high level indicators set out below have been agreed as key measures which will allow the West Partnership to report on the impact of its work with schools.

Indicators	2016-17 Baseline	2017-18 Value	2018-19 Value	2019-20 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)	71.3	72.4	73.0	*	78
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	78.1	79.5	80.3	*	85
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	89.7	90.1	89.6	*	91
% of S3 pupils achieving third level or better in numeracy	90.1	89.7	90.0	*	91
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	46.7	48.8	49.7	*	55
% of S3 pupils achieving fourth level or better in numeracy	56.7	57.7	56.5	*	63
% of leavers achieving 1 or more awards at SCQF Level 6 or better	67.3	68.7	69.3	*	74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	36.2	37.6	38.3	*	35
% of leavers achieving SCQF Level 5 or better in literacy	81.9	82.8	82.6	*	86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70.2	69.2	*	76
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	TBC	TBC	TBC	3185	TBC
Mean change in staff knowledge, understanding and confidence as a result of the professional learning	This measure is currently being developed				
% of establishments evaluated as good or better for leadership of change	59	63		*	75
Primary Exclusion Rates (Rate per 1000 pupils)	9.9	N/A	3.7	*	6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A	23.7	*	45
Primary Attendance Rates	94.6	N/A	94.2	*	95
Secondary Attendance Rates	90.7	N/A	90.3	*	92
Initial School Leaver Destinations	93.6	94.4	95.2	*	95
% of establishments evaluated as good or better for learning, teaching and assessment	57	66		*	75

\* Availability of data for 2019-20 has been affected by Covid-19.

## The Plan on a Page

### Leadership, Empowerment and Improvement

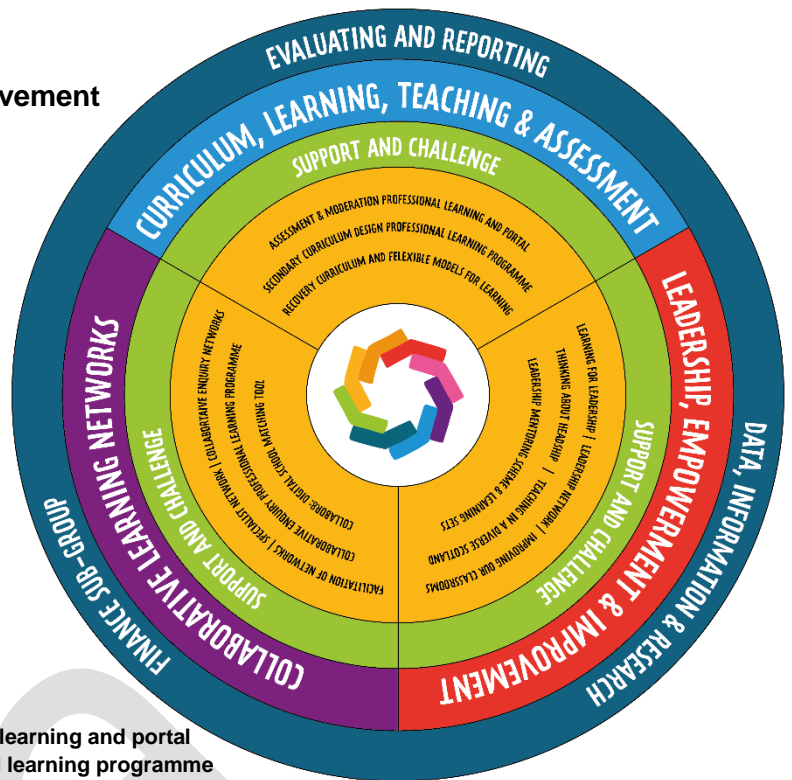
- Leadership Mentoring Scheme
- Leadership Learning Sets
- Learning for Leadership
- Thinking About Headship
- Leadership Networks
- Improving Our Classrooms
- Teaching in a Diverse Scotland

### Curriculum, Learning, Teaching and Assessment

- Assessment and moderation professional learning and portal
- Secondary curriculum design professional learning programme
- Recovery curriculum and flexible models of learning
- Specialist networks support and development

### Collaborative Learning Networks

- Facilitation of networks
- Support and development of collaborative enquiry networks
- Collaborative Action Enquiry Professional Learning Programme
- Development and administration of Collabor8: digital school matching tool



