Department of Business Operations and Partnerships

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TO: Councillors A. Anderson (Chair), K. Pragnell (Vice Chair), T. Buchanan, K. Campbell, D. Devlin, C. Merrick, O. O'Donnell and G. Wallace; Ms F. Gilchrist; Ms D. Graham; Mr D. Morris; and Ms E Yedd.

EDUCATION COMMITTEE

A meeting of the Education Committee will be held in the Council Chamber, Council Headquarters, Eastwood Park, Giffnock, on **Thursday, 28 September 2023 at 10.00am**.

The agenda of business is as listed below.

LOUISE PRINGLE

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DIRECTOR OF BUSINESS OPERATIONS AND PARTNERSHIPS

AGENDA

1. **Apologies for Absence.**

2. **Declarations of Interest.**

3. **Modern Languages Focus – Verbal Update.**

4. **Progress Report on Priorities Associated with National Improvement Framework - Report by Director of Education (copy attached, pages 3-22).**

5. **Progress and Impact on Implementation of the Strategic Equity Fund Plan 2022–2026 – Report by Director of Education (copy attached, pages 23-36).**

6. **Improving Outcomes through Scottish Attainment Challenge Funding - Report by Director of Education (copy attached, pages 37-48).**

7. **Review of the Impact of Pupil Equity Funding – Report by Director of Education (copy attached, pages 49-80).**

8./…

8. West Partnership Improvement Collaborative: Evaluation Report 2022-2023 – Report by Director of Education (copy attached, pages 81-112).

9. West Partnership Improvement Collaborative: Improvement Plan 2023-2024 – Report by the Director of Education (copy attached, pages 113-140).

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

A recording of the meeting will also be available following the meeting on the Council's YouTube Channel https://www.youtube.com/user/eastrenfrewshire/videos

AGENDA ITEM No. 4

EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

28 SEPTEMBER 2023

Report by Director of Education

PROGRESS 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 implementing priorities associated with the National Improvement Framework for Scottish Education (NIF).

RECOMMENDATION

2. Education Committee is 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 Achieving Excellence and Equity: national improvement framework and improvement plan 2023, which was published in December 2022, includes 5 priorities:

- Placing the human rights and needs of every child and young person at the centre of education;
- Improvement in children and young people's health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in skills and sustained, positive school-leaver destinations for all young people; and
- Improvement in attainment, particularly in literacy and numeracy.

4. The NIF is underpinned by a series of 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 Local Improvement Plan 2023 - 2026, West Partnership Improvement Plan and Strategic Equity Plan.

6. The annual Standards and Quality Report provides evidence of how the department and schools strive to raise the bar for all learners and at the same time reduce 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 five national priorities as set out in the National Improvement Framework (NIF).

7. The Education Department's Strategic Equity Fund progress report, also provides evidence of improvement in East Renfrewshire in relation to the NIF priorities.

REPORT

8. 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 and Care Inspectorate are used to identify steps which need to be taken to secure continuous improvement.

9. Evidence for the report (Appendix 1) is gathered annually through a range of activities designed to provide support and challenge to schools and centres. The ERC Summary 2022-23 and included evidence is based on the Scottish Government template and prompts provided in previous years and was gathered from the following sources:

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

10. 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.

11. A high level summary of the progress in East Renfrewshire with the five national priorities set out in the NIF is included as Appendix 1. Key strengths, include:

- Staff across the local authority engaged in moderation activity with colleagues throughout session 2022-2023 where they collaboratively planned learning teaching and assessment and gathered learners' assessment evidence to moderate. Of the learner evidence moderated, 98% overall was agreed to have met the intended outcomes;
- The levels of attainment of East Renfrewshire pupils at S4 to S6 has continued to be high over the past 5 years. The Council's performance in almost all cases consistently significantly outperforms its virtual comparator's levels of attainment;
- A range of professional learning opportunities and resources offered by the Educational Psychology Service supported schools to respond effectively to social and emotional concerns and maximise the attendance of more vulnerable individuals;
- In 2022 98.5% of leavers were in a positive destination, the highest proportion ever recorded to date; and,
- 97.7% of ERC 16-19 year olds were participating (Annual Participation Measure), well above the national figure of 94.3% and the highest result of all mainland LAs.

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

- The planned implementation of the refreshed Leadership Strategy;
- The relentless focus on closing the poverty related attainment gap, supported through the effective use of Strategic Equity Funding;
- The planned review, update and implementation of the Literacy strategy and associated professional learning to improve further the quality of the learning, teaching and assessment in reading, writing and talking and listening; and,
- The rigorous processes in place to track, monitor and report on progress, including understanding and analysing data, benchmarking and sharing best practice across the West Partnership and Scotland.

13. The introduction of Strategic Equity Funding in East Renfrewshire, has enabled further opportunities for the department and schools to explore how we continue to support our children and young people with their wellbeing and learning.

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

FINANCIAL AND EFFICIENCY IMPLICATIONS

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

COLLABORATION

16. The Education Department works with a range of partners to drive Excellence and Equity and fulfil the requirements as set out in the National Improvement Framework. These partners are detailed in appendix 1 and include Education Scotland, Association of Directors of Education, Skills Development Scotland and East Renfrewshire's Work Eastren and Health and Social Care Partnership.

RECOMMENDATION

17. Education Committee is asked to note and comment on the Education Department's progress in implementing priorities associated with the National Improvement Framework.

Mark Ratter
Director of Education
28 September 2023

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National Improvement Framework for Scottish Education- East Renfrewshire Summary 2022-2023	
Priority 1: Placing the human rights and needs of every child and young person at the centre of education	
	Successes and impact
Prompts • How is progress evaluated to demonstrate implementation of UNCRC? • Are the principles of Learning for Sustainability being embedded in local improvement planning? • Development of youth voice • Any professional learning to raise awareness and support staff development in this area.	East Renfrewshire Council and its partners have taken various steps to progress children's rights across all of its services within the context of Getting it Right for Every Child (GIRFEC), the United Nations Convention on the Rights of a Child (UNCRC) and The Promise. Our New Children's Services Plan 2023-26, directly links to our commitment to promoting and protecting children and young people's rights. The plan is underpinned by the national GIRFEC wellbeing framework which aligns with all that we do in East Renfrewshire. In line with The Promise, we support children to flourish within a culture of care and rights-respecting, human-centred approaches that enable nurturing, loving relationships. We want children and young people to experience services that place them at the centre of what we do and by doing this we apply a UNCRC approach in our day-to-day practice. To prepare for incorporation of the UNCRC into Scots Law, a UNCRC Implementation Group was established in April 2021 to ensure that all staff are supported to consider the implications for how we deliver council services. This group are progressing three main themes aligned to participation of children and young people, promotion of rights across all services and publicising children's rights to children and families. The Children's Rights in East Renfrewshire report was published in July 2023 and provides full details of the ongoing work in this area. There has been a range of training opportunities and professional learning in relation to children's rights. Four members of staff across Education and Community Learning and Development have been trained as UNCRC 'Train the Trainers'. They are currently using this training to develop materials that can be used across the council and partners. Training is arranged for Rights Respecting Schools (RRS) leads via our partnership with the UNCRC RRS team, Education Scotland and West Partnership. This supports settings and schools to lead in-house training in schools in line with the RRS guidance and assessment process. Young Leaders of Learning is a programme designed to help children and young people to be more actively involved in helping to improve their schools. Two Education Officers have been trained as trainers in delivering this programme and have provided professional learning to a number of schools. Eleven schools are currently involved in this programme and pupils have been trained as young leaders of learning and are participating in visits to other schools. Career Long Professional Learning (CLPL) has been delivered in partnership with the West of Scotland Development Education Centre, UNICEF and through the West Partnership to raise awareness of Children's Rights, linked to the UNCRC Bill. In authority

	questionnaires, most pupils (89%) agree that their school helps them to understand their rights. In recent school accreditation visits which have led to Rights Respecting Gold Awards for Busby Primary School, Cross Arthurlie Primary School and Mearns Primary School, UNICEF highlighted the range of mechanisms that allow pupils to take on leadership roles and be involved in decision making and commented on articulate pupils who are able to discuss a wide range of rights and explain their importance in their lives. A total of 34 settings hold the Rights Respecting Schools award with 15, an increase of 3 on last year, at Gold level. Across all our schools and settings, pupil voice makes a positive contribution to the ethos and life of the school or centre and can also lead to improved home and community life. We use a range of measures to seek children and young people's views about matters that affect them. There are regular opportunities for pupil representatives to meet with the Director of Education and share their views on issues relating to matters such as the curriculum, learning and teaching, and pastoral care. All schools in East Renfrewshire, to varying extents, make use of the How Good Is OUR School (Education Scotland) learner participation resource. All our settings take a "You Say, We Do" approach to seek the views of learners. In authority questionnaires, most pupils (89%) agree that they have opportunities to take part in school committees and groups and that the school helps them to understand their rights (87%). This develops confidence, values and skills for learning, life and work. The Education Department has in conjunction with children and young people and their families, developed a Social Justice Framework which takes into account research, legislation and policy advice including UNCRC, The Promise, ASL Review, and Equality Act 2010. It has been formulated to ensure that all East Renfrewshire settings and schools are supported in developing their approaches to social justice through increased understanding, sharing of resources and good practice and making connections between the various aspects of social justice. The framework is accompanied by a social justice strategy which outlines what the Education Department intends to do to improve social justice through education over the coming three-year period.
	Next steps / Challenges
	Implement the Social Justice Strategy Provide ongoing training and professional learning linked to UNCRC and Learning for Sustainability Ensure Children's rights are reflected in relevant plans

National Improvement Framework for Scottish Education- East Renfrewshire Summary 2022-2023	
Priority 2: Improvements in children and young people's health and wellbeing	
	Successes and impact
Prompts • 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. • 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. • How does your local authority ensure children and young people's views are at the centre of all stages of planning, provision and	All East Renfrewshire educational establishments adopt a Health Promoting approach to safeguarding the health and wellbeing of our children, young people and families. In questionnaires, most pupils (77%) agreed that the staff supported them with their wellbeing and most parents (79%) agreed that the staff support their child's emotional and mental wellbeing. One hundred percent of ERC establishments evaluated HGIOS / HGIOELC QI 3.1 (Ensuring wellbeing, equality and inclusion) as good or better in 2022-23. The Educational Psychology Service has continued to support children's mental and emotional wellbeing through the Healthier Minds Service. The service worked closely with schools and Community Learning and Development (CLD) in order to support young people to access relevant provision and support, including community-based supports. Feedback about the service from children and young people, parents, carers and staff has been very positive: *"I liked opening up and talking in an environment that I felt safe in and that a I felt like I was actually being listened to.", "The support of this service has been a significant factor in my daughter's recent progress.", "As a family it brought us together when we were struggling."* The Healthier Minds website has evolved further in response to feedback from children, young people, families and schools. The website provides a range of information to support the mental wellbeing of children and young people. The Healthier Minds Network have provided high quality professional learning provided to staff from Education, Health and Social Care Partnership (HSCP) and third sector organisations. Topics covered included: Nurturing Approaches in the Classroom, Supporting Children and Young People with Emotional Regulation, Anxiety in Autism, Supporting Children and Young People with Anxiety, Supporting Girls with Autism: Understanding Masking and Supporting Problematic Eating. All sessions were evaluated highly. Feedback included: *"Your sessions are always excellent."*, *"Very useful session.", "Excellent and informative."* The Learn Well Service has been established to support young people with their wellbeing and education while they are not attending school for reasons relating to Emotionally Based School Absence (EBSA). The service works in close partnership with the young person, their family, the school and Community Learning and Development (CLD) to ensure that their educational needs are met and that a range of opportunities remain open to them. In addition, the service offers extracurricular activities aimed at young people and their families to encourage positive engagement within the family unit and participation in wider social experiences. The core aims of the service are improving outcomes for young people and helping them to recognise their own potential. The service comprises one Outreach Teacher, one Pupil Support Assistant, one Neurodevelopmental Support Worker and 1.5 fte Children 1st Project Workers.

delivery of education?	The Educational Psychology Service (EPS) has developed guidance for Learn Well practitioners and wider education staff to more effectively support children and young people who experience EBSA. Online training seminars were organised in collaboration with the Healthier Minds Service. Introductory awareness raising of the guidance has also taken place within the HT Meeting (Secondary and Primary) and the ASN Coordinators forums. The EPS has developed evaluation tools for the Learn Well Service to explore how our young people feel about their health, wellbeing and education. This baseline information will allow us to track progress over time and create opportunities for young people that will have an impact. • Almost all (90%+) of the young people have shown increased resilience and a willingness to engage in education. • Almost all (90%+) have engaged with learning activities appropriate to their age and stage. The department has very effective arrangements in place in relation to safeguarding. A child protection audit led by the Quality Improvement Team identified strengths and areas for improvement in individual settings. Child protection coordinators' awareness and understanding of issues such as gender based violence, domestic abuse and Prevent is supported and enhanced by their participation in child protection coordinator meetings led by a QIM and the Lead Officer for child protection. Senior leaders and pastoral care staff in our establishments participated in professional learning in the Signs of Safety approach to Child Protection and GIRFEC which has been embraced and promoted by the local Child Protection Committee. Professional learning in relation to trauma informed practice has been delivered by Education Scotland to teachers and pupil support assistants with a few sessions specifically adapted to focus on supporting unaccompanied asylum seeking children and young people. We work in partnership with East Renfrewshire Culture and Leisure Trust's Active Schools Team to support children and young people's participation in a range of physical activity. Over the last year we have worked closely with schools to identify children, including those experiencing poverty, to utilise Scottish Government funding to purchase places to participate in holiday sports and culture camps led by the Trust and worked with staff to remove any barriers to participation and provide appropriate support.
	Challenges and Next steps
	Child Protection (CP) Co-ordinator's meetings will continue in order to support staff in all sectors as will the audit of CP processes and procedures. Roll out the 'Your Body Matters' resources for primary schools to support the delivery of the HWB curriculum. Gather views of children and young people in relation to the new national Relationships Sexual Health Parenthood Guidance.

National Improvement Framework for Scottish Education- East Renfrewshire Summary 2022-2023

Priority 3: Closing the attainment gap between the most and least disadvantaged children

	Successes and impact
Prompts • Please note the interventions/actions which have had the most impact. • Any joint working with partners which has had significant impact on addressing the poverty related attainment gap.	East Renfrewshire Council is strongly committed to improving outcomes and raising attainment and achievement for all learners. The Education Department's Vision statement aligns with our Strategic Equity Fund (SEF), Pupil Equity Fund (PEF) and Care Experienced Children and Young People (CECYP) plans. ERC provides a high level of guidance to support schools to plan and report on the impact of PEF; allocated by Scottish Government directly to schools and used to provide additional support for learners experiencing poverty and help close the poverty-related attainment gap. Throughout 2022-23 the department worked in partnership with schools to evaluate and improve the impact of PEF. Refreshed guidance was published in May 2022 in light of the new Scottish Attainment Challenge (SAC) approach. All headteachers attended an authority wide PEF launch to assist schools to plan effectively. There was a focus on the key messages from ERC's guidance on PEF. This session included advice and support to schools to reduce costs to support learning and how to use health and wellbeing indicators and measures to evaluate impact and targeting. In addition, all 32 establishments across the authority participated in joint quality improvement officer and Education Scotland Attainment Advisor PEF visits. These visits provided support and challenge to schools around their current PEF spend, previous and expected impact and how well their planning supports targeting and quality assurance. A Thematic Review of the Impact of PEF was carried out during March and April 2023. This considered a range of factors such as the quality of schools' evidence-based planning, collaboration with stakeholders and measurement of progress, as well as overall progress in improving learning outcomes for children and young people living with poverty. The report highlighted a number of key strengths including the strong rationale for the use of PEF developed by all schools, the very high rates of positive and sustained destinations for socio-economically disadvantaged school leavers, and the very high level of support to improve pupils' wellbeing provided by the Educational Psychology team. Some important areas for improvement were also identified and these have been used to plan next steps to be taken by schools and the education department to improve outcomes for disadvantaged learners. In September and October each year, the ability of primary 1 pupils in literacy and numeracy and physical development is measured in a process called the literacy and numeracy baseline and developmental milestones screening. This allows primary staff to build on children's strengths and address areas for development. Moreover the information is also shared with early

learning and childcare establishments to allow them to consider patterns and trends and how they may improve experiences and outcomes for children. The data gathered in September and October 2022 (most recent available at this time) demonstrated that:

a) the performance of all children collectively in literacy and numeracy remained relatively unchanged from previous years, and;
b) the proportion of all children attaining their developmental milestones remained relatively unchanged from previous years at 84%, the same as last year.

Developmental milestone data in 2022-23 demonstrated that the proportion of children residing in SIMD 1-3 properties achieving their milestones on entry to P1 increased by 6% to 73% compared with 67% in 2021-22, this is still significantly lower than a previous recorded high of 74% in 2019-20 (following a 5 year trend of improvement), however it indicates signs of recovery from the impact of Covid-19. Meanwhile the proportion of children achieving their milestones residing in decile areas 4-7 has remained relatively consistent, with those residing in decile areas 8-10 slightly increasing in attainment levels over the same period, with 82% and 86% of children respectively attaining the measure; this results in a significant gap between those in deciles 1-3 and the remainder of the cohort.

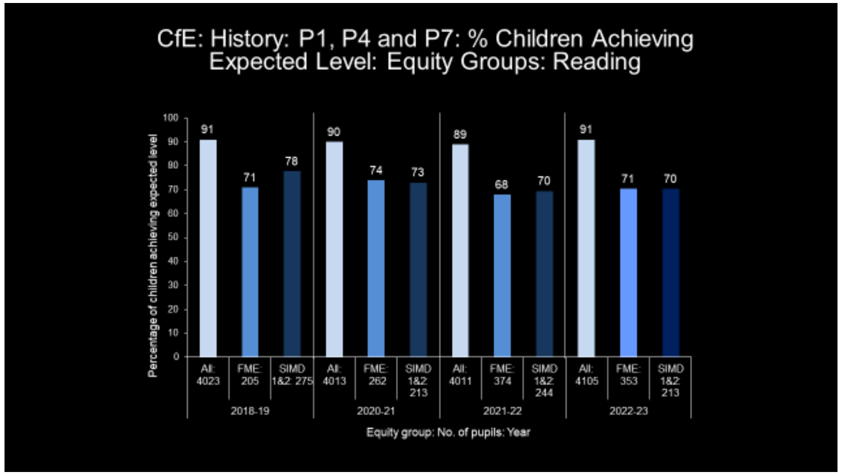
In 2021-22 baseline, there was on average a 9 point gap between children residing in decile 1 and decile 10 residences in numeracy; in 2022-23 this average gap decreased to 7 points, showing signs of closing the poverty related attainment gap in numeracy.

Primary Attainment – Closing the Gap

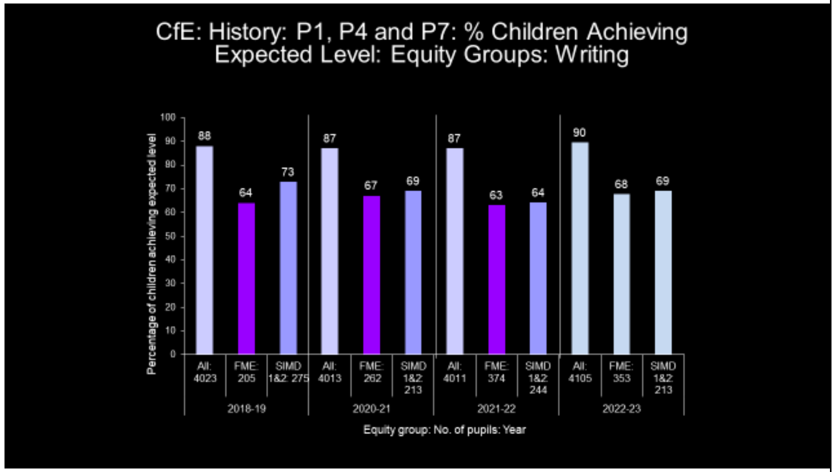
Considering attainment information from 2018-19 to 2022-23, the proportion of P1, P4, P7 pupils (all) attaining the expected levels of attainment in reading, writing and numeracy has remained relatively consistent, however the attainment of children entitled to a free school meal and those living in decile 1 or 2 areas has fluctuated during this period; this indicates the impact of the global pandemic (Covid) on our most disadvantaged primary aged pupils in P1, P4 and P7 stages in terms of the poverty related attainment gap over the last 5 years.

It should be noted that the numbers of those children registered for Free School Meals and/or living in SIMD deciles 1 and 2 represent a small percentage statistically (approximately 6%) of this demographic in East Renfrewshire.

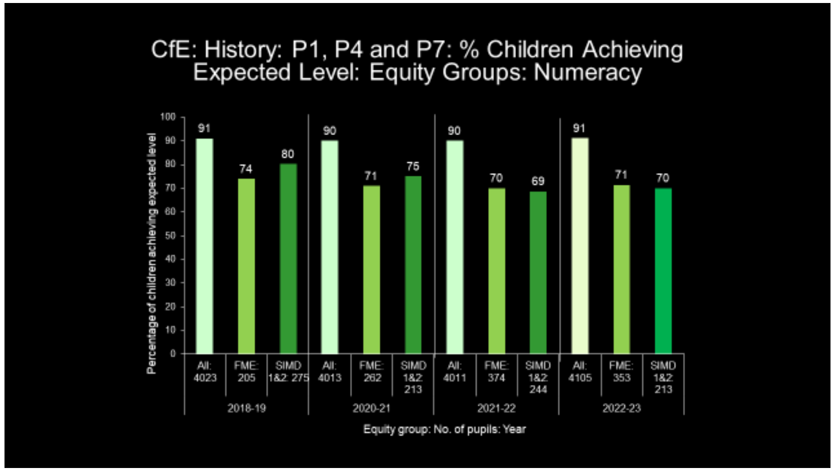
See charts below.



CfE: History: P1, P4 and P7: % Children Achieving Expected Level: Equity Groups: Reading



CfE: History: P1, P4 and P7: % Children Achieving Expected Level: Equity Groups: Writing



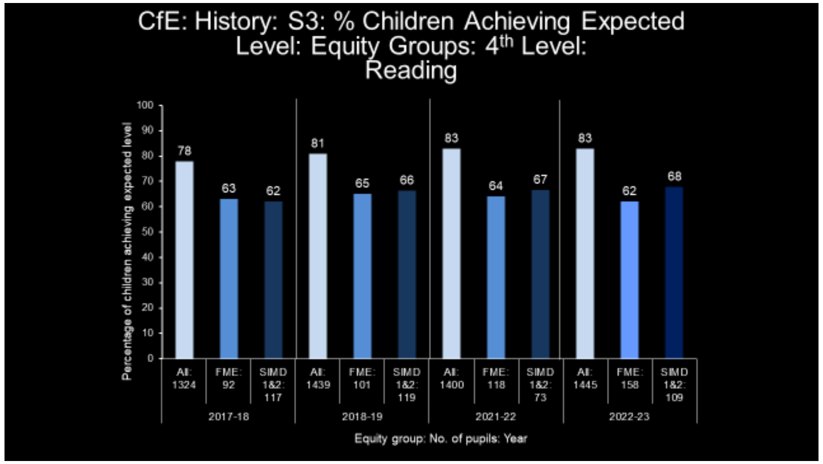
CfE: History: P1, P4 and P7: % Children Achieving Expected Level: Equity Groups: Numeracy

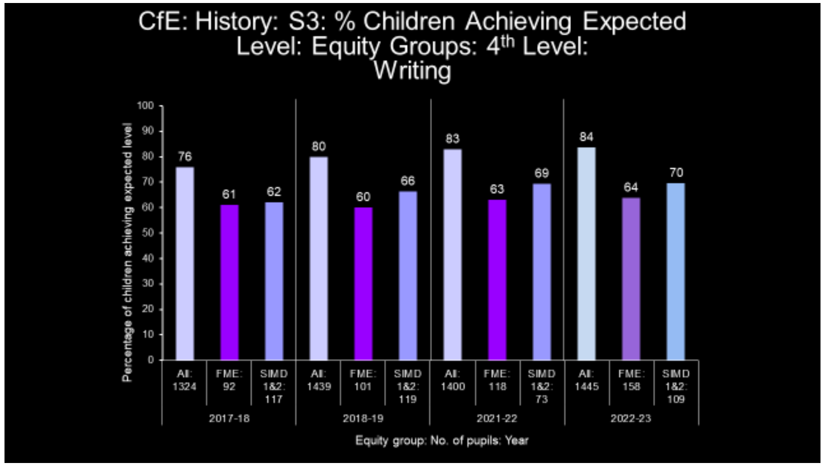
Secondary Attainment

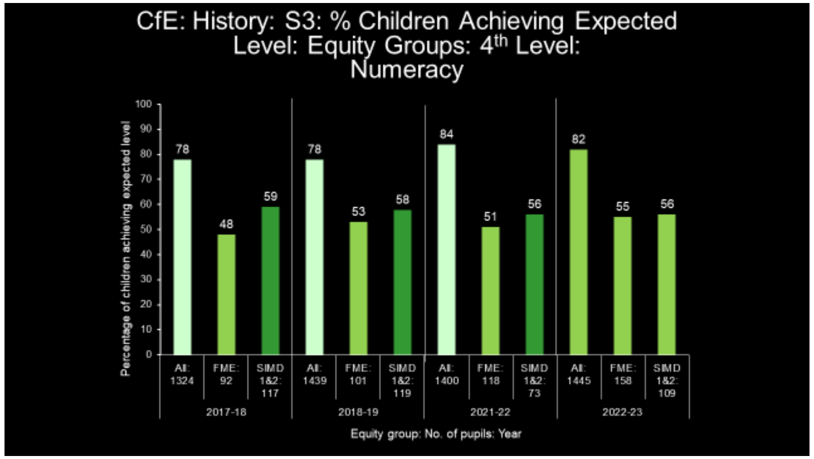
Fourth Level

**No data was collected for S3 in 2019-20 or 2020-21 as a consequence of the Covid-19 pandemic. Dataset used in the tables below is taken from Education Department local dataset.*

From 2018-19 to 2022-23, the proportion of S3 pupils (all) attaining CfE level 4 has increased across most curricular areas over the past 5 years. The attainment of children entitled to a free school meal has increased across most curricular areas, with the exception of reading, and those living in decile 1 or 2 areas have increased in reading and writing, with a decrease for those decile 1 or 2 pupils in numeracy and no change recorded for talking and listening; this indicates that the poverty related attainment gap has still been a factor for our most disadvantaged secondary aged pupils in S3 over the last three years.







Challenges and Next steps

Implement the recommendations of the Thematic Review of the Impact of Pupil Equity Funding

Implement the Delivering Excellence through Equity (Strategic Equity Plan).

In partnership with Education Scotland (Attainment Advisor) continue to strengthen approaches to central quality assurance of the use of PEF.

The department will continue to self-evaluate its performance, share best practice across establishments and take the necessary steps to progress those areas identified where there is further scope for improvement.

National Improvement Framework for Scottish Education- East Renfrewshire Summary 2022-2023

Priority 4: Improvement in skills and sustained, positive school-leaver destinations for all young people

	Successes and impact
Prompts • Developing Young Workforce in the BGE and Senior Phase. • The range of work placement opportunities schools are offering to learners. The range of models, extent of coverage. • Information on the diverse pathways on offer in secondary schools in order to broaden learner pathways. • 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.	A focus on Developing the Young Workforce (DYW) in both the BGE and Senior Phase continued last session, with the DYW plan focusing on 3 key areas: curriculum, collaboration and equity. Vocational Education continues to contribute to the achievement and attainment of young people in the senior phase and supports them to develop skills for work. Our offer in session 2022-23 included 60 courses, ranging from SCQF Levels 1 to 8 and provided by a wide range of partner Further Education providers. The number of young people participating in vocational courses increased from 380 in 2021-22 to 459 in 2022-23, demonstrating that following a period affected by Covid-19 restrictions young people felt more confident again to study out with their own school environment. The progress of our young people is closely monitored to ensure successful outcomes for every young person undertaking a vocational course. This tracking is possible due to the support of college partners and training providers who work well with us to maintain pupil progress and intervene where appropriate, offering- further support as required. A total of 1,430 young people left East Renfrewshire schools in 2021-22, and in statistics published by the Scottish Government it has been confirmed that 1,408 (98.5%) had made a positive next step in their development. This is the highest proportion ever recorded in East Renfrewshire, with the previous best being 97.7% in 2017-18. East Renfrewshire has compared favourably against the Virtual Comparator, West Partnership and national averages (95.7%) for this measure over the past five years. From summary statistics for follow-up leaver destinations for the same 2021-22 cohort, 97.5% of East Renfrewshire school leavers were in a positive destination in April 2023, our highest ever proportion and comparing favourably to the national rate of 93.5% The proportion of young people with Additional Support Needs moving on to a positive destination reached the highest level recorded in the past five years in 2021/22 with 97.5% achieving an initial positive destination. Similarly, the proportion of East Renfrewshire leavers from a minority ethnic background reached record levels in 2021/22 with 99.6% achieving a positive destination. These are the latest figures on 2021-22 leavers which are reported on in February 2023. The proportion of school leavers going on to Higher Education was 69.8% in 2021/22 and the highest in Scotland for the same year. The proportion of leavers moving to Higher Education has increased over the past five years. The proportion of SIMD 1 and 2 leavers who entered Higher Education also increased to 50% in 2021/22, the highest level achieved over the past five years.

In all East Renfrewshire schools, almost all school leavers achieved a positive destination. In Barrhead High, 100% of their school leavers moved into a positive destination, with over 99% of St Luke's High and St Ninian's High pupils also doing so.

As agreed by Scottish Ministers, the Annual Participation Measure (APM) has been adopted in the Scottish Government's National Performance Framework as the measure of young people's participation in education, employment, training or other positive post school destination. In 2023, 97.7% of East Renfrewshire 16-19 year olds were participating in a positive outcome, well above the national figure of 94.3% and the highest proportion nationally of young people actively participating in society in a positive way. A stretch aim of 91.5% was set for young people living in quintile 1, this was exceeded with 95.5% of young people recorded as participating. Similarly, the target of 98.4% for young people in quintile 5 was met with 98.5% recorded, reducing the poverty related attainment gap from 7.3% to 3%. The table below details the performance of pupils living in quintiles 1 and 5.

	Annual Participation Measure			
	All Pupils	**Pupils living in Q1**	**Pupil living in Q5**	**Stretch Gap**
2022 - 2023	0.7% increase	4.8% increase	0.4% increase	4.4% decrease

Our partnership with SDS has ensured that our young people, staff and parents receive the most up to date, relevant labour-market information to support their learner pathways. Staff participated in professional learning to enhance their knowledge in relation to careers information and guidance. For the first time, Education Scotland and SDS supported the education department to offer professional learning on Developing the Young Workforce to all probationer teachers.

We develop and nurture relationships with employers to support learner experiences and broaden learner pathways. A priority of the DYW School Coordinators is to work with employers to allow our young people to demonstrate and apply these skills in different contexts. In November 2022, a successful Employer Engagement event was held to facilitate new networks and partnerships between DYW School Coordinators and local employers.

Challenges and Next steps

Implement the DYW Plan 2022-25.

Extend the breadth of DYW opportunities in our primary schools and early years' establishments.

Continue to provide training in relation to labour market information with SDS providing updated data on a monthly basis.

Continue with monthly Datahub meetings focusing on those young people most in need of support.

National Improvement Framework for Scottish Education- East Renfrewshire Summary 2022-2023	
Priority 5: Improvement in attainment, particularly in literacy and numeracy	
	Successes and impact
Prompts - Key areas of interventions/actions which have had the biggest impact on improving literacy and numeracy. - Professional learning opportunities which have had significant impact on the skills and competences of school leaders and teachers. - How is data being used to inform next steps for improvement? - Family learning programmes which have been specifically targeted to improve literacy and numeracy.	Quality assurance and moderation remains a key focus of the National Improvement Framework in East Renfrewshire. Moderation is viewed as part of the learning, teaching and assessment process. The Education Department has had a significant focus on developing a shared understanding of standards through a range of moderation activity and professional learning opportunities over the past 10 years and is committed to continuing this work across all sectors. Collaborative Learning Networks (CLN) were established in session 2022-2023 as a structure to focus on progression within and across Curriculum for Excellence (CfE) levels. The model supports collaborative planning of learning, teaching and assessment, and multi-layer moderation activity throughout the academic session. 760 practitioners across early years, primary and special sectors worked collaboratively within a similar CfE level of specialist subject area. Practitioners created meaningful learning networks with colleagues from across the local authority and engaged in focused professional learning to support their understanding of key national and local messages in relation to assessment and moderation. When surveyed 99% of participants indicated that they felt equipped to engage in a collaborative learning network and 98% valued the opportunity to meet with colleagues beyond their own establishment. There is a comprehensive programme of CLPL on offer linked to all aspects of the learning, teaching and assessment cycle for all practitioners. 133 newly qualified teachers engaged with a session focused on effective learning, teaching and assessment. Almost all (93%) indicated an increase in confidence to develop effective questioning techniques and (94%) increased confidence in providing effective feedback to learners. Literacy and Numeracy Two Principal Teachers of Literacy & English and one Principal Teacher of Numeracy & Mathematics support school-based staff to raise attainment and build capacity in these curricular areas. They form part of the East Renfrewshire Attainment Challenge Team. Establishments across the authority have been aligned to a three-tiered approach – ‘Supported’, ‘Guided’ and ‘Independent’ - which is informed by analysis of a range of intelligence data. This will allow available support and staff resources to be targeted appropriately to those school communities where there is greatest need.

During 2022-2023, Adult Learning Services successfully re-established face to face learning across the authority. 140 residents engaged with a range of learner-centred programmes taking place throughout the authority including an increase in the number of adult learners attending one or more of English for Speakers of Other Languages (ESOL) courses.

There was also a successful bid for Local Authority Covid Economic Recovery funding (LACER). As a result of this funding 15 parents were supported to achieve self-directed learning goals relating to their children's learning and their own aspirations. 100% of participants reported that their confidence and wellbeing had improved as a result of being part of the LACER project.

In partnership with West College Scotland, an increased number of adult learners gained SQA qualifications. Twenty eight people successfully completed SQA courses at SCQF Level 4, Getting Started in IT and Early Learning & Childcare. Twenty nine adult learners were supported through Learning for Work programmes.

The refreshed Numeracy and Mathematics Strategy 2023-26 was approved by Education Committee in June 2023. The strategy links clearly to the Education Department's vision 'Everyone Attaining, Everyone Achieving through Excellent Experiences' and sets out three main areas – attainment and achievement, learners' experiences and stakeholders – detailing how we will ensure that all children and young people develop the numeracy and mathematics skills they need to be successful throughout life. The strategy will build on existing good practice in East Renfrewshire, use up-to-date research and evidence and ensure that numeracy and mathematics have a central and continuing focus in education.

A comprehensive CLPL programme is ongoing to support the aims of the strategy including: Number Talks and Numicon in Fractions, Decimals and Percentages. Staff across sectors were provided with opportunities to engage in activities with Education Scotland, Young Enterprise Scotland (Scotland's Financial Schools), West Partnership and our ERC Maths Champions Network/PT Subject Group. 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. The creation of the ERC Numeracy & Mathematics Hub and Twitter account has been well received and engagement with these platforms is growing.

Use of data to identify next steps for improvement

East Renfrewshire's Education Department makes excellent use of robust and consistent attainment data, which is central to all improvement actions focused on raising attainment in literacy and numeracy. The Education Department gathers a significant amount of data annually at individual pupil level, through a variety of sources, including: local baseline assessments of children on entry to P1; local standardised assessment data; Curriculum for Excellence (CfE) attainment; 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. In collaboration with schools, the department develops strategies to raise attainment in literacy and numeracy using this attainment analysis, to create challenging but achievable targets (stretch aims) 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 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.

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 Early Years, 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.

Attainment in Literacy and Numeracy

The levels of attainment of East Renfrewshire pupils in the Broad General Education has remained consistently high and have increased slightly from 2021-22 across almost all curricular areas

Percentage of P1, P4 and P7 Pupils	2018-2019	2021-22	2022-23
% Attaining or Exceeding Expected Levels - Reading	91%	89%	91%
% Attaining or Exceeding Expected Levels - Writing	88%	87%	90%
% Attaining or Exceeding Expected Levels – Talking & Listening	91%	93%	94%
% Attaining or Exceeding Expected Levels - Numeracy	94%	90%	91%

Percentage of S3 Pupils	2018-19	2021-22	2022-23
% Attaining or Exceeding Third Level – Reading	97.5%	97.1%	96.4%
% Attaining or Exceeding Third Level - Writing	96.2%	96.8%	96.2%
% Attaining or Exceeding Third Level – Talking & Listening	96.8%	96.9%	97.2%
% Attaining or Exceeding Third Level- Numeracy	96.0%	97.9%	97.9%

Percentage of S3 Pupils	2018-19	2021-22	2022-23
% Attaining Fourth Level - Reading	80.9%	82.6%	82.8%

% Attaining Fourth Level - Writing	79.7%	82.8%	83.7%
% Attaining Fourth Level – Talking & Listening	81.5%	81.6%	85.7%
% Attaining Fourth Level - Numeracy	78.4%	83.5%	81.9%

Secondary attainment (S3) at third and fourth levels in reading, writing, talking and listening and numeracy has remained consistently high and is significantly above the published national average figures. Attainment at CfE level 3 in reading and writing has decreased slightly since 2021-22 whilst conversely, attainment in talking and listening and numeracy has increased. Attainment at CfE level 4 across the literacy areas has shown an increase over the past three years, whilst numeracy has shown a decrease from 2021-22.

The levels of attainment of East Renfrewshire pupils at exit point has continued to be high over the past 5 years. The local authority remains above National and Virtual Comparator averages for leavers attaining SCQF level 5 Literacy and Numeracy, and significantly above National and Virtual Comparator averages for leavers achieving SCQF level 6 Literacy and Numeracy. Similarly, the proportion of leavers achieving qualifications across SCQF levels 4 to 7 have been significantly above national averages and consistently above the Virtual Comparator.

Challenges and Next steps

The role of link Quality Improvement Officers will continue to be focused on providing ongoing support and challenge for self-evaluation and school improvement.

Continue to support and challenge schools to raise attainment through analysis of data, improved professional judgments, the target-setting process and improved learning and teaching for key equity groups.

Adult Learning will have an increased focus on numeracy with the introduction of the UKSPF Multiply Programme to support increasing adult numeracy with accreditation options.

AGENDA ITEM No. 5

EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

28 SEPTEMBER 2023

Report by Director of Education

PROGRESS AND IMPACT ON IMPLEMENTATION OF THE STRATEGIC EQUITY FUND PLAN 2022 - 2026

PURPOSE

1. The purpose of the report is to update Education Committee on the Education Department's progress implementing priorities associated with the Strategic Equity Fund (SEF) Plan 2022 – 2026.

RECOMMENDATION

2. Education Committee is asked to note and comment on the Education Department's progress with their Strategic Equity Plan 2022 – 2026.

BACKGROUND

3. The former Cabinet Secretary for Education and Skills set out in Parliament on 23 November 2021 the Scottish Government's plans for the next phase of the Scottish Attainment Challenge, (herein known as *SAC Refresh*), developed in consultation with local government and agreed by COSLA Leaders.

4. Education Committee will recall that at the August 2022 committee the department's Strategic Equity Plan, detailing approaches to improving attainment was approved with a request for the Director of Education to bring regular reports to Education Committee on the progress and impact of its implementation.

5. Local authorities were also asked to set 'Stretch Aims' for the Scottish Attainment Challenge, embedding these within existing local authority plans, with a view to reporting annually to the Scottish Government as part of statutory plans and reports.

6. The Education Department, in partnership with our schools, has been setting local stretch aims (targets) for some time. This two-way process is part of existing local authority quality improvement processes and very much agreed as part of an interactive and collaborative process. The agreed stretch aims enable strategic council (Outcome Delivery Plan and Fairer East Renfrewshire Plan), departmental (Local Improvement Plan) and school improvement plans to reflect the ambitious and achievable aim to improve outcomes for all learners, whilst closing the poverty related attainment gap.

7. Education Committee will recall that at the November 2022 committee the Stretch Aims were approved, with the Director of Education asked to bring regular reports to committee on the progress and impact of its implementation.

8. The department continually evaluates its progress 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 internal reviews is used to report on progress to identify steps which need to be taken to secure continuous improvement.

9. The department's Standards and Quality (S & Q) report, National Improvement Framework (NIF) report and Council's Outcome Delivery Plan End Year Report detail progress and impact on the department's Local Improvement Plan and Scottish Attainment Challenge, including the Strategic Equity Fund and school's Pupil Equity Fund. This report provides additional information.

REPORT

10. The department's SEF Plan "Raising the Bar for All: delivering Excellence through Equity" identifies 3 key themes as part of our theory of change to tackle the poverty related attainment gap:

- Children and Young People's Wellbeing – Readiness to Learn
- Literacy and Numeracy
- Learning and Teaching – Pedagogy for Equity

11. In addition, leadership, parental engagement and the use of research and data to support professional learning permeates across all themes.

Children and Young People's Wellbeing – Readiness to Learn

12. The Learn Well Service was established in September 2022.

13. The service was created to support young people with their wellbeing and education while they are not attending school for reasons relating to Emotionally Based School Absence (EBSA). The service works in close partnership with the young person, their family and school to ensure that their educational needs are met and that a range of opportunities remain open to them. In addition, the service offers extracurricular activities aimed at young people and their families to encourage positive engagement within the family unit and participation in wider social experiences. The service aims to improve outcomes for young people and help them to recognise their own potential.

14. By combining resources from different funding streams, including the Strategic Equity Fund, Care Experienced Children and Young People's Fund and the Whole Family Wellbeing Fund, the Education Department could create the Learn Well Service. This has allowed us to recruit a diverse team to support the different wellbeing needs of our most vulnerable learners, many of whom are care experienced or neurodiverse.

15. The service comprises one Outreach Teacher, one Pupil Support Assistant, one Neurodevelopmental Support Worker and 1.5 fte Children 1st Project Workers.

16. Together, the team have supported 22 young people through the Strategic Equity fund pathway and a further 10 young people through the Care Experienced Fund pathway. All young people have been offered direct support for a minimum of one hour on a weekly basis. Intensive support is offered through home visits, while group support is offered

through a timetable of learning and wellbeing activities (e.g. Wellbeing Walk, English Learning Group and Art Workshop).

17. Learn Well also provides online learning opportunities for young people to access learning at home.

18. The service is developing resources on an ongoing basis to support school staff in understanding the wellbeing contexts, enabling them to be better placed to create conditions at a whole school level to minimise the risk of EBSA developing. This is leading to more confident and skilled staff supporting children and young people experiencing EBSA, leading to better outcomes.

19. The Educational Psychology Team has introduced tools for the Learn Well Service to explore how our young people feel about their health, wellbeing and education. A baseline has been established and will be used to track impact in terms of wellbeing outcomes for children and young people using the service.

20. Plans are in place to scale up this assessment across all East Renfrewshire establishments, enabling analysis of children and young people's health, wellbeing and education, ensuring earlier intervention for those who need support.

21. Learn Well works in close partnership with the identified young person's school and community learning and development (CLD) teams, to ensure that educational needs are being met and that a range of opportunities remain open. Extra-curricular activities are offered, aimed at young people and their families to encourage positive engagement within the family unit and participation in wider social experiences.

22. Strengthened by a partnership with a charity foundation. Plans are underway for the Learn Well Service to trial a meta-skills programme that supports young people to develop a range of skills in the areas of leadership, collaboration, communication, organisation, initiative and resilience.

23. Appendix 1 of this document, provides a case study example of a young person receiving support.

24. A significant amount of time has been invested developing a new Social Justice Framework. The framework, which is part of the wider authority vision of Everyone Attaining, Everyone Achieving through Excellent Experiences, offers practical guidance for practitioners focused on a holistic approach in tackling inequity. To achieve the objectives of the framework, there will be a strong focus on learning, teaching and assessment, pupil equity fund resources, curriculum design, relationships with communities, recruitment and professional learning to tackle inequity.

25. Cost of the School Day approaches are increasingly embedded into schools' self-evaluation, improvement planning and everyday practice. In a recent review of Pupil Equity Funding, almost all schools could demonstrate significant efforts to reduce the cost of school uniform, trips and activities, ensuring all children could be included and that funding was not a barrier to learning experiences.

26. The Council's Money Advice and Rights Team has worked in partnership with the Education Department to develop a pilot project offering financial advice within two primary schools. This approach builds on parents' positive relationships with school and enables them to access support and advice in a discreet, familiar environment. By increasing family income, the service helps to reduce the negative impact of poverty on

children's health and wellbeing. Following positive feedback on the impact of the pilot, the initiative will be expanded.

Literacy and Numeracy

27. Front facing posts such as a PT Numeracy, PT Equity (learning, teaching and assessment), PT Equity (digital) and a Data Strategy and Improvement Officer have now been appointed. The new staff join existing established departmental staff, such as the Principal Teachers of Literacy to form an East Renfrewshire Attainment Challenge Team.

28. A clear vision for how the Strategic Equity Fund team will be deployed using a three tiered approach of 'supported, guided and independent' was shared with all head teachers and departmental staff last session.

29. Analysis of qualitative and quantitative data alongside professional discussion with school leaders has taken place to align schools to the three tiers accurately. With the support of Education Scotland's Attainment Advisor a detailed plan for improvement has been put in place for each of the targeted schools.

30. Education Committee will recall that at the April 2023 committee, the Numeracy and Mathematics Strategy was approved.

31. The strategy has been shared with key stakeholders and a comprehensive career long professional learning (CLPL) programme has been designed to support implementation.

32. The principal teachers of literacy continue to deliver Reading Recovery training. This year, 9 teachers were trained, with almost all primary schools in the authority having an accredited Reading Recovery teacher.

33. As well as offering Reading Recovery training the Literacy PTs provided a wide range of high quality, sustained professional learning opportunities for school staff. This provided rich opportunities to develop and enhance professional knowledge and practice in literacy. Appendix 1 provides detail of the impact of such programmes.

34. A Data Boot Camp has been planned for the autumn term. Using feedback from teachers and school leaders, sessions have been planned to equip staff with the skills and knowledge to support and challenge each other to raise attainment through analysis of data, improved professional judgements, the target-setting process and improved learning and teaching, particularly for key equity groups.

35. The Boot Camp will also provide a professional learning opportunity to build leadership capability and capacity of senior staff and teachers in schools in the use of tracking and monitoring tools to interpret data and identify areas of need for individuals and groups of learners. This will include training on the newly developed use of Power Bi as a performance tracking tool.

Learning and Teaching – Pedagogy for Equity

36. The department has a robust learning, teaching and assessment strategy. '*Excellent Experiences for All'* provides an explicit overview of what should constitute high quality learning, teaching and assessment in every setting.

37. The department recently revised its ‘monitoring and tracking progress and achievement framework’ which aligns to the learning and teaching strategy. This provides explicit guidance for staff on the assessment framework, how to assess across the curriculum, use of the benchmarks, monitoring and tracking, target setting, effective professional dialogue, and how to use local authority and national data effectively. This supports a consistent approach for all staff and has led to more reliable data. Data conversations are then followed up during quality assurance visits.

38. Under the leadership of the Quality Improvement Team, the PT Equity (learning, teaching and assessment) has provided a supportive package of professional learning for ELC settings and schools to ensure a consistent method of assessment and moderation. This work has recently been strengthened by the addition of Curricular Learning Networks (CLN). CLNs were established as a structure to focus on progression within and across a curriculum for excellence level. The model effectively supports collaborative planning of learning, teaching and assessment, and multi-layer moderation activity. Practitioners have created meaningful learning networks with colleagues from across the local authority. The CLNs include around 700 practitioners.

39. Effective practice is shared throughout the year during head teacher meetings. Recently, the authority facilitated a ‘Delivering Excellence through Equity’ seminar for head teachers and senior leaders. This included a variety of professional learning opportunities around the themes of social justice, effective pedagogy for equity, metacognition in maths, emotionally-based school avoidance, positive mental health, and effective Pupil Equity Fund (PEF) planning. All head teachers reported that the seminar was useful, and evaluation of feedback, together with early analysis of school improvement plan priorities, suggests that the authority strategic focus on equity and social justice is influencing school improvement priorities. This is beginning to increase the focus on improving equity and social justice at school level. Continued support for schools to enact plans for improvement is needed to ensure impact on all children and young people.

40. All head teachers and heads of establishments from early learning settings, primary, special and secondary schools, along with the Quality Improvement Team, attended the Education Scotland training: *Self-Evaluation for Continuous Improvement (SECI)*. Almost all felt that the professional learning will have a positive impact on the learners in their settings. All agreed that it was a good opportunity to engage with peers and share learning. Feedback suggests that the participants will now be more focused in setting targets for learners and be more evaluative in their language of progress. As a result of this training, some clusters have decided to take a more collaborate approach to writing standards and quality reports.

41. The department has a well-established quality assurance calendar. This ensures all schools and settings are supported and challenged to improve the quality of learning, teaching and assessment and that a rigorous focus on improving equity is maintained. All establishments in East Renfrewshire are visited approximately every 3 years. The quality assurance calendar has been refreshed to reflect a more collaborative approach, with the aim of building the capacity within the system to support self-evaluation for self-improvement.

42. In partnership with the University of Strathclyde, a Research Hub to provide training and ongoing support for practitioners on appropriate and impactful professional inquiry was established in Barrhead High School during session 2022/23. This was the fifth hub established over the last five years. All teachers engage in professional inquiry, and in many cases collaborative inquiry with their peers, which has further promoted the culture of professional inquiry to improve learning and teaching in our schools.

43. The Quality Improvement Team with the support of Education Scotland's Attainment Advisor work alongside schools to ensure PEF Plans and School Improvement Plans clearly identify interventions and approaches schools are using to address the poverty related attainment gap. School Standards & Quality Reports outline progress with improving outcomes for children and young people impacted by poverty.

44. The Education Department has introduced a rigorous quality assurance process to support and challenge schools to monitor and evaluate the impact of their approach to PEF. PEF quad meetings have been introduced with an opportunity for peer to peer moderation of plans and progress. The Quality Improvement Team facilitate these meetings and evaluations confirm that senior leaders in schools value the opportunity to share successful interventions and learning within and beyond their school.

45. The department has a robust programme in place to collect views from learners on a range of topics. This includes annual pupil questionnaires as well as termly Director's Forum meetings with pupil representatives. Learners' views are gathered as a key component of all collaborative improvement visits, thematic review activities and policy development consultations.

46. In recent questionnaire data, most pupils stated that they were given support to make the appropriate choices about their learning pathway and staff helped them to understand how they were progressing.

47. The department has developed a new Strategic Equity Fund Governance Structure. It includes members of the Education Leadership Team, Quality Improvement Officers and Education Scotland's Attainment Advisor. A Governance Board meets on bi-monthly basis to discuss progress across the three work streams, providing support and challenge to project leads.

Stretch Aims

48. As detailed in paragraph 7 above, East Renfrewshire submitted Education Committee approved one year stretch aims along with their SEF plan to the Scottish Government.

Achievement of Curriculum for Excellence Levels: Closing the Gap

49. The overall stretch aims for P1, 4 and 7 combined for literacy and numeracy were achieved. With 87.6% (aim 87%) of children achieving the expected levels in literacy and 91.2% (aim 91%) in numeracy.

50. Children living in quintile 5 met their stretch aim for literacy and numeracy, with 92% achieving in literacy (one per cent above the target) and 94.5% reaching the target of the same figure in numeracy. Children living in quintile 1 areas made good progress in their learning when compared with previous years, with the gap between quintile 1 and quintile 5 children in literacy and numeracy closing by 1.3% in both curricular areas. However, although the rate of improvement for children living in quintile 1 was greater than those living in quintile 5, reducing the gap, the rate of progress is slower than we would like. With children achieving 64.3% in literacy (aim 71.5%) and 70% in numeracy (aim 79.5%). Charts 1 and 2 below detail the rate of closing the gap.

Chart 1

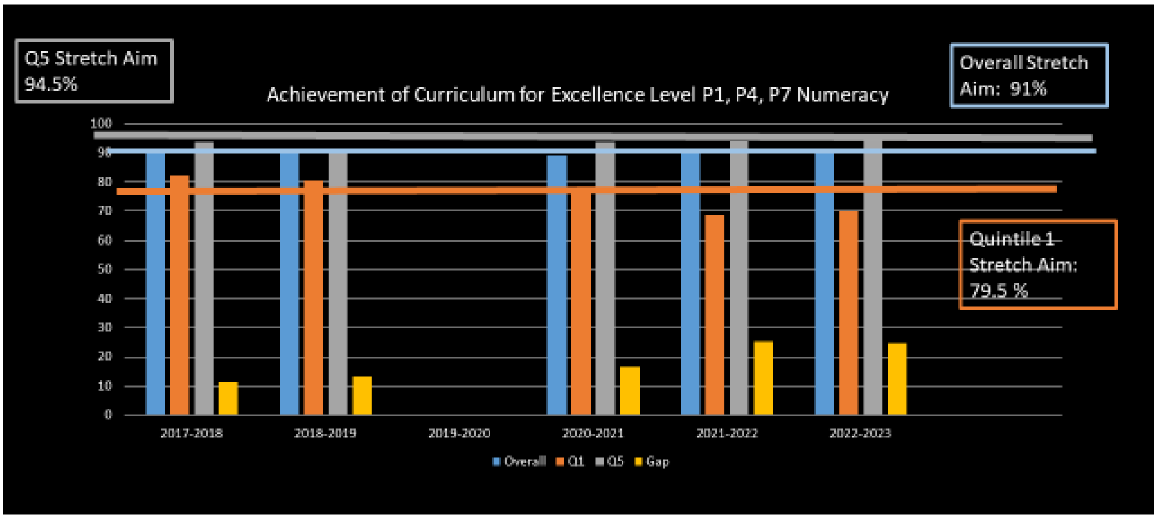
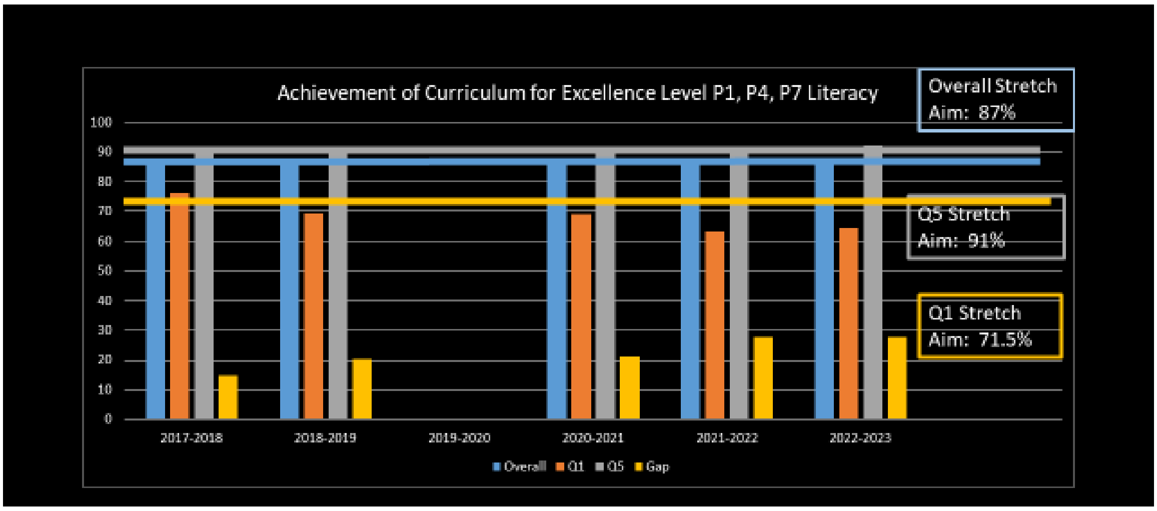


Chart 2



School Leavers SCQF Awards: Closing the Gap

51. At the time of reporting, school leaver attainment information is not available. Progress towards achieving stretch aims as measured in terms of school leavers will be reported at a future Education Committee.

Annual Participation Measure: Closing the Gap

52. The proportion of 16-19 olds participating in education, employment or training in East Renfrewshire is measured as part of the Annual Participation Measure (APM). East Renfrewshire set an APM stretch aim of 97.2%. This aim was exceeded with 97.7% of young people aged 16 – 19 years, currently in education, employment or training, an increase of 0.7% from the previous year and the highest rate in Scotland. A stretch aim of 91.5% was set for young people living in quintile 1, this was exceeded with 95.5% of young people recorded as participating. Similarly, the target of 98.4% for young people in quintile 5 was met with 98.5% recorded; this indicates that the bar of excellence continues to be raised for all young people whilst we reduce the poverty related attainment gap from 7.3% to 3%. Table 1 below details the performance of pupils living in quintiles 1 and 5.

Table 1

Proportion of 16-19 year olds participating in education, employment or training: Annual Participation Measure produced by Skills Development Scotland					
Year	**2018-19**	**2019 - 20**	**2020- 21**	**2021 - 22**	**2022 - 23**
Overall Level	96.9%	96.7%	97.2%	97%	97.7%
Q1	85.4%	83.6%	88%	90.7%	95.5%
Q5	98.1%	97.8%	98.4%	98%	98.5%
Gap (Q1 – Q5)	12.7%	14.2%	10.4%	7.3%	3%

Attendance: Closing the Gap

53. Attendance stretch aims were identified for primary and secondary pupils. Attendance targets of 96% for primary and 93.5% for secondary were set. Neither stretch aim was achieved, with an attendance rate of 94.4% being recorded in primary and 91.1% in secondary.

54. Improvements were recorded for all pupils in primary, with those living in quintiles 1 and 5 increasing at a similar rate, consequently the stretch gap remained the same at 5.2%.

55. Overall attendance in the secondary sector remained relatively unchanged at 91.1%, a decrease of 0.1% from 2021-22. Pupils living in quintile 1 recorded an attendance rate of 85.4% and those living in quintile 5, 92.6%. Tables 2 and 3 below detail the attendance gap.

Table 2

Attendance - Primary					
Year	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Overall Level	96.3%	95.6%	96.8%	93.9%	94.4%
Q1	93.9%	92.6%	92.9%	89.6%	90.3%
Q5	96.8%	96.2%	97.6%	94.8%	95.5%
Gap (Q1 – Q5)	2.9%	3.6%	4.7%	5.2%	5.2%

Table 3

Attendance – Secondary (S1-S5)					
Year	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Overall Level	93.9%	93%	94.3%	91.4%	91.1%
Q1	90.2%	88%	91%	87.4%	85.4%
Q5	95%	94.2%	95.3%	92.5%	92.6%
Gap (Q1 – Q5)	4.8%	6.2%	4.3%	5.1%	7.2%

56. Stretch aim performance, along with qualitative evidence has been used to identify priorities, activities and updated stretch aims.

57. East Renfrewshire's updated Strategic Equity Fund Plan 2023 – 2024 and 3 year stretch aims will be submitted to the Scottish Government, along with an accompanied outline trajectory for progress by the end of September 2023.

FINANCIAL AND EFFICIENCY IMPLICATIONS

58. East Renfrewshire's allocation of Scottish Attainment Challenge monies for 2022 to 2026 is detailed in table 3 below:

Table 3

Local Authorities	2022/23	2023/24	2024/25	2025/26
East Renfrewshire SEF	£134,591	£267,565	£400,538	£533,512
East Renfrewshire PEF	£1,488,515	£1,488,515	£1,488,515	£1,488,515
East Renfrewshire CECYPEF	£96,389	£92,880	£92,880	£92,880

59. In East Renfrewshire, we have developed a preventative approach to service delivery. This approach requires services, both individually and collectively, to continue to re-prioritise resources of time, money and expertise towards raising attainment for key equity groups. The funding to support Strategic Equity (SEF), Pupil Equity (PEF), Care Experienced Children and Young People (CECYPF), aligns closely to this approach.

60. Although the award for session 2022 – 2023 was small, (£134,951), the money allowed the department to plan activities, approaches or resources which were clearly additional to universal improvement plans and allowed careful targeting towards those children and young people most impacted by poverty. SEF expenditure is separated from core department budgets, ensuring spending is not subsumed within the overall department budget and can be easily tracked and monitored. At the end of financial year 2022/23, 59% (March 2023) of available SEF funding had been spent with the remaining funds committed to be spent by the end of the academic year (June 2023).

61. A Participatory Budgeting approach was employed when agreeing the priorities and spend for the Strategic Equity Fund.

62. The funding is short-term therefore it is vital that any improvements have a focus on both sustainability and an 'exit strategy' throughout its existence.

RECOMMENDATION

63. Education Committee is asked to note and comment on the Education Department's progress with their Strategic Equity Plan 2022 – 2026.

Mark Ratter
Director of Education
28 September 2023

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Appendix 1

Wellbeing

Delivering Excellence through Equity
Strategic Equity Plan Progress Report 2022 - 2023

Anonymised Case Study: Meet Sarah…

- Sarah has not attended secondary school for over a year.
- Sarah is academically able, conscientious and motivated to learn.
- The social and physical demands of the school environment proved overwhelming for Sarah, who withdrew from engagement on any level in spite of the school's best efforts to find ways of supporting her.
- Sarah became more socially isolated and her mental health continued to decline. On assessment from Educational Psychology, Sarah presented as withdrawn, depressed and had expressed suicidal ideations.
- The Learn Well Service began to engage with Sarah on a one-to-one basis, with a one-hour session per week. During this time, we worked to build a trusting and supportive relationship with Sarah, while listening to, and validating her anxieties around school and her education.

LEARN ⇦WELL⇨ SERVICE

Sarah's Learning and Wellbeing Achievements:

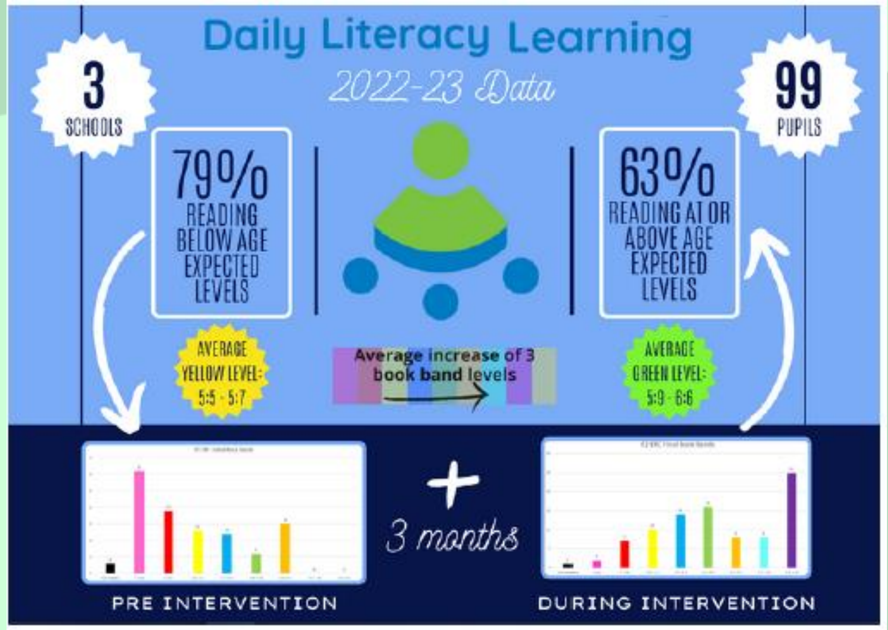
- Sarah now attends weekly sessions out with her home, choosing to walk twenty minutes there and back.
- She works alongside a small group of other learners all focussing on N4 English. Sarah has managed to achieve all of the N4 English outcomes and is now working towards her N5 literacy award.
- Sarah has made a friend within the group and they have exchanged numbers – agreeing to support each other to take part in more activities.
- When engaging with Learn Well staff, Sarah presents as a quietly confident girl who is able to express herself and her future ambitions. She is able to sustain light-hearted conversation and share her own experiences.
- Sarah has expressed that she feels valued and assured that others are invested in her progress educationally, along with her personal development.
- Sarah is included, supported and achieving well.

Literacy and Numeracy

Delivering Excellence through Equity
Strategic Equity Plan Progress Report 2022 - 2023

Daily Literacy Learning (DLL) is a whole class approach to teaching reading and writing with a focus on oral language development. This programme is specifically for P2 children and it prepares them for moving on to a ‘Guided Reading’ model of learning in P3.

Since 2020, 20 establishments have implemented the DLL approach in Primary 2 with three new schools being added in 2022 - 2023.
The main aims of DLL are to develop pupils into confident, independent readers and writers with strong oral language skills.



Daily Literacy Learning

2022-23 Data

3 SCHOOLS

99 PUPILS

79% READING BELOW AGE EXPECTED LEVELS

63% READING AT OR ABOVE AGE EXPECTED LEVELS

AVERAGE YELLOW LEVEL: 5:5 - 5:7

Average increase of 3 book band levels

AVERAGE GREEN LEVEL: 5:9 - 6:6

+ 3 months

PRE INTERVENTION

DURING INTERVENTION

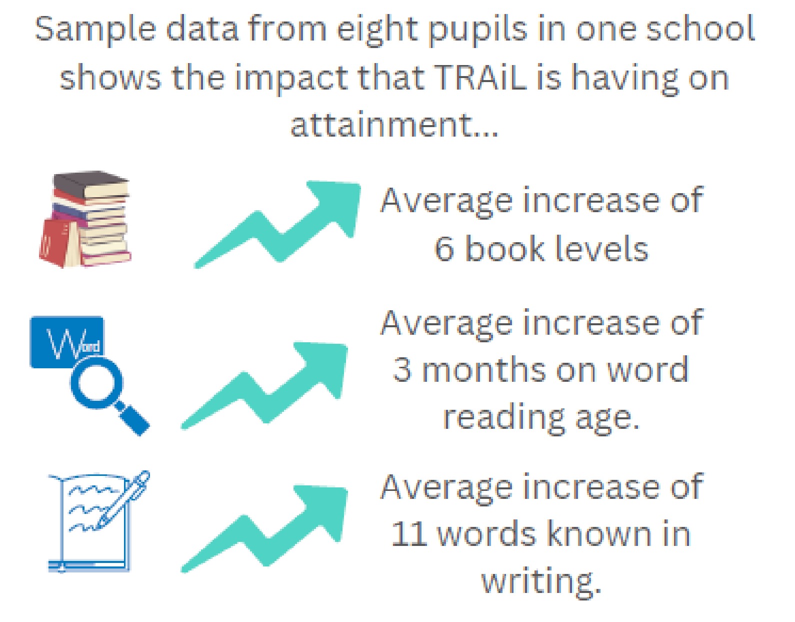
Not only does data show impact in terms of reading ability but teachers also report that their understanding of ability groupings and progression through levels has increased. Teachers noted the impact that small group direct teaching of writing is having on all learners.

Excellent - clear messages and useful advice for implementing straight into the classroom!

Together Raising Attainment in Literacy

An offer of a day and a half training on delivering the TRAiL intervention was offered out to support teachers within primary schools at two points across the year. TRAiL is a group intervention based around theories of early literacy acquisition. It is designed to support children from Primary 3-5 who have not yet reached their full potential in literacy. Ten teachers were trained in October and another nine in March.

It's always good to attend a CLPL which shows you how to teach something rather than just telling you what to do.



Sample data from eight pupils in one school shows the impact that TRAiL is having on attainment...

Average increase of 6 book levels

Average increase of 3 months on word reading age.

Average increase of 11 words known in writing.

Literacy and Numeracy

Delivering Excellence through Equity
Strategic Equity Plan Progress Report 2022 - 2023

Number Talks – 51 colleagues from 14 establishments.
Numicon in Fractions, Decimals and Percentages offered as a bespoke CLPL attended by 18 colleagues, with a further 5 supported in class to introduce resource to learners.

Such practical, easy but purposeful ideas

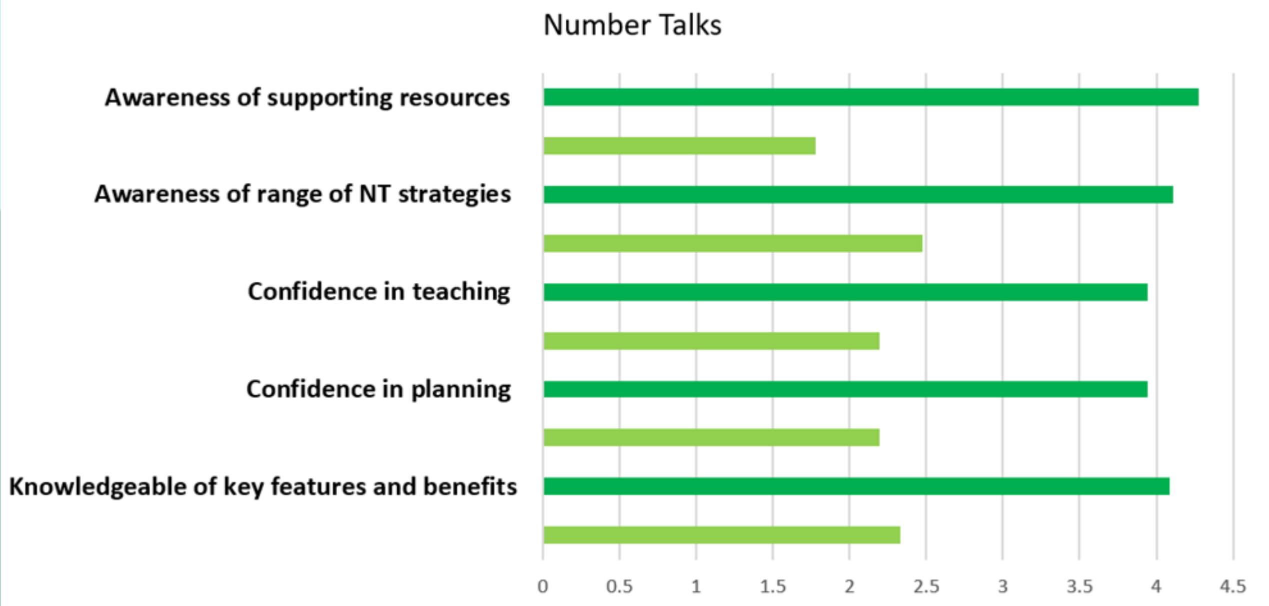
I now feel much more knowledgeable on number talks and resources available

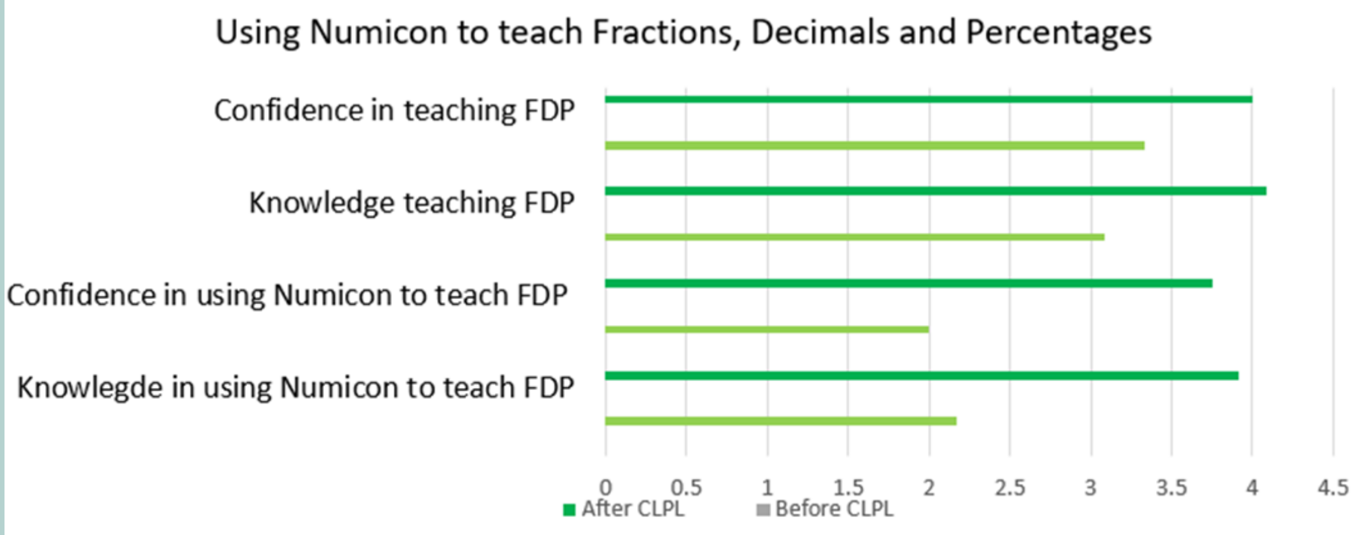
Will use the planners to incorporate into daily planning

Numeracy and Mathematics Hub

East Renfrewshire Council

Creation of the Numeracy and Mathematics Hub that has been well extremely well received and increasingly engaged with by colleagues. This is a resource hub to support resourcing, lesson planning, task creation and CLPL for practitioners.





Thanks very much for alleviating some of my anxiety around this

Learning and Teaching

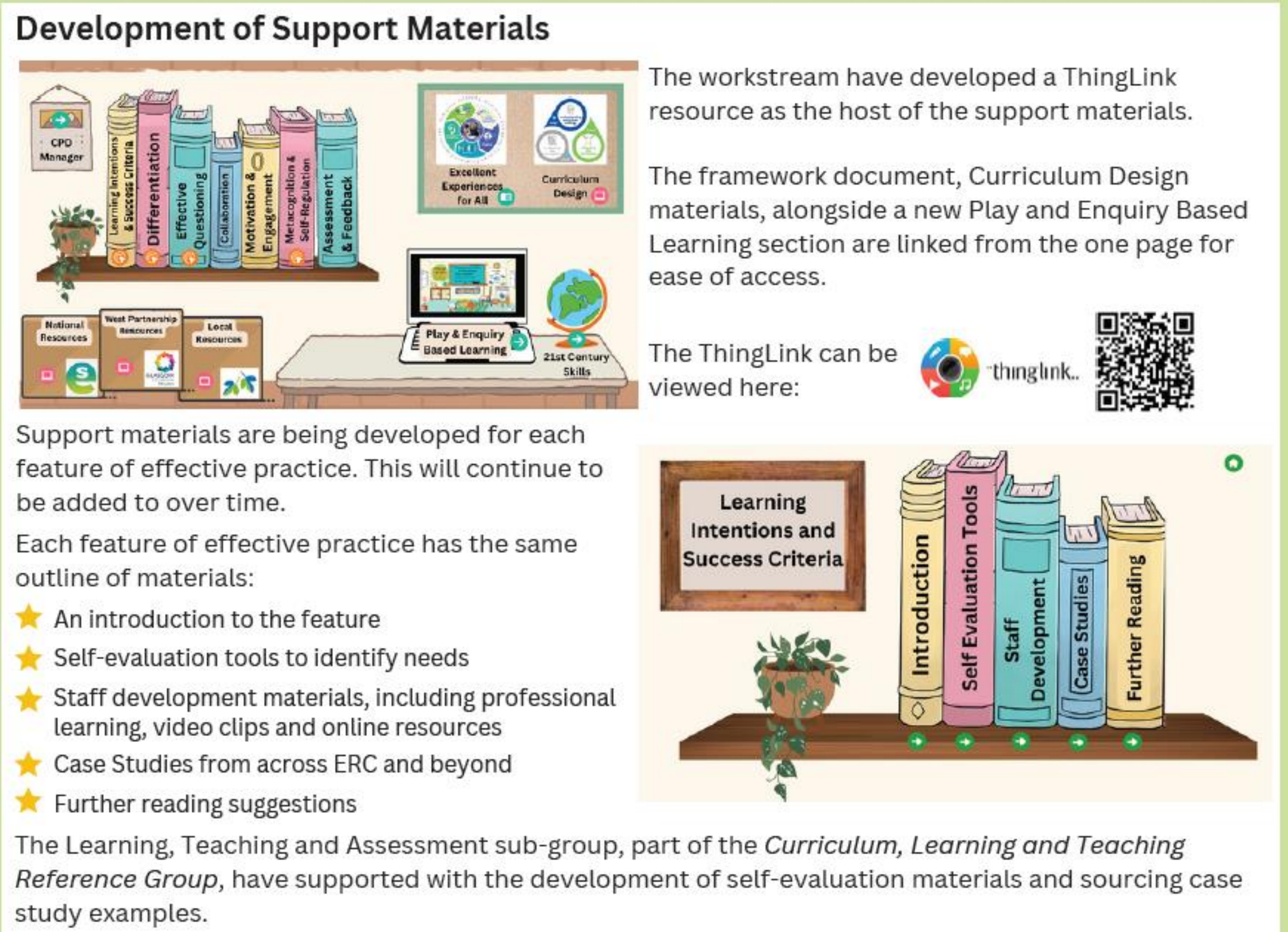
Delivering Excellence through Equity
Strategic Equity Plan Progress Report 2022 - 2023

Excellent Experiences for All
Everyone Attaining, Everyone Achieving through Excellent Experiences

Excellent Experiences for All

The Excellent Experiences for All: A Framework for Learning, Teaching and Assessment in East Renfrewshire document was launched in 2020. A work stream was created, with the aim of creating materials to support to use of the framework, with further development leading to direct support in establishments.

A range of CLPL was provided during the session. Some sessions were delivered via Microsoft Teams, other sessions were offered as in-person sessions to support discussion and collaboration.


CPD Manager
Learning Intentions & Success Criteria
Differentiation
Effective Questioning
Collaboration
Motivation & Engagement
Metacognition & Self-Regulation
Assessment & Feedback
Excellent Experiences for All
Curriculum Design
National Resources
West Partnership Resources
Local Resources
Play & Enquiry Based Learning
21st Century Skills
thinglink.
Learning Intentions and Success Criteria
Introduction
Self Evaluation Tools
Staff Development
Case Studies
Further Reading

Development of Support Materials

The workstream have developed a ThingLink resource as the host of the support materials.

The framework document, Curriculum Design materials, alongside a new Play and Enquiry Based Learning section are linked from the one page for ease of access.

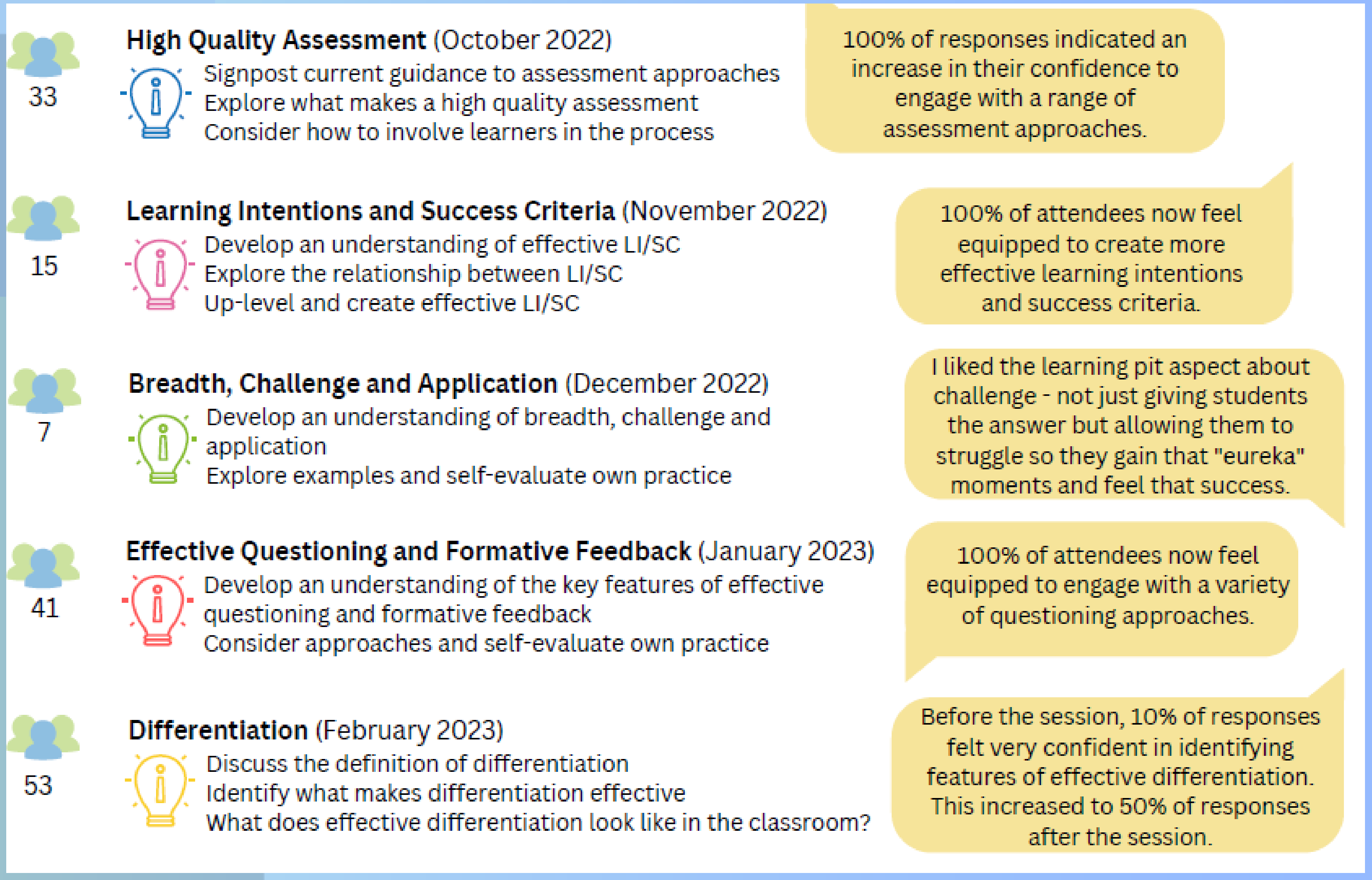
The ThingLink can be viewed here:

Support materials are being developed for each feature of effective practice. This will continue to be added to over time.

Each feature of effective practice has the same outline of materials:

- An introduction to the feature
- Self-evaluation tools to identify needs
- Staff development materials, including professional learning, video clips and online resources
- Case Studies from across ERC and beyond
- Further reading suggestions

The Learning, Teaching and Assessment sub-group, part of the *Curriculum, Learning and Teaching Reference Group*, have supported with the development of self-evaluation materials and sourcing case study examples.



33

High Quality Assessment (October 2022)
Signpost current guidance to assessment approaches
Explore what makes a high quality assessment
Consider how to involve learners in the process

100% of responses indicated an increase in their confidence to engage with a range of assessment approaches.

15

Learning Intentions and Success Criteria (November 2022)
Develop an understanding of effective LI/SC
Explore the relationship between LI/SC
Up-level and create effective LI/SC

100% of attendees now feel equipped to create more effective learning intentions and success criteria.

7

Breadth, Challenge and Application (December 2022)
Develop an understanding of breadth, challenge and application
Explore examples and self-evaluate own practice

I liked the learning pit aspect about challenge - not just giving students the answer but allowing them to struggle so they gain that "eureka" moments and feel that success.

41

Effective Questioning and Formative Feedback (January 2023)
Develop an understanding of the key features of effective questioning and formative feedback
Consider approaches and self-evaluate own practice

100% of attendees now feel equipped to engage with a variety of questioning approaches.

53

Differentiation (February 2023)
Discuss the definition of differentiation
Identify what makes differentiation effective
What does effective differentiation look like in the classroom?

Before the session, 10% of responses felt very confident in identifying features of effective differentiation. This increased to 50% of responses after the session.

AGENGA ITEM No.6

EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

28 SEPTEMBER 2023

Report by Director of Education

IMPROVING OUTCOMES THROUGH SCOTTISH ATTAINMENT CHALLENGE FUNDING: STRATEGIC EQUITY PLAN 2023-2024

PURPOSE

1. To seek Education Committee approval for the updated Strategic Equity Funding (SEF) Plan Action Plan 2023 – 2024 and associated stretch aims.

RECOMMENDATIONS

2. Education Committee is asked to:

a) approve the updated action plan and associated stretch aims; and

b) ask the Director of Education to bring regular reports to Education Committee on the progress and impact of its implementation.

BACKGROUND

3. The Education Department's vision statement "*Everyone Attaining, Everyone Achieving through Excellent Experiences*" outlines the commitment and expectation that all learners will be supported to realise their potential.

4. Article 28 of the UNCRC states that children and young people have the right to education and that education should develop every child's personality, talents and abilities to the full (Article 29).

5. East Renfrewshire's SEF one year action plan 2023 – 2024 (driver diagram) takes full account of the National Improvement Framework Education - Achieving Excellence and Equity: national improvement framework and improvement plan 2023, East Renfrewshire Community Planning Partnership Community Plan, the Fairer East Ren Plan and Locality Plans, the department's contributions to the Council's Outcome Delivery Plan 2023 – 2024 and the department's Local Improvement Plan 2023-2026.

6. The department's SEF plan is organised in 2 parts. The four year strategic plan and a detailed yearly driver diagram.

7. Education Committee will recall at the meeting in August 2022, the four year plan detailing the long term activities that will be undertaken to address the poverty related attainment gap was approved.

8. For each academic planning cycle a one year plan is required, detailing the supports and interventions in place across each year of funding.

REPORT

9. The attached updated SEF Plan: One Year Action Plan 2023 – 2024 (appendix 1) was written by officers from the Education Department, led by a Head of Education Service (Quality Improvement).

10. Evaluative evidence gathered, measuring the impact of the first year of activity was used to determine priorities and approaches.

11. The three key themes previously identified as part of our theory of change to tackle the poverty related attainment gap were confirmed as the continued focus:

- Children and Young People's Wellbeing – Readiness to Learn
- Literacy and Numeracy
- Learning and Teaching – Pedagogy for Equity

12. In addition, leadership, parental engagement and the use of research and data to support professional learning will continue to permeate across all themes.

Stretch Aims

13. The Scottish Government's Framework for Recovery and Accelerating Progress guidance was updated in May 2023, outlining new expectations for local authorities when setting stretch aims.

14. Local authority stretch aims for improving outcomes for all while closing the poverty-related attainment gap between SIMD quintile 1 and SIMD quintile 5 must now be set for a 3 year period (2023 - 2026), a move away from the previous yearly target. The aims for senior phase attainment also take cognisance of all Scottish Credit and Qualifications Framework (SCQF) awards rather than just SQA A-C awards; this will result in a greater range of children and young people's achievements being recognised and celebrated.

15. Stretch Aims must include the following measures:

a) Achievement of Curriculum for Excellence Levels (literacy at primary 1, 4 and 7 combined; and numeracy at primary 1, 4 and 7 combined);
b) the proportion of school leavers attaining 1 or more award at SCQF level 5 based on Insight (All SCQF Awards) information;
c) the proportion of school leavers attaining 1 or more award at SCQF level 6 based on Insight (All SCQF Awards) information;
d) the proportion of 16-19 olds participating in education, employment or training based on the Annual Participation Measure produced by Skills Development Scotland; and
e) a locally identified aim for health and wellbeing, to be measured using local datasets.

16. In developing stretch aims, the Education Department took account of 5 key principles:

- Ambition for All – Any stretch aims should improve outcomes for all learners and close relevant equity gaps;
- Alignment - The agreed stretch aims should enable strategic council (Outcome Delivery Plan and Fairer East Renfrewshire Plan), departmental (Local Improvement Plan) and school improvement plans to reflect the ambitious and achievable aim to improve outcomes for all learners, whilst closing the poverty related attainment gap;

- Reliability – measures should be based on reliable and robust data, including national benchmarking data, which supports improvement;
- Relevance – stretch aims need to reflect the East Renfrewshire context and take account of the Education Department's self-evaluation evidence;
- Subsidiarity - It is important that the East Renfrewshire Stretch Aims are relevant and support improvement at all levels of the system, from the classroom to national level.

17. East Renfrewshire's 3 year stretch aims form part of the updated Strategic Equity Funding (SEF) Plan One Year Action Plan (Driver Diagram) 2023 – 2024 and will be submitted to the Scottish Government, along with an accompanied outline trajectory for progress by the end of September 2023.

18. As detailed in Scottish Government guidance, our stretch aims are ambitious within our local context and take into account previous years' attainment data and our previous aims. The aims are accompanied by an outline trajectory for progress.

19. In setting our stretch aims, the Education Department has taken into consideration the potential tension between setting ambitious targets as opposed to more cautious achievable targets.

20. It should be noted, that our stretch aims are extremely ambitious, however the department's approach is one of intent and is supported by research that evidences setting specific and challenging goals leads to higher performance than when people set easier goals.

21. Progress towards the stretch aims will be reported on an ongoing basis through the Council's Outcome Delivery Plan, Fairer East Ren Plan and departmental Standards and Quality Report.

22. In addition, as part of the Standards and Quality Report, the Director of Education will report annually to Education Committee and wider stakeholders.

23. Regular reports will also be provided to Education Scotland and Scottish Government.

CONSULTATION

24. The department has carried out extensive engagement on the priorities identified within the Local Improvement Plan 2023 – 2026.

25. Extensive consultation took place with pupils, staff, parents, colleagues across the Council and the Third Sector to develop the department's overarching SEF Plan – *Raising the Bar for All – Delivery Excellence through Equity*.

26. In addition analysis of our current performance data in a range of areas, leading to the identification of stretch aims and the finalisation of the department's one year action plan 2023 – 2024 was undertaken.

FINANCIAL AND EFFICIENCY IMPLICATIONS

27. A participatory budgeting approach was taken, where children, staff members, parents and wider partners further developed the rationale for the use of strategic equity funding.

28. Setting ambitious but achievable stretch aims over this three year period, will drive improvements in literacy and numeracy and support health and wellbeing.

29. Scottish Attainment Challenge funds will support East Renfrewshire's continued focus on improving outcomes for all children and young people. East Renfrewshire's allocation for 2022 to 2026 is detailed in table 1 below:

Table 1

Local Authorities	2022/23	2023/24	2024/25	2025/26
East Renfrewshire SEF	£134,591	£267,565	£400,538	£533,512
East Renfrewshire PEF	£1,488,515	£1,488,515	£1,488,515	£1,488,515
East Renfrewshire CECYPEF	£96,389	£92,880	£92,880	£92,880

RECOMMENDATIONS

30. Education Committee is asked to:

a) approve the updated action plan and associated stretch aims; and

b) ask the Director of Education to bring regular reports to Education Committee on the progress and impact of its implementation.

Mark Ratter
Director of Education
September 2023

Convener Contact Details
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Report Author
Janice Collins, Head of Education Services (Quality Improvement)
Tel: 0141 577 3204
Janice.Collins@eastrenfrewshire.gov.uk

Background Papers

1. Education - Achieving Excellence and Equity: national improvement framework and improvement plan 2023
2. East Renfrewshire Education Department Local Improvement Plan 2023 - 2026

Strategic Equity Plan

Delivering Excellence through Equity

East Renfrewshire Council

Revised September 2023

Tackling the Poverty-Related Attainment Gap – Strategic Plan (2022 – 2026)

INPUTS	OUTPUTS				OUTCOMES / IMPACTS	
	Activities			Participation / Reach	Short Term	Long Term
					Annual Performance Reporting	*by 2026 and beyond*
• Scottish Attainment Challenge Funding • ERC lowest 20% funding • Equity staffing allocation • SEF Plan • Education Scotland Attainment Advisor • Support and challenge school performance • High quality CLPL • Quality Improvement Team • Educational Psychology Team • Principal Teachers of Literacy and Numeracy • Wellbeing Support Teacher • Research Assistant • Education Development Officer (EAL) • Adult Learning Services	Wellbeing	Readiness to Learn	• Early Intervention and prevention for secondary aged pupils experiencing emotionally based school avoidance. • Comprehensive CLPL programme. • Enhance partnership working to ensure pupils are well equipped to learn and engage in school. • Implement Parental Involvement and Engagement Strategy 2022 – 2025. • Develop and implement a Social Justice Strategy. • Promote digital inclusion. • Expand and enhance the Healthier Minds Service to ensure an ongoing commitment to supporting the mental health, wellbeing, attainment and achievement of children and young people. • Implement the recommendations from the department's ASN review.	All pupils, staff and parents. Young people who are experiencing emotionally based school avoidance. Parents / Carers / Families Families living in poverty. All ELC settings and schools. Local Employability Partnership Community Learning and Development FE / HE establishments	Attendance and Exclusion data – key equity groups, SIMD, ASN, EAL and Care Experienced pupils No of children being educated full time in LA settings (link to attendance) Included and Involved % of pupils responding positively to ERC Pupil Questionnaires (Questions 12, 13, 18) No of pupils experiencing trauma accessing the Wellbeing Hub (link to attendance) No of care experienced pupils accessing Trauma Informed Practice Support Healthier Minds re-referral percentage rate No of care experienced accessing HE (Mentors https://www.vtoscotland.org/) % of parents responding positively to ERC Parental Questionnaires (Questions 7 and 23) The cost of participating in school activities and events is affordable Engagement and Participation of out with school activities (% of pupils responding positively to ERC Pupil Questionnaire Questions 15, 17, 18) % of pupils accessing digital devices in school and at home.	A sustained focus on children and young people's readiness to learn through focussing on **inclusion**, **participation**, **engagement** and **attendance**, confidence and wellbeing. Achieve equity for every child by raising the bar for all. Improved outcomes for children and young people impacted by poverty. The **attainment** gap between the most and least disadvantaged children and young people in literacy and numeracy is closed. High quality learning, teaching and assessment, focusing on achieving equity for all learners.
	Literacy and Numeracy		• Review, update and implement Numeracy and Mathematics and Literacy Strategies (2022 – 2025). • Develop and implement an Early Intervention Programme for Literacy and Numeracy. • Provide high quality professional learning on the teaching of reading, writing, talking and listening, numeracy and mathematics. • Build leadership capability and capacity of senior staff and teachers in schools on performance and benchmarking. • Ensure parents/carers have the literacy and numeracy and maths knowledge and skills to support their children. • Work with FE, HE and employers to promote greater understanding of numeracy and maths as an essential skill for learning, life and work • Support and challenge schools on their approaches to raising attainment and use of additional resource, in particular for key equity groups. • Share successful interventions and learning within and beyond the authority from SEF, PEF, CECYPF, Lowest 20% and professional inquiry			

<table>
<tr>
<td>• Community, Learning and Development Team
• Third Sector Partnership
• Children, young people and families.</td>
<td>Learning and Teaching</td>
<td>• Provide guidance and support on the most up to date pedagogical research and practices (0 – 18 years), including the assessment of children’s progress.
• Introduce an Effective Learning and Teaching Collaborative learning programme.
• Create and nurture a culture of professional inquiry and educational research Pedagogy Practice.
• Promote and implement a coaching culture at all levels which supports teacher leadership and empowerment.
• Build leadership capacity at all levels to improve learning, teaching and self-evaluation.</td>
<td></td>
<td>The proportion of 16-19 olds participating in education, employment or training based on the Annual Participation Measure.
Achievement of Curriculum for Excellence Levels (literacy combined and numeracy combined)
The proportion of school leavers attaining 1 or more pass at SCQF level 5
The proportion of school leavers attaining 1 or more pass at SCQF level 6
NIF performance targets / evaluations i.e. number of schools evaluating 1.2, 2.3, 3.2 as VG or E
Number of staff attending professional learning for Literacy and Numeracy.
Quality assurance programme – evaluations of learners’ experiences increases.</td>
<td></td>
</tr>
<tr>
<td colspan="4">ASSUMPTIONS
• The department’s Local Improvement Plan will complement the SEF plan and build upon the vision for all East Renfrewshire children to be attaining and achieving through excellent experiences.
• There is no hierarchy of outcomes in terms of the importance of the plan and its activities.
• There is recognition that some of the outcomes will need to be continually met, as they are contingent on ongoing activity.
• There is recognition that some of the activities will be funding dependent and be introduced at a pace aligned with the increase in SEF monies.
• Engagement with children, staff and families will lead to better decision making.
• Professional learning will build the capacity of school staff and lead to improved outcomes for children and young people.
• The right to and goals of education are enshrined in the United Nations Convention on the Rights of the Child (UNCRC).
• Local authorities have the statutory duties to provide education, deliver educational improvement, secure best value, and fulfil their role as employer.</td>
<td colspan="2">RISKS / EXTERNAL FACTORS
• Continuing impact of Covid
• Further policy developments
• Changes in funding models
• Education reform
• Increase in the Cost of Living
• Parent / carer / family engagement
• Staff workload and bureaucracy
• The capacity of other local authority and public sector services.</td>
</tr>
</table>

Vision	Mission	Our Contribution So we need to improve….	Critical Activities by 2023 / 2024
Everyone Attaining, Everyone Achieving through Excellent Experiences	Achieve equity for every child by raising the bar for all. Improved outcomes for children and young people impacted by poverty. The **attainment** gap between the most and least disadvantaged children and young people in literacy and numeracy is closed.	**Wellbeing**	• Expand and develop the Learn Well Service, providing early intervention and prevention for secondary aged pupils experiencing emotionally based school absence. • Introduce a mentoring programme. • Provide professional learning around inclusive practice in ELC settings and schools • Implement the Department's Social Justice Strategy • Enhance partnership working to ensure pupils are well equipped to learn, engage and achieve in school. • Develop and implement a Local Authority Health and Wellbeing Assessment. • Collaborate with WP colleagues around maximising attendance. • Provide CLPL (as part to WP) to school leaders around maximising attendance.
		Literacy and Numeracy	• Implement the revised Numeracy and Mathematics strategy • Review and update the Literacy strategy • Provide high quality professional learning on the teaching of reading, writing, talking and listening, numeracy and mathematics. • Provide guidance and support on pedagogical research and practices (0 – 18 years), including the assessment of children's progress in literacy and numeracy • Work with Adult Learning Service to ensure parents/carers have the literacy and numeracy and maths skills to support their children • Engage all staff in professional learning with a focus on equity and reducing poverty-related attainment gap. • Introduce new performance reporting tools (Power Bi).
		Learning and Teaching	• Support staff to develop evidence based approaches to raising attainment and achievement. • Build leadership capacity at all levels to improve learning, teaching and self-evaluation. • Introduce an Effective Learning and Teaching Collaborative and Targeted learning programme (Supported, Guided and Independent approach) • Support moderation activity within and across sectors to build assessment capable learners and staff who share a clear understanding of standards and expectations within and across curriculum levels • Support and challenge schools to raise attainment for all pupils and close the poverty related attainment gap, through analysis of data, improved learning, teaching and assessment and effective use of resource. • Facilitate and support participation in the West Partnership's improving our Classroom / Department / School programme. • Continue to build on the effective use of digital technologies to motivate and enhance learners' experiences.

East Renfrewshire Council Stretch Aims

Achievement of Curriculum for Excellence Levels: P1, P4, P7 Combined: Numeracy

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	93.0%	79.6%	94.5%	14.9%
2024/25	93.2%	82.0%	94.7%	12.7%
2025/26 Stretch aim	93.5%	84.8%	95.0%	10.2%

Additional Information and rationale for aims (maximum 300 words)

Overall levels of performance in East Renfrewshire are high and as a local authority we are consistently the highest achieving nationally. This session all pupils have made progress, however the rate of progress is greater for those living in higher SIMD quintile areas. Our stretch aims, whilst still being ambitious with a focus of raising the bar for all, are focused on increasing the attainment levels of those pupils residing in SIMD quintile 1. It should be noted that numbers of pupils residing in quintile 1 are very low in East Renfrewshire.

Achievement of Curriculum for Excellence Levels: P1, P4, P7 Combined: Literacy

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	89.5%	71.6%	92.0%	20.4%
2024/25	89.9%	76.3%	92.2%	15.9%
2025/26 Stretch aim	90.3%	82%	92.5%	10.5%

Additional Information and rationale for aims (maximum 300 words)

Overall levels of performance in East Renfrewshire are high and as a local authority we are consistently the highest achieving nationally. This session all pupils have made progress, however the rate of progress is greater for those living in higher SIMD quintile areas. Our stretch aims, whilst still being ambitious with a focus of raising the bar for all, are focused on increasing the attainment levels of those pupils residing in SIMD quintile 1. It should be noted that numbers of pupils residing in quintile 1 are very low in East Renfrewshire.

The proportion of school leavers attaining 1 or more awards at SCQF Level 5 based on Insight (All SCQF Awards) information

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	96.4%	90.8%	97.8%	7.0%
2024/25	96.7%	91.8%	98%	6.2%
2025/26 Stretch aim	97%	92.9%	98.3%	5.5%

Additional Information and rationale for aims (maximum 300 words)

There is challenge setting this stretch aim as the previous performance level is not known at this stage. An additional difficulty is the reliance of trend data, post 2019, and the differing approaches of SQA. We have however set an ambitious aim for all children whilst looking to close the gap between Q1 – Q5.

The proportion of school leavers attaining 1 or more awards at SCQF Level 6 based on Insight (All SCQF Awards) information

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	87.9%	71.8%	92%	20.2%
2024/25	88.4%	74.4%	92.6%	18.2%
2025/26 Stretch aim	89%	76.9%	93.3%	16.4%

Additional Information and rationale for aims (maximum 300 words)

There is challenge setting this stretch aim as the previous performance level is not known at this stage. An additional difficulty is the reliance of trend data, post 2019, and the differing approaches of SQA. We have however set an ambitious aim for all children whilst looking to close the gap between Q1 – Q5.

Proportion of 16-19 olds participating in education, employment or training:
Annual Participation Measure produced by Skills Development Scotland

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	97.7%	95.5%	98.5%	3%
2024/25	97.8%	95.9%	98.6%	2.7%
2025/26 Stretch aim	97.9%	96.3%	98.7%	2.4%

Additional Information and rationale for aims (maximum 300 words)

Performance in East Renfrewshire as measured by the APM is incredibly high (highest nationally) with a poverty related attainment gap of 3%. The stretch aim reflects in the first instance, maintenance of these very high levels, thereafter incremental gains leading to further reduction of the poverty related attainment gap to 2.4%.

A locally identified aim for health and wellbeing, to be measured using local datasets:
Attendance – Primary

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	96%	92.5%	96.5%	4%
2024/25	96.1%	93%	96.5%	3.5%
2025/26 Stretch aim	96.2%	93.5%	96.5%	3%

Additional Information and rationale for aims (maximum 300 words)
Previous stretch aims in this area were not met. Although overall levels of attendance are high, and favourable nationally, there is an aim to return to pre-pandemic levels of attendance. The stretch aims reflect this approach.

A locally identified aim for health and wellbeing, to be measured using local datasets: Attendance – Secondary (S1 – S5)

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	93.5%	90.5%	94.2%	3.7%
2024/25	93.6%	91%	94.2%	3.2%
2025/26 Stretch aim	93.7%	91.5%	94.2%	2.7%

Additional Information and rationale for aims (maximum 300 words)
Previous stretch aims in this area were not met. Although overall levels of attendance are high, and favourable nationally, there is an aim to return to pre-pandemic levels of attendance. The stretch aims reflect this approach.

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AGENDA ITEM No. 7

EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

28 September 2023

Report by Director of Education

REVIEW OF THE IMPACT OF PUPIL EQUITY FUNDING

PURPOSE OF THE REPORT

1. The purpose of the report is to update Education Committee on the impact of Pupil Equity Funding in East Renfrewshire.

RECOMMENDATION

2. Education Committee is asked to note and comment on the progress made with Pupil Equity Funding in East Renfrewshire Council.

BACKGROUND

3. As part of the Attainment Scotland Fund, the Scottish Government has allocated additional funding directly to schools, targeted at closing the poverty related attainment gap since 2017. The Pupil Equity Fund (PEF) resource must be closely targeted at those children and young people who are experiencing disadvantage, with consideration for the principles set out in national and local guidance. Appendix 1 details each school's 2022/23 allocation.

4. In East Renfrewshire head teachers have access to their school's full allocated amount of Pupil Equity Funding and are advised to work in partnership with each other, and the Education Department, to agree the use of funding.

5. Pupil Equity Funding enables schools to deliver activities, approaches or resources which are clearly additional to funds devolved to them from the Council.

6. National guidance is provided annually by the Scottish Government to help schools plan how they invest their PEF allocation. This guidance contains a number of key principles including:

- Parents and carers, children and young people and other key stakeholders should be involved in the planning process;
- Funding must be provided for targeted support for children and young people affected by poverty to achieve their full potential; although PEF is allocated on the basis of free school meal eligibility, head teachers can use their professional judgement to bring additional children into targeted interventions; and,
- Schools must have plans in place at the outset to evaluate the impact of the funding.

7. The Education Department has provided additional local guidance to support schools in their use and reporting of Pupil Equity Fund. This is revised annually and is specific to our local circumstances. The advice is set in the context of the existing approaches to self-evaluation for school improvement and takes account of existing sources of research and evidence.

8. Head teachers are asked to plan how resources would be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. In developing these plans head teachers are asked to set out their rationale for the use of the funding, based on a clear contextual analysis which identifies the poverty related attainment gap in their schools and takes cognisance of evidence about what is known to be effective at raising attainment for children affected by poverty.

9. The Quality Improvement Team and Education Leadership Team, with the support of Education Scotland's Attainment Advisor, work alongside schools to provide support and challenge in formulating clear plans to support closing of the poverty related attainment gap.

REPORT

10. As part of the Education Department's Quality Assurance activity, a thematic review of Pupil Equity Funding was undertaken in March 2023.

11. This review assessed the impact of PEF funding on children and young people experiencing poverty in East Renfrewshire. Evidence was gathered through:

- Quality Improvement visits to all schools together with the department's link Education Scotland Attainment Advisor;
- Peer discussion groups involving all head teachers, Quality Improvement Officers and the department's link Education Scotland Attainment Advisor;
- Two parent/carer focus groups, attended by parents from seven schools;
- Pupil questionnaires, completed by 38 pupils supported by PEF from seven schools;
- A pupil focus group;
- Analysis of attendance and exclusions data;
- Analysis of CfE and SQA attainment data;
- Analysis of school leaver destination data;
- Evaluation of school-level PEF planning and monitoring documentation and processes; and,
- Consideration of other relevant local and national review evidence, for example the ERC Review of Additional Support for Learning and Education Scotland's Thematic Review of PEF.

12. The refreshed mission of the Scottish Attainment Challenge is to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap.

Therefore the following 4 key questions were explored as part of the review:

- *How well is our PEF planning supported by a clear rationale which draws on robust data, knowledge of individuals and communities, and evidence of what is likely to be effective?*
- *How well do we involve families, communities and wider partners in collaborative processes for planning, implementing and measuring the impact of PEF money?*
- *How well do we measure progress, evaluate the impact of interventions and use this to inform our next steps?*
- *To what extent can we demonstrate a positive impact of PEF on improving outcomes for children and young people impacted by poverty and on closing the poverty-related attainment gap?*

13. The review of the Impact of Pupil Equity Funding report identified key strengths in East Renfrewshire, along with some next steps for schools and the department.

Key Strengths

- All schools have a clear rationale for their use of PEF which is based on thorough knowledge of pupils, families and their needs in their local context;
- The strong reliance on evidence-based approaches when planning interventions to improve equity;
- The pro-active approaches to improving school attendance and reducing exclusions, which are supporting children and young people to overcome barriers to accessing education;
- The high attainment rates of children and young people living with poverty in East Renfrewshire compared with the attainment rates of children and young people living with similar levels of poverty nationally;
- Cost of the School Day approaches are increasingly embedded into schools' self-evaluation, improvement planning and everyday practice;
- The very high rates of sustained positive destinations for socio-economically disadvantaged school leavers and the notable decrease in the deprivation gap in this measure over time;
- The very high quality of support to measure pupil wellbeing provided by the Educational Psychology team, which is helping schools to gather meaningful evidence of progress across a wider range of outcomes;
- The extensive support that school staff provide to help pupils engage well in their learning, underpinned by strong, nurturing relationships and high levels of professional commitment; and
- The support and encouragement provided by school staff for individual pupils to participate in wider achievement opportunities.

14. Next steps to ensure further improvement include:

Schools

- Continue to improve the rigour of PEF planning to include SMART outcomes and measures, opportunities for review of impact during the school year, and detailed financial plans for full PEF allocations;
- Expand and improve the use of poverty risk factors to identify and support more children at risk of poorer outcomes, including lower participation;
- Continue to support practitioners to develop confidence in the gathering and analysis of data and evidence and the use of this data to inform learning, teaching and assessment practices that increase equity;
- Increase collaboration and pooling of resources in order to improve our collective ability to plan the most effective interventions for individual learners, for example by working collaboratively across clusters of schools to improve attendance;
- Increase opportunities for partners, including link Educational Psychologists and Community Learning and Development workers, to collaboratively plan and evaluate the success of PEF interventions;
- Increase the use of Participatory Budgeting to increase the involvement of children, young people and families in determining priorities for the use of PEF; and,
- In the secondary sector, identify ways in which PEF can be used to avoid the exclusion of children experiencing socio-economic disadvantage and those at greater risk of disadvantage.

The Education Department

- Provide further opportunities for head teachers to share practice and support and challenge peers in the effective use of PEF;
- Provide further opportunities for class teachers and key groups of staff, such as Equalities Coordinators and ASN Coordinators, to develop confidence in the gathering and analysis of data and evidence to inform learning, teaching and assessment practices that increase equity;
- Continue to provide support and challenge for senior leaders to use data and intelligence effectively to develop robust, evidence-led plans for the use of PEF;
- Ensure ongoing sharing of effective practice in improving outcomes for learners, through planned opportunities for looking outwards to establishments across East Renfrewshire and beyond the local authority area;
- Provide opportunities for professional learning about participatory budgeting for key staff;
- Extend the range of opportunities for professional learning about poverty and poverty-aware practice for practitioners; and,
- Maintain a focus during regular Quality Improvement Visits on effective use of PEF and improving outcomes for children and young people affected by poverty.

15. The review of PEF has identified scope for further improvement. In partnership with Education Scotland's Attainment Advisor, the Quality Improvement Team will provide a range of professional learning opportunities to support head teachers with PEF planning and action the next steps as detailed above.

16. The East Renfrewshire Attainment Challenge Team, through the actions detailed in the Strategic Equity Fund plan will take forward some of the identified next steps, alongside head teachers.

FINANCIAL AND EFFICIENCY IMPLICATIONS

17. This report provides evidence of improvements made as a consequence of additional funding from the Scottish Government, to support schools in closing the poverty related attainment gap. East Renfrewshire schools were allocated £1.48 million in 2022-23. Robust monitoring arrangements have been put in place for PEF, which ensure that the department and head teachers have regular oversight of school level expenditure. PEF expenditure is separated from core school budgets, ensuring spending is not subsumed within the overall school budget and can be easily tracked and monitored. At the end of financial year 2022/23, 83% (66% at March 2022) of available PEF funding had been spent with the remaining funds committed to be spent by the end of the academic session, in line with national guidelines.

18. PEF funding has been confirmed until 2025-2026 and the current methodology of allocations will remain over this period. Head teachers have been asked to consider ways in which they can develop and sustain improvements over this period while also taking account of the significantly increasing costs of resources associated with inflation, including staffing. There are no other specific financial implications arising from this report.

PARTNERSHIP WORKING

19. This report focuses on the impact of Pupil Equity Funding in primary and secondary schools; however, many of the outcomes could not have been achieved without excellent partnership working across the Council, especially with parents/carers and other cluster schools.

RECOMMENDATION

20. Education Committee is asked to note and comment on the progress made with Pupil Equity Funding in East Renfrewshire Council.

Mark Ratter
Director of Education
28 September 2023

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Appendices

1. Pupil Equity Funding Allocation: 2022 – 2026
2. Review of the Impact of Pupil Equity Funding: June 2023

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APPENDIX 1

PEF Allocations by School

School	**Allocation 2022-23**
Braidbar Primary School	£ 22,050
Busby Primary School	£ 44,100
Calderwood Lodge Primary School	£ 17,150
Carlibar Primary School	£ 113,925
Carolside Primary School	£ 19,600
Crookfur Primary School	£ 36,750
Cross Arthurlie Primary School	£ 71,050
Eaglesham Primary School	£ 34,300
Giffnock Primary School	£ 28,175
Hillview Primary School	£ 57,575
Kirkhill Primary School	£ 32,400
Maidenhill Primary School	£ 18,375
Mearns Primary School	£ 54,000
Neilston Primary School	£ 58,800
Netherlee Primary School	£ 25,725
Our Lady Of The Missions Primary School	£ 33,480
St Cadoc's Primary School	£ 21,600
St Clare's Primary School	£ 29,400
St John's Primary School	£ 68,600
St Joseph's Primary School	£ 18,375
St Mark's Primary School	£ 118,825
St Thomas' Primary School	£ 26,950
Thornliebank Primary School	£ 29,400
Uplawmoor Primary School	£ 2,450
Barrhead High School	£ 69,825
Eastwood High School	£ 63,700
Mearns Castle High School	£ 41,650
St Luke's High School	£ 78,400
St Ninian's High School	£ 40,425
Williamwood High School	£ 41,650
Woodfarm High School	£ 39,960
Isobel Mair School	£ 129,850
Total	**£ 1, 488,515**

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Review of the Impact of Pupil Equity Funding

June 2023

East Renfrewshire Council

Scottish Government has allocated additional funding in the form of Pupil Equity Funding (PEF) directly to schools since 2017 with the aim of closing the poverty-related attainment gap. PEF resource must be closely targeted at those children and young people who are experiencing disadvantage, with consideration for the principles set out in national and local guidance.

The refreshed mission of the Scottish Attainment Challenge is ***to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap.*** This review assessed the impact of PEF funding on children and young people experiencing poverty in East Renfrewshire, through:

- Quality Improvement visits to all schools together with the department's link Education Scotland Attainment Advisor
- Peer discussion groups involving all head teachers, Quality Improvement Officers and the department's link Education Scotland Attainment Advisor
- Two parent/carer focus groups, attended by parents from seven schools
- Pupil questionnaires, completed by 38 pupils supported by PEF from seven schools
- A pupil focus group
- Analysis of attendance and exclusions data
- Analysis of CfE and SQA attainment data
- Analysis of leaver destination data
- Evaluation of school-level PEF planning and monitoring documentation and processes
- Consideration of other relevant local and national review evidence, for example the ERC Review of Additional Support for Learning and Education Scotland's Thematic Review of PEF.

The education department and schools follow annual guidance from Scottish Government which outlines how schools should approach the allocation of PEF and monitor its impact. The review considered the following questions, which reflect key priorities set out by Scottish Government:

1. **How well is our PEF planning supported by a clear rationale which draws on robust data, knowledge of individuals and communities, and evidence of what is likely to be effective?**
2. **How well do we involve families, communities and wider partners in collaborative processes for planning, implementing and measuring the impact of PEF money?**
3. **How well do we measure progress, evaluate the impact of interventions and use this to inform our next steps?**
4. **To what extent can we demonstrate a positive impact of PEF on improving outcomes for children and young people impacted by poverty and on closing the poverty-related attainment gap?**

1. How well is our PEF planning supported by a clear rationale which draws on robust data, knowledge of individuals and communities, and evidence of what is likely to be effective?

Almost all PEF plans for 2022-23 were underpinned by a clear, evidence-informed rationale and supported by robust contextual analysis. All head teachers understand the poverty-related attainment gap in their school and can describe how the school is working to raise the attainment of disadvantaged learners using interventions focused on improving literacy, numeracy and health and wellbeing. Roles and responsibilities in implementing PEF plans were clearly defined in almost all schools.

Interventions planned to improve literacy, numeracy and health and wellbeing are consistently based on evidence of what is likely to have a positive impact. Schools are increasingly developing systems to monitor and track pupil wellbeing, often with support from the Educational Psychology team, and are using this information to plan interventions to increase pupils' readiness to learn.

The majority of schools (66%) had developed plans that were focused on providing interventions, activities and approaches that are clearly additional to universal provision. A few head teachers highlighted the challenge of targeting support effectively in contexts where the number of pupils eligible for PEF is low, and shared concerns that pupils may feel stigmatised. Nevertheless there is a risk that universal support offered through PEF may in fact widen the poverty-related attainment gap. Schools would benefit from further opportunities to share practice, including examples of effective and sensitive targeting of small PEF awards that have brought about improvements for children and young people.

A minority of PEF plans for 2022-23 contained sufficiently detailed outcomes and measures to allow for ongoing evaluation of their impact. Many schools were continuing to develop their understanding and use of SMART outcomes, measures and baseline data throughout the session in order to lay the foundations for more rigorous planning for session 2023-24. Only a few plans outlined when there would be opportunities to review progress towards expected impacts during the school year.

There is a need to deepen and expand the interrogation of equity data to include all indicators of progress, and to further develop skills in tracking progress in key measures such as participation and engagement. Schools with smaller awards may wish to consider pooling resources with other schools with similar priorities in order to meet learners’ individual needs more effectively. A system is in place to allow sharing of PEF plans and facilitate dialogue between schools as part of the department’s quality assurance process and feedback from head teachers suggests it would benefit schools to continue this.

Case study: Effectively targeting PEF to meet children's needs at Carolside Primary School

Carolside Primary School has a small PEF award of £19.6k. In order to target this resource effectively towards those pupils at risk of poorer outcomes, the school worked closely with the authority's link Education Scotland Attainment Advisor to analyse available data about children's needs and identify which interventions which were most likely to bring about improvement. By using PEF to facilitate the use of a teacher to work flexibly with identified families, they have been able to provide additional support around a wide range of needs including support to attend school, 'soft starts', visiting pupils in their own homes and supporting both children's and parents' wellbeing. By aligning the remit of the teacher with very carefully planned SMART targets and measures of success, they are able to monitor and track the impact of the additional resource on improving identified outcomes for children.

A minority of schools had outlined their financial plans for the use of PEF and matched these to the school's PEF allocation for 2022-23. A more detailed approach to planning the use of PEF at the start of the session, including financial plans and contingency plans (e.g. in the case of difficulty recruiting), would be likely to result in a reduced underspend and greater benefit to those learners entitled to support in each academic year.

The majority of plans for 2022-23 included details of how the school is reducing the Cost of the School Day (CoSD), while qualitative evidence demonstrates that most schools are already working to reduce costs to families in a variety of ways. CoSD work is not necessarily funded by PEF with many schools using wider school funds to support cost-reducing initiatives, therefore CoSD is not always captured in PEF plans. 17 schools have engaged with support offered through the CoSD school leads online group since 2021 and CoSD approaches are becoming well embedded in the work of a majority of schools.

In pupil questionnaires, in response to the statement, 'The cost of attending school is affordable,' 66% of pupils agreed or strongly agreed, while 34% of pupils disagreed, strongly disagreed or didn't know.

2. How well do we involve families, communities and wider partners in collaborative processes for planning, implementing and measuring the impact of PEF money?

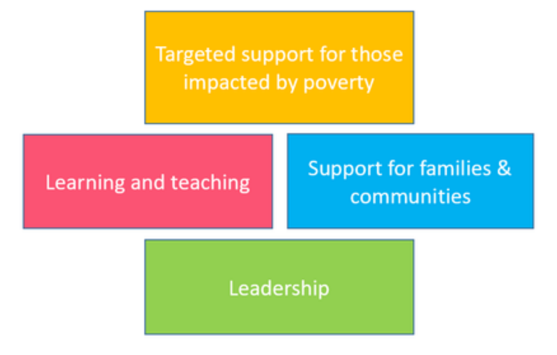
Half of all schools were able to share evidence of how they had involved stakeholders in planning how PEF monies would be spent. These schools had involved children, young people and families in a variety of ways ranging from informal dialogue and discussion to more formal participatory budgeting processes.

In parent and carer focus groups, awareness of PEF, its purpose and how it may be used was low. Schools should now work to increase awareness and improve the transparency of decision making related to PEF. There is a need to be mindful of confidentiality and avoid stigmatisation in working with parents on this sensitive issue, and not all decisions require to be made collaboratively or shared in detail. Further guidance and information about engaging with stakeholders about budgeting decisions can be found in the department's Guidance on Participatory Budgeting.

In pupil questionnaires, in response to the statement, 'I am able to contribute to decisions about buying new equipment and resources for learning,' 66% of pupils agreed or strongly agreed and 34% of pupils either disagreed or didn't know. In response to the statement, 'I regularly get the chance to give my views on what type of experiences I would like to have available and see that these are acted on,' 77% of pupils agreed or strongly agreed and 23% of pupils either disagreed or didn't know.

A frequent theme throughout parent and pupil focus groups was the importance of personalisation and the need for flexible solutions to support children and young people to overcome barriers. Both pupils and parents also spoke about the central importance of positive relationships and school staff knowing them very well. Pupils spoke about the positive impact of individual changes that had been made for them to help improve their wellbeing and their learning. They valued flexible and responsive types of support that took account of the individual challenges they faced in their lives. Parents repeatedly highlighted the importance of flexible approaches to uniform, flexible starts of days, and flexible two-way dialogue around any choices or changes that could be made to lower stress and improve young people's wellbeing.

Overall, the feedback from these focus groups demonstrated the vital importance of inclusion of children's and parents' voices and lived experiences in planning interventions to improve equity. Parents and pupils spoke passionately about occasions when their insights and experiences had been deeply listened to, understood and used to make changes that subsequently improved their ability to attend, engage and learn .


Targeted support for those impacted by poverty
Learning and teaching
Support for families & communities
Leadership

National guidance highlights the effectiveness of engaging wider partners to meet the needs of children and young people impacted by poverty. In 2022-23 a few schools (8%) used PEF to involve partners such as family outreach workers, youth workers and community food organisations in their work. The aims and intended outcomes of partnership working are usually shared informally, however all partners we spoke with had a clear sense of what they were working to achieve in partnership with the school and how they were improving equity.

The impact of interventions delivered together with partners is generally evaluated by schools as part of their annual self-evaluation and planning cycle. National guidance and feedback from East Renfrewshire partners and schools, suggests that partnership working is most effective when it is jointly planned with partners coming together around a child's or a family's specific needs. More formal involvement of partners in the evaluation of impact and the planning of next steps would be likely to enhance the quality and impact of partnership working, as well as the future availability of evidence of impact on children and young people's progress as a result of the partnership.

Case study: Joint planning with CLD at Barrhead High School
Barrhead High School has been working in partnership with the Community Learning and Development service (CLD) to offer bespoke learning experiences for young people experiencing multiple disadvantages. Using the Youth Work Scotland Skills Framework, they have jointly agreed a rationale and a set of criteria to underpin their approach to the partnership. A joint planning tool has been developed which is used to identify for each programme the demographic profile of the learners involved, the key skills for learning, life and work being developed, and the SMART aims and measures that will be used to support and monitor the impact of each activity. As a result, the school is able to evaluate the impact of their curricular planning for young people together with youth workers and use this to plan next steps and ensure progression in learning. Based on the success of this approach, the school now intends to use PEF to recruit a youth worker.

3. How well do we measure progress, evaluate the impact of interventions and use this to inform our next steps?

Planning to evaluate impact

All schools demonstrate deep commitment to improving outcomes for disadvantaged children and young people and increasing the impact of PEF. All head teachers readily engage in dialogue about their PEF planning and show openness to sharing ideas and new approaches to improving equity.

A review of all PEF plans in October 2022 showed that a minority (16%) of plans outlined SMART outcomes, measures and baseline data including expected impact. A lack of detailed planning for ongoing measurement of progress and evaluation of impact, was limiting a majority of schools' ability to plan and adjust next steps responsively based on pupil needs.

It is important that schools can make timely adjustments to interventions where these are not having the intended impact. Throughout the session the Quality Improvement Team and the department’s link Education Scotland Attainment Advisor have been working with schools to further develop plans, to ensure these include details of how and when success will be measured. A number of professional learning opportunities are on offer to support senior leaders to further develop and refine the use of outcomes and measures in their planning.

Teacher ownership and use of data

Effective measurement of progress and evaluation of impact requires a detailed knowledge of individual learners and the ways in which they demonstrate progress across different areas of learning. As the staff members who know learners best, class teachers have access to a wider range of emerging evidence than senior leaders and are best placed to both gather and respond to this with timely adjustment of next steps. Senior leaders including head teachers have identified a need to continue to strengthen teacher ownership and use of data so that all staff are well equipped to observe and evaluate the impact of PEF interventions in the classroom, using this evidence to plan next steps and adjust interventions in response.

Recruitment and staff cover

In many cases, PEF monies are used to fund members of staff to deliver planned literacy, numeracy and HWB support or to oversee the implementation of the school's PEF plan as a whole. In 2022-23:

- 15 schools used PEF to fund PSAs
- 13 schools used PEF to fund PTs or top up a teacher's pay to PT salary
- 18 schools used PEF to fund teachers to improve literacy/extra teachers/nurture teachers
- 5 schools used PEF to fund EAL support.

Due to the ongoing impact of the global pandemic, high rates of staff absence and staff availability have negatively affected recruitment of these key staff. Where staff have been appointed, their availability to undertake the planned work continuously throughout the school year has often been disrupted by the need to provide staff cover. As a result, many schools have experienced challenges in delivering, sustaining and evaluating the impact of their PEF interventions.

It is hoped that disruption resulting from staff absence will decrease as the global pandemic subsides. As a next step, schools are encouraged to include contingency plans within their PEF planning to ensure that in the event of recruitment difficulties, pupils can still receive appropriate support through PEF during that academic year.

4. To what extent can we demonstrate a positive impact of PEF on improving outcomes for children and young people impact by poverty and closing the poverty-related attainment gap?

Pupil Equity Funding is allocated based on a formula linked to Free Meal Entitlement (FME). While FME is a useful indicator of deprivation, not all pupils living with poverty are entitled to free school meals. In addition, not all families who are entitled to free meals claim these, particularly in the earlier years of primary school when all children are automatically entitled to a free meal (Primary 1 to Primary 5). For this reason the data analysis below takes account of both FME and also the Scottish Index of Multiple Deprivation (SIMD). SIMD can be used to identify patterns and trends in the attainment of children and young people who are living in areas of high deprivation. This information can be used to augment and refine what we know based on FME.

Poverty risk factors

In line with Scottish Government guidance, East Renfrewshire schools are encouraged to consider a wide range of data and intelligence in deciding how to allocate PEF, including six poverty risk factors:

- Lone parent families
- Minority ethnic families
- Families with a disabled adult or child
- Families with a young mother
- Families with a child under one
- Larger families (3+ children).

The consideration of poverty risk factors allows schools to identify more learners who are at risk of poorer education outcomes due to socioeconomic disadvantage. It should be noted however that this intelligence is often highly contextualised, nuanced and only known to school staff working directly with families; as a result it is not possible to carry out performance analysis for all poverty risk factors across the local authority.

Through PEF plans and head teacher discussion groups it can be seen that schools are beginning to make good use of poverty risk factors to identify more pupils who would benefit from support through PEF, based on their knowledge of the circumstances of individual children and families. Schools should continue to develop and expand this practice with support from the Quality Improvement team, to ensure that hidden learning, achievement and participation gaps can be identified and addressed.

Case study: Poverty Risk Factors at Braidbar Primary School

Braidbar Primary School has a small PEF allocation of £22k. Previously, 14 children were identified as being entitled to support through PEF with a range of interventions focused on literacy, numeracy and health and wellbeing. In 2022 the head teacher and SLT refreshed their approach to PEF planning and used poverty risk factors to look systematically at the needs of all pupils in at-risk groups. Through one-to-one interviews, they found that a number of pupils who were attending and attaining well, were in fact missing out on important life experiences due to home circumstances. As part of its PEF plan for 2022-23 the school is using PEF to address this participation gap and an additional 22 pupils are now included in targeted work to improve a wide range of learning outcomes. Qualitative evidence shows that this is having a positive impact on pupils' participation and aspirations for their futures. The use of PEF is bespoke to the needs of individual learners and includes their voice in deciding how to use the funding.

As part of national scrutiny of local authority progress with the Scottish Attainment Challenge, officers worked with a link Education Scotland Attainment Advisor in June 2022 to evaluate the progress made in tackling educational inequity over the period from 2019-22. The resulting Education Scotland Recovery and Progress Report highlights the following key strengths in East Renfrewshire:

- The impact of the reading recovery programme on pupil engagement and attainment
- Numeracy and literacy progress as measured through Curriculum for Excellence levels
- Improvement in attendance, pupil motivation, engagement, confidence and self-esteem
- Professional learning and collaborative opportunities for practitioners to support equity
- The development of the Child Poverty Delivery Improvement Group, established in 2019 to support coordinated working across services to reduce the impact of child poverty
- An increase in collaborative working with other establishments, partners, parents and local businesses
- Leadership opportunities which have resulted in increased understanding of poverty-related barriers to learning, motivation and job satisfaction.

Evaluating outcomes for children and young people impacted by poverty

The mission of the Scottish Attainment Challenge is ‘to improve education outcomes for children and young people impacted by poverty, with a focus on closing the poverty-related attainment gap’.

National Guidance has identified the following five key indicators of improvement for children and young people impacted by poverty:

- **ATTAINMENT**
- **ATTENDANCE**
- **INCLUSION**
- **ENGAGEMENT**
- **PARTICIPATION**.

In analysing available data for the last 5 years, it is important to note the disruptive impact of the global pandemic. In particular, trends in attainment and attendance have been impacted not only by periods of school closure, but also by changes to the ways in which learners were assessed and different processes for recording attendance during some periods of time. As a result, it is most useful to compare the most recent annual data (2021-22) with the last pre-pandemic year (2018-19).

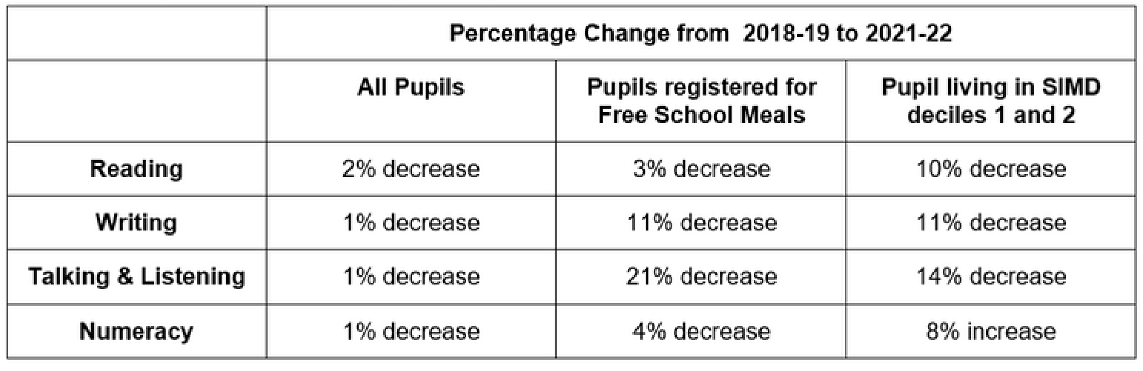
It should also be noted that in many instances, the significant additional challenges of the pandemic are likely to mask gains made by individual learners during this period.

Primary Curriculum for Excellence Levels: Equity

With the exception of writing, the attainment of pupils registered for free school meals across the main curricular areas has decreased over the last three years. For pupils living in SIMD deciles 1 and 2, attainment has decreased significantly across the main curricular areas except in numeracy (see Appendix 1 Table 1).

From 2018-19 to 2021-22, overall attainment across the four curricular areas has decreased for all pupils and for pupils registered for free school meals and living in SIMD deciles 1-2. However, it has decreased for the latter two groups at a faster rate. As a result, the poverty related attainment gap has grown for our most disadvantaged primary aged pupils in P1, P4 and P7 over the last three years (see table below).

It should be noted that the numbers of those children registered for Free School Meals and/or living in SIMD deciles 1 and 2 represent a small percentage statistically (approximately 6%) of this demographic in East Renfrewshire.



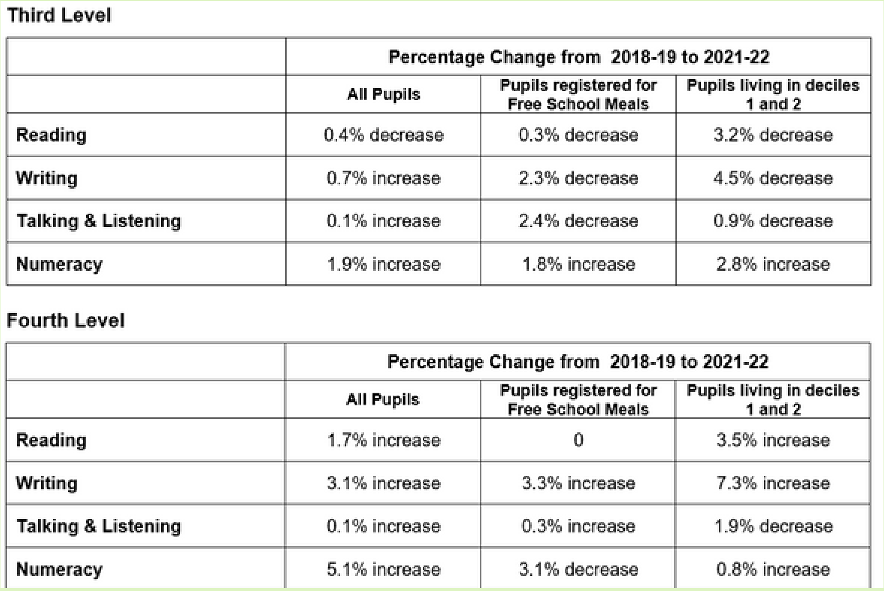
	Percentage Change from 2018-19 to 2021-22		
	All Pupils	Pupils registered for Free School Meals	Pupil living in SIMD deciles 1 and 2
Reading	2% decrease	3% decrease	10% decrease
Writing	1% decrease	11% decrease	11% decrease
Talking & Listening	1% decrease	21% decrease	14% decrease
Numeracy	1% decrease	4% decrease	8% increase

The department also compares the performance of pupils living in the areas of highest deprivation (SIMD 1-2) with pupils living in the areas of lowest deprivation (SIMD 9-10). This data shows an increase in the gap between the most and least disadvantaged pupils across all skills since 2017-18, although here has been a reduction in the gap in numeracy since the last pre-pandemic year (2018-19) (see Appendix 1 Table 2).

Secondary Curriculum for Excellence Levels: Equity

At third level, from 2018-19 to 2021-22 with the exception of numeracy for pupils living in SIMD 1 and 2, the attainment of disadvantaged secondary pupils increased at a lower rate than the overall cohort. This demonstrates an increase in the poverty related attainment gap for pupils at this level.

At fourth level, the attainment of disadvantaged pupils in numeracy either decreased, or increased at a significantly lower rate than for all pupils. Conversely, attainment in Writing increased at a higher rate than for all pupils, indicating a reduction in the poverty-related attainment gap in this skill.



Third Level

	Percentage Change from 2018-19 to 2021-22		
	All Pupils	**Pupils registered for Free School Meals**	**Pupils living in deciles 1 and 2**
Reading	0.4% decrease	0.3% decrease	3.2% decrease
Writing	0.7% increase	2.3% decrease	4.5% decrease
Talking & Listening	0.1% increase	2.4% decrease	0.9% decrease
Numeracy	1.9% increase	1.8% increase	2.8% increase

Fourth Level

	Percentage Change from 2018-19 to 2021-22		
	All Pupils	**Pupils registered for Free School Meals**	**Pupils living in deciles 1 and 2**
Reading	1.7% increase	0	3.5% increase
Writing	3.1% increase	3.3% increase	7.3% increase
Talking & Listening	0.1% increase	0.3% increase	1.9% decrease
Numeracy	5.1% increase	3.1% decrease	0.8% increase

Comparison of the performance of pupils living in the areas of highest deprivation (SIMD 1-2) with pupils living in the areas of lowest deprivation (SIMD 9-10) shows a significant reduction in the gap between the most and least disadvantaged across all skills since 2016-17, which was the session before PEF was introduced. Since 2017, the gap between the most and least disadvantaged has either remained steady or has decreased in all skills except numeracy, where the gap has increased since 2017-18 but remains lower than 2016-17 (see Appendix 1, Table 5).

SQA Qualifications

The education department uses a number of different measures of SQA attainment to evaluate the poverty-related attainment gap. Nationally, stretch aims for the proportions of young people achieving one or more qualification(s) at SCQF levels 5 and 6 are negotiated annually between the education department and Scottish Government. This allows for comparative analysis of the poverty-related attainment gap across the country. Locally, the department also sets challenging targets for schools based on the proportions of young people attaining five passes at SCQF Levels 5 and 6, including specific targets for young people in key equity groups.

This thematic review considered the following SQA attainment measures, selected from the range of equity measures used in local attainment targets for schools and national stretch aims:

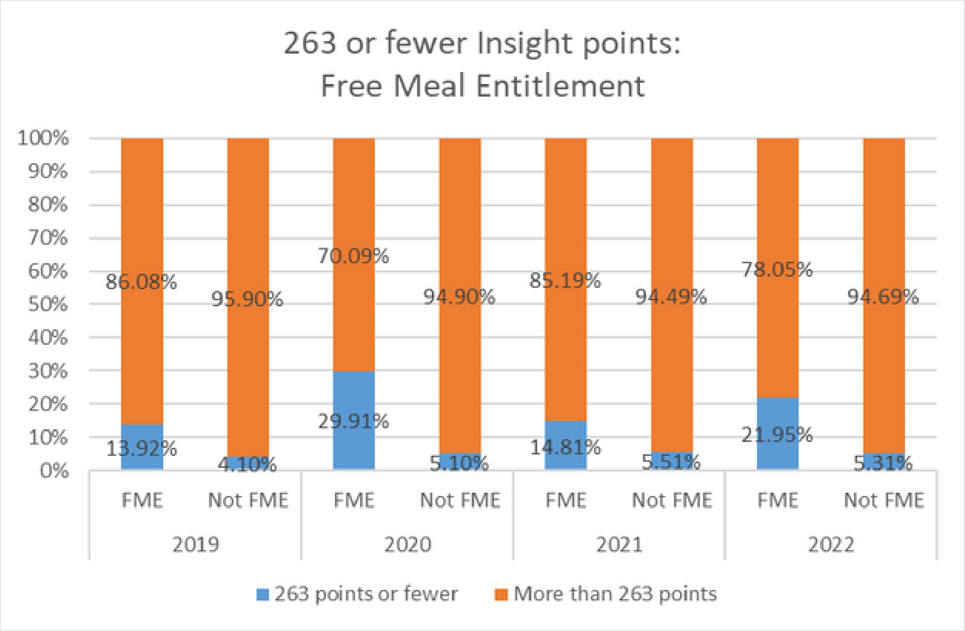
- the proportion of S4 pupils with cumulative Insight points of 263 or fewer
- the proportion of S4 pupils attaining five or more passes at Scottish Credit and Qualifications Framework (SCQF) Level 5 or better
- the proportion of pupils attaining five or more passes at SCQF Level 6 by the end of S6
- the proportion of school leavers attaining 1 or more awards at SQA Level 5 Grade C or better
- the proportion of school leavers attaining 1 or more awards at SQA Level 6 Grade C or better.

263 or Fewer Insight Points

The number of cumulative Insight points associated with 8 passes at National 4 (Level 4) is 264. The department sets targets for schools to decrease the proportion of pupils attaining 263 or fewer Insight points. This is one way in which schools are challenged to not only to maximise the performance of candidates within each level, but to also ensure young people are presented at the highest level at which they are capable of attaining.

The overall percentage of pupils with cumulative Insight points of 263 or fewer by the end of S4, increased from 5.2% in 2018-19, to 7.1% in 2021-22.

The adjacent chart shows the proportions of free meal entitled (FME) pupils attaining greater than and fewer than 264 Insight points from 2019 to 2022, compared with pupils who are not entitled to free meals. Amongst all pupils (those entitled to free meals and those not entitled to free meals), the proportion attaining more than 263 points is significantly higher than the proportion attaining 263 or fewer.

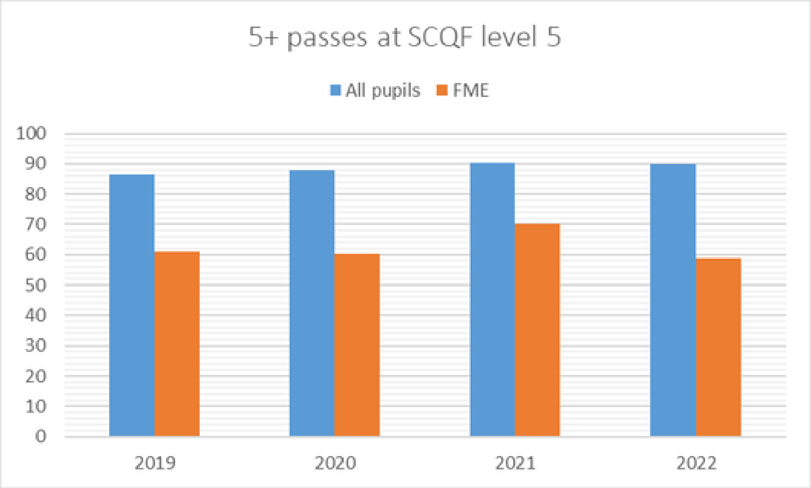


S4

5+ passes at SCQF Level 5: FME

The proportion of S4 free meal entitled (FME) pupils achieving 5 or more qualifications at SCQF level 5 or better in S4, remained relatively stable from 2019-2022, notwithstanding an increase in 2021 during the SQA Alternative Certification Model (ACM).

The attainment of all pupils in East Renfrewshire increased over this period from 86.3% in 2019 to 90% in 2022. 58.9% of FME S4 pupils in East Renfrewshire achieved 5 or more passes at SCQF level 5 in 2022. This indicates an attainment gap of 31.1 percentage points between FME pupils and all pupils in this measure in 2022.



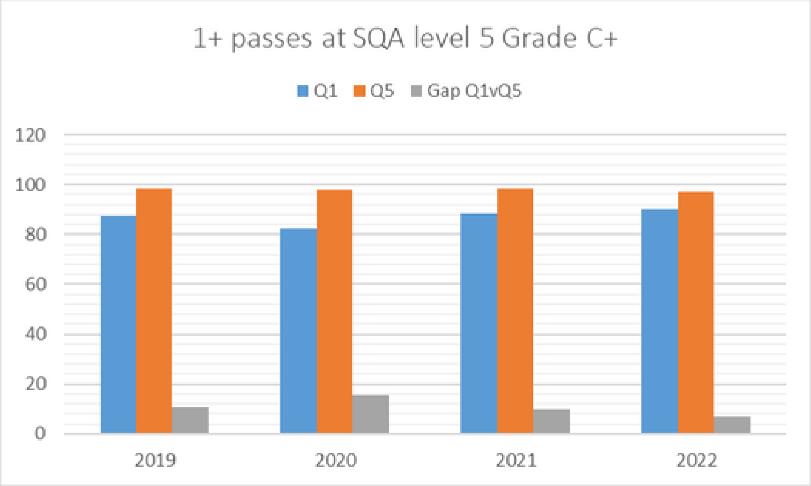
S4 ERC All Pupils-FME 2019-22, 5+ SCQF Level 5

Nationally, the proportion of FME pupils achieving five or more passes at level 5 was significantly lower than in East Renfrewshire, at 25.4%.

1+ SQA Level 5 Grade C+: SIMD Quintile 1 v Quintile 5

The overall proportion of all school leavers attaining one or more passes at SQA Level 5 Grade C or better remained at a very similar level from 2019-2022, with values occurring in a narrow range from 95.5% to 96.5%.

90.2% of pupils living in SIMD 1-2 (Quintile 1) achieved at least one pass at SQA level 5 grade C or better in 2022 while 97.1% of pupils living in SIMD 9-10 (Quintile 5) achieved this measure. This indicates an attainment gap of 6.9 percentage points in 2022. This was slightly lower (by 3.7 percentage points) than in the last pre-pandemic year (2019).



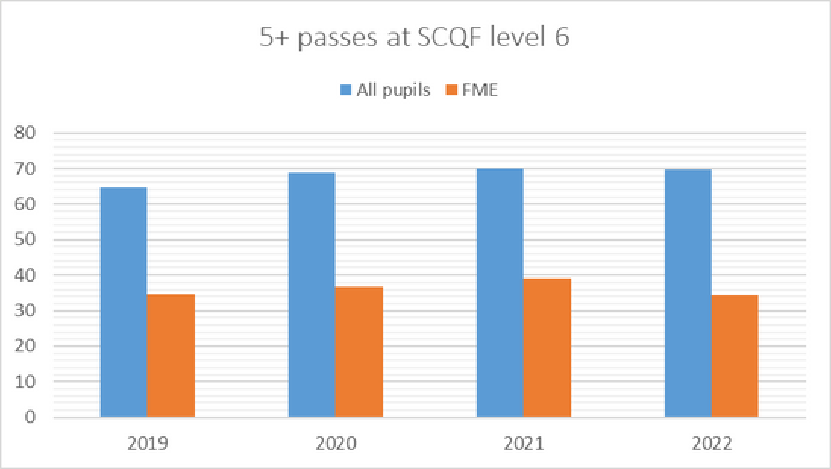
S4-6 ERC Leavers Q1vQ5 2019-22, 1+ SQA Level 5 Grade C+

S5/6

5+ SCQF Level 6: FME

The percentage of FME pupils attaining five or more passes at SCQF Level 6 or better by the end of S6 (based on S4 roll), remained reasonably stable from 2019-2022 with values of 34.7% in 2019, 36.8% in 2020, and 34.3% in 2022. A slightly higher proportion of this group (39.2%) achieved five or more passes during the SQA Alternative Certification Model (ACM) in 2021.

69.6% of all S5/6 pupils in East Renfrewshire attained five or more qualifications at SCQF Level 6 or better in 2022, indicating an attainment gap of 34.3 percentage points between FME pupils and all pupils in this measure. Nationally, the proportion of FME learners achieving five or more passes was significantly lower than in East Renfrewshire, at 17%.



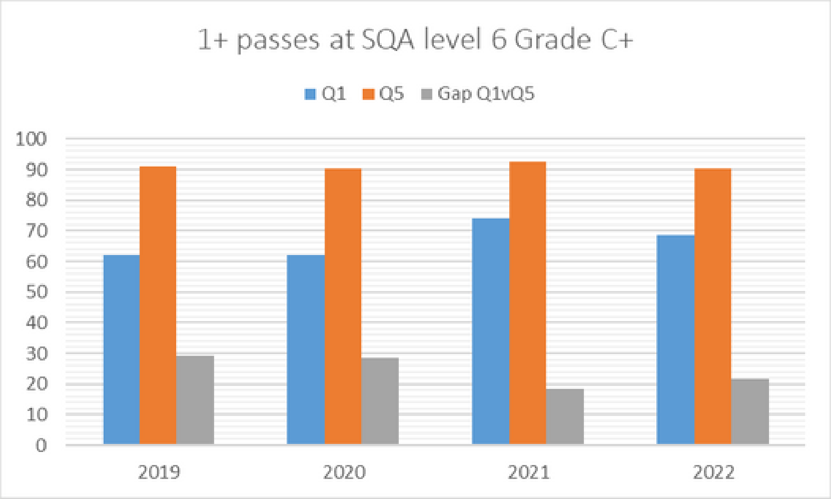
S5/6 ERC All Pupils-FME 2019-22, 5+ SCQF Level 6

1+ SQA Level 6 Grade C+: SIMD Quintile 1 v Quintile 5

The overall proportion of all school leavers attaining one or more passes at SQA Level 6 Grade C or better by the end of S6, remained relatively stable from 2019-2022 with values falling in a narrow range from 84.4% to 86.6%.

68.6% of pupils living in SIMD 1-2 (Quintile 1) achieved at least one pass at SQA level 6 Grade C or better in 2022, while the comparable figure for pupils living in SIMD 9-10 (Quintile 5) was 90.4%. This indicates an attainment gap of 21.8 percentage points in this measure.

The attainment gap increased slightly (by 3.4 percentage points) from 2021 to 2022, but was 7.3 percentage points lower in 2022 than in the last pre-pandemic year (2019).



S4-6 ERC Leavers Q1vQ5 2019-22, 1+ SQA Level 6 Grade C+

The above analysis identifies the nature and extent of the poverty-related attainment gap in East Renfrewshire according to key measures and trends over time. The attainment trends in East Renfrewshire are set in a context of increasing inequality nationally during the pandemic and post-pandemic period; nevertheless, an urgent and concerted response is required to reduce increasing levels of educational inequality and ensure all learners have an equal chance to succeed.

As part of the Local Improvement Plan 2023-26 the education department has committed to a number of specific actions focused on tacking the poverty-related attainment gap, including:

- Supporting and challenging schools to tackle the poverty-related attainment gap through effective use of PEF
- Supporting improvements in analysis of data and in learning, teaching and assessment through the Strategic Equity Fund
- Implementing a new Social Justice Strategy.

Evaluation of feedback and analysis of school improvement plan priorities suggests that the department's strategic focus on equity and social justice during 2023-24 is influencing school improvement priorities and is therefore beginning to increase the focus on improving equity and social justice at school level. Continued support for schools to enact plans for improvement will be needed, including professional learning and support for practitioners, and this is outlined in the department's SAC Strategic Equity Funding Plan 2023-26.

ATTENDANCE

Attendance prior to the pandemic showed a broadly stable picture, with average attendance for all pupils across primary and secondary sectors of 95.1% in the three years from 2016-17 to 2018-19.

For pupils in receipt of free school meals, attendance remained stable over this period at around 91.0%.
Overall, attendance data shows that prior to the pandemic, attendance was lower by around 4.5 percentage points for children and young people entitled to free school meals (FME), and was around 3.8 percentage points lower for pupils living in the most deprived areas compared to the least deprived areas (SIMD Q1 v Q5). In 2021-22, these gaps have increased to 5.6 points (based on FME) and 5.2 (based on SIMD). Average attendance for pupils registered for free meals in 2021-22 was 87.7%.

Analysis of PEF plans and discussions with head teachers show that improving attendance was a priority in 59% of schools in 2022-23. A few schools have brought about significant improvement in attendance through a range of targeted interventions and supports for pupils and their families. Continued focus on improving attendance is planned through the Strategic Equity Funding Plan with the further development of the Learn Well service to tackle emotionally based school absence. Evidence from successful interventions suggests home-school liaison is of vital importance in working to improve attendance.

INCLUSION

All East Renfrewshire schools have adopted an inclusive approach to education based on children's rights, with 100% of schools participating in UNICEF Rights Respecting Schools. Evidence gathered through local authority review activities, Education Scotland inspections and school-level self-evaluation activities consistently finds evidence of strong practice across the authority area in promoting the inclusion of all children and young people.

In 2021-22 the education department carried out a review of Additional Support for Learning (ASL). This review examined the theme of inclusion in depth and identified a number of improvement priorities for the department and schools. Due to the correlation between additional support needs and socio-economic deprivation, the outcomes of the ASL review are highly relevant to the decisions schools make about the most effective use of PEF.

The ASL working group is working at pace to take forward the recommendations of the ASL review, and is sharing progress at regular intervals with head teachers. Moving forwards, it will be important that schools take cognisance of further developments in our shared understanding of inclusion in order to continue to increase the inclusion of children and young people living with poverty, and particularly those who experience multiple inequalities.

Exclusion data

In 2021-22 the rate of exclusions in East Renfrewshire schools remained very low, despite an increase in the overall number of exclusion incidents from 2020-21. East Renfrewshire had the second lowest exclusion rate of all local authorities in Scotland in 2021-22 at a rate of 1.2 incidents per 1000 pupils across all sectors.

All exclusions in 2021-22 involved secondary pupils. 19.5% of incidents involved pupils registered for Free School Meals (FSM). This is higher than would be expected given 7.7% of secondary pupils were registered for FSM.

24% of all exclusion incidents in the secondary sector involved children from an ethnic minority background. Minority ethnic groups make up approximately 27% of the overall secondary cohort.

ENGAGEMENT AND PARTICIPATION

Leaver Destinations

Since 2017 the proportion of school leavers registered for free school meals progressing to a sustained positive post-school destination has increased from 86.4% in 2017 to 100% in 2022. The gap between the sustained positive destinations of pupils registered for free school meals and all other pupils has decreased fairly steadily over this period, notwithstanding a spike in 2020 directly following the first period of school closure, to a negative gap of -1.6% in 2022. This measure represents very strong evidence that schools are successfully improving outcomes for young people impacted by poverty.

Schools monitor the engagement and participation of pupils in a variety of ways such as:
- Levels of engagement and effort in class
- Completion of tasks in school and at home
- Interaction with teachers and peers
- Results of surveys using wellbeing scales and measures (e.g. Leuven scales, Glasgow Motivation and Wellbeing profiles)
- Participation in extra-curricular activities
- Participation in school committees and groups
- Wider achievement beyond school
- Leaver destinations.

This information is primarily gathered and evaluated at school level so that pupils who are identified as having lower engagement or participation can be supported effectively. There is no single measure of engagement or participation across schools which would allow for analysis of these outcomes for all children and young people experiencing socio-economic disadvantage.

Qualitative evidence gathered during the review process suggests that pupils and parents/carers of pupils supported by PEF receive a high level of support to engage and participate in all aspects of school life. For example, parents shared many examples of members of staff going ‘over and above’ to ensure children and young people were fully included and had access to wider opportunities. Pupils spoke passionately about the positive impact of initiatives to support them to talk about their mental wellbeing and apply a growth mindset to their learning.

In questionnaires, 91% of pupils either agreed or strongly agreed with the statement, ‘I get the support I need to learn well.’

89% pupils either agreed or strongly agreed with the statement, ‘Staff encourage me to get involved in areas that are of interest to me and help overcome any barriers that might present me taking part.’

97% pupils either agreed or strongly agreed with the statement, ‘Everyone in our school can take part in a group, clubs, team or activity beyond normal class time if they want to.’

KEY STRENGTHS

- All schools have a clear rationale for their use of PEF which is based on thorough knowledge of pupils, families and their needs in their local context.
- The strong reliance on evidence-based approaches when planning interventions to improve equity.
- The pro-active approaches to improving school attendance and reducing exclusions, which are supporting children and young people to overcome barriers to accessing education.
- The high attainment rates of children and young people living with poverty in East Renfrewshire compared with the attainment rates of children and young people living with similar levels of poverty nationally.
- Cost of the School Day approaches are increasingly embedded into schools' self-evaluation, improvement planning and everyday practice.
- The very high rates of sustained positive destinations for socio-economically disadvantaged school leavers and the notable decrease in the deprivation gap in this measure over time.
- The very high quality of support to measure pupil wellbeing provided by the Educational Psychology team, which is helping schools to gather meaningful evidence of progress across a wider range of outcomes.
- The extensive support that school staff provide to help pupils engage well in their learning, underpinned by strong, nurturing relationships and high levels of professional commitment.
- The support and encouragement provided by school staff for individual pupils to participate in wider achievement opportunities.

NEXT STEPS

Schools should:

- Continue to improve the rigour of PEF planning to include SMART outcomes and measures, opportunities for review of impact during the school year, and detailed financial plans for full PEF allocations.
- Expand and improve the use of poverty risk factors to identify and support more children at risk of poorer outcomes, including lower participation.

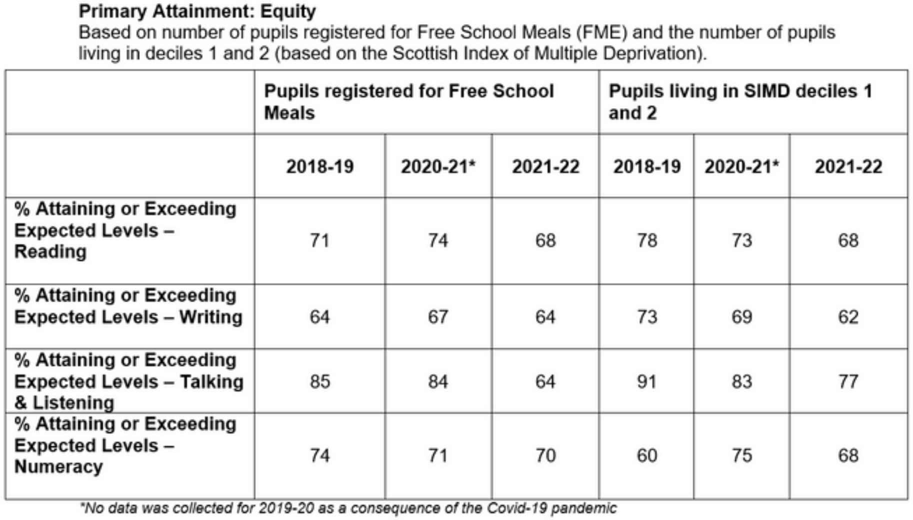
- Continue to support practitioners to develop confidence in the gathering and analysis of data and evidence and the use of this data to inform learning, teaching and assessment practices that increase equity.
- Increase collaboration and pooling of resources in order to improve our collective ability to plan the most effective interventions for individual learners, for example by working collaboratively across clusters of schools to improve attendance.
- Increase opportunities for partners, including link Educational Psychologists and Community Learning and Development workers, to collaboratively plan and evaluate the success of PEF interventions.
- Increase the use of Participatory Budgeting to increase the involvement of children, young people and families in determining priorities for the use of PEF.
- In the secondary sector, identify ways in which PEF can be used to avoid the exclusion of children experiencing socio-economic disadvantage and those at greater risk of disadvantage.

The Education Department should:

- Provide further opportunities for head teachers to share practice and support and challenge peers in the effective use of PEF.
- Provide further opportunities for class teachers and key groups of staff, such as Equalities Coordinators and ASN Coordinators, to develop confidence in the gathering and analysis of data and evidence to inform learning, teaching and assessment practices that increase equity.
- Continue to provide support and challenge for senior leaders to use data and intelligence effectively to develop robust, evidence-led plans for the use of PEF.
- Ensure ongoing sharing of effective practice in improving outcomes for learners, through planned opportunities for looking outwards to establishments across East Renfrewshire and beyond the local authority area.
- Provide opportunities for professional learning about participatory budgeting for key staff.
- Extend the range of opportunities for professional learning about poverty and poverty-aware practice for practitioners.
- Maintain a focus during regular Quality Improvement Visits on effective use of PEF and improving outcomes for children and young people affected by poverty.

APPENDIX 1

Table 1

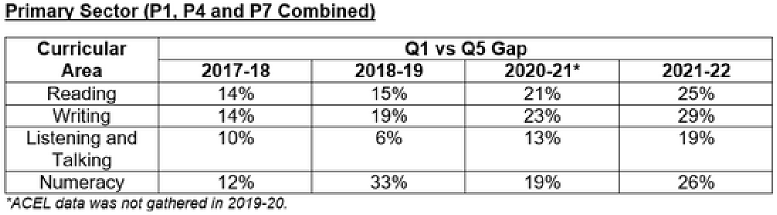


Primary Attainment: Equity
Based on number of pupils registered for Free School Meals (FME) and the number of pupils living in deciles 1 and 2 (based on the Scottish Index of Multiple Deprivation).

	Pupils registered for Free School Meals			Pupils living in SIMD deciles 1 and 2		
	2018-19	**2020-21***	**2021-22**	**2018-19**	**2020-21***	**2021-22**
% Attaining or Exceeding Expected Levels – Reading	71	74	68	78	73	68
% Attaining or Exceeding Expected Levels – Writing	64	67	64	73	69	62
% Attaining or Exceeding Expected Levels – Talking & Listening	85	84	64	91	83	77
% Attaining