## Action Plans: Leadership, Empowerment & Improvement

<b>Leadership, Empowerment and Improvement</b>	<b>Links to Board:</b> Laura Mason, Maureen McKenna  <b>Workstream Lead Officer:</b> Jennifer Crocket
<b>Remit</b>	<b>Action</b>
<p>Throughout 2020-2023, ensure that leaders across the West Partnership are well informed of evolving leadership pathways and opportunities.</p> <p>To develop a range of supportive approaches for senior leaders in consideration of leadership actions within an empowered system.</p> <p><b>Link to Vision</b></p> <ul style="list-style-type: none"> <li>• Equity</li> <li>• Excellence</li> <li>• Empowerment</li> <li>• Recovery</li> </ul>	<ol style="list-style-type: none"> <li>1. Continue to offer a <b>Leadership Coaching and Mentoring Scheme</b> to support and develop school leaders, their skills and abilities.</li> <li>2. Continue to offer facilitated <b>Leadership Learning Sets</b> which create opportunities for school and establishment leaders to work collaboratively across the West Partnership in order to address leadership-related challenges.</li> <li>3. Offer a <b>Learning for Leadership Programme</b> which supports school and establishment leaders to drive improvement within their settings specifically in relation to outcomes for children and young people.</li> <li>4. Establish a <b>Thinking about Headship Programme</b> to support deputy headteachers within the West Partnership in considering their career pathway and preparation for next steps.</li> <li>5. Create <b>Virtual Leadership Networks</b> open to all headteachers and deputy headteachers to allow for effective collaboration across the West Partnership, particularly in planning for and navigating Covid-19 recovery and renewal.</li> <li>6. Continue to offer leadership learning activities through <b>Improving Our Classrooms</b> - an accredited professional learning programme for classroom teachers which aims to improve their classroom practice through enquiry-based study and application.</li> <li>7. Address the recommendations from the <b>Teaching in a Diverse Scotland Report</b> and support the development of a greater understanding of the context of Leadership for BME staff and learners across the region and create a bespoke leadership training programme for BME practitioners.</li> </ol>
<b>Support Agreed with Education Scotland</b>	Support from the Education Scotland Regional Improvement Team: <ul style="list-style-type: none"> <li>• Develop bespoke professional learning opportunities relating to leadership actions for empowerment.</li> <li>• Support the facilitation of leadership learning opportunities across the West Partnership.</li> </ul>



## Action Plans: Curriculum, Learning, Teaching & Assessment

<b>Curriculum, Learning, Teaching &amp; Assessment</b>	<b>Links to Board:</b> Tony McDaid, Jacqui MacDonald  <b>Workstream Lead Officer:</b> John Stuart
<b>Remit</b>  The key aim of this workstream is to grow an empowered learning system which provides the best possible curriculum for children and young people, promoting recovery.  With its focus on developing a system which supports children and young people to mitigate the impact of Covid-19, it also aims to ensure excellence and equity for all.  <b>Link to Vision</b> <ul style="list-style-type: none"> <li>• Equity</li> <li>• Excellence</li> <li>• Empowerment</li> <li>• Recovery</li> </ul>	<b>Action</b> <ol style="list-style-type: none"> <li>1. Continue to extend the professional learning opportunities for school leaders and class teachers which will improve the quality of <b>Assessment and Moderation</b> and bring about greater consistency in teachers' professional judgements of Curriculum for Excellence levels across the region. Launch the <b>West Partnership Moderation Portal</b>.</li> <li>2. Deliver professional learning and enquiry opportunities for leaders to engage with effective approaches to <b>Curriculum Design</b> in <b>Primary, ELC and ASL</b> settings and create a curriculum rationale which is fit for purpose in the context of recovery and renewal.</li> <li>3. Deliver a <b>Secondary Curriculum Design professional learning programme</b> to senior leaders to support participants to develop the skills and network contacts to promote appropriate and progressive curriculum structures across the WP.</li> <li>4. Through professional enquiry and collaboration, support establishments to create <b>Flexible Models of Learning</b>, including the launch of the <b>West Partnership Online School</b> (West OS).</li> <li>5. Continue to develop self-sustaining <b>Subject/Specialist Networks</b>.</li> </ol>
<b>Support Agreed with Education Scotland</b>	Support from the Education Scotland Regional Improvement Team: <ul style="list-style-type: none"> <li>• Plan, support and enable professional learning events.</li> <li>• Work directly with practitioners to improve learning, teaching and assessment.</li> <li>• Share evidence from inspection of highly-effective practice and support practitioners to understand better what highly-effective learning, teaching and assessment looks like, including a particular focus on digital learning and teaching.</li> <li>• Share evidence from inspection of highly-effective practice in learning pathways and support practitioners to understand better what it looks like.</li> <li>• Support subject and specialist networks to grow into self-sustaining learning systems.</li> </ul>

## Action Plans: Collaborative Learning Networks

<b>Collaborative Networks</b>	<b>Links to Board:</b> Mhairi Shaw, Ruth Binks  <b>Workstream Lead Officer:</b> Helen Brown
<b>Remit</b>  Throughout 2020- 2023 establish a systematic approach to build upon and roll out collaborative working to embed robust processes that would lead to high quality and sustainable practices across the West Partnership.  <b>Link to Vision:</b> <ul style="list-style-type: none"> <li>• Equity</li> <li>• Excellence</li> <li>• Empowerment</li> <li>• Recovery</li> </ul>	<b>Action</b> <ol style="list-style-type: none"> <li>1. Continue to <b>facilitate</b> and support <b>networks</b> including for practitioners, facilitators and forums which empower children, young people and families to participate in and influence the West Partnership.</li> <li>2. Support and development of <b>Collaborative Enquiry Networks</b> to investigate and implement interventions that will improve outcomes for children and young people.</li> <li>3. Continue to develop the <b>Collaborative action enquiry professional learning programme</b>.</li> <li>4. Continue to develop and implement <b>Collabor8</b> as a digital platform that matches schools and early learning centres with shared interests to collaborate on enquiry projects.</li> </ol>
<b>Support agreed with Education Scotland</b>	Support from the Education Scotland Regional Improvement Team: <ul style="list-style-type: none"> <li>• Identify relevant research.</li> <li>• In partnership with key facilitators and educational psychologists provide bespoke support for participating schools.</li> <li>• Provide and support professional learning opportunities.</li> </ul>

## Action Plans: **Evaluating and Reporting**

<b>Evaluating and Reporting</b>	<b>Links to Board: Steven Quinn, Derek Brown</b>  <b>Workstream Lead Officer: Lauren Johnston</b>
<b>Remit</b>  To support the West Partnership with self-evaluation, measuring and reporting impact of the improvement plan.  To support the West Partnership demonstrate coordinated and collective impact.  To support other workstreams with data analysis and use of data and information.  <b>Link to Vision:</b> <ul style="list-style-type: none"> <li>• Equity</li> <li>• Excellence</li> <li>• Recovery</li> </ul>	<b>Action</b>  <ol style="list-style-type: none"> <li>1. Review and maintain the critical indicators that have been set to measure the impact of the partnership’s improvement agenda. These will include a mixture of qualitative and quantitative indicators.</li> <li>2. Establish and maintain processes and tools for gathering quantitative and qualitative evidence to measure and describe the impact of the work in the Partnership.</li> <li>3. Produce regular reports for a range of audiences including Board, Committee and Scottish Government and an annual evaluation report detailing the successes and achievements of the Partnership’s improvement agenda.</li> <li>4. Support individual workstreams to define specific indicators aligned to their areas of priority.</li> <li>5. Support with the development of the FOCUS tool across the West Partnership.</li> <li>6. Collate and analyse evaluative data following all events.</li> <li>7. Work in collaboration with the Research and Impact Officer to conduct and report on evaluation activities to support continuous improvement and understanding impact.</li> <li>8. Continue to develop systems and processes which support the management, reporting and communication of the RIC work.</li> </ol>
<b>Support agreed with Education Scotland</b>	Support from the Education Scotland Regional Improvement Team: <ul style="list-style-type: none"> <li>• Analyse all West Partnership inspection and review reports at the end of each session.</li> <li>• Share and report case studies of best practice examples which have emerged from inspections and reviews.</li> </ul> Support from Scottish Government Analysis and Statistics Unit within the Learning Directorate.

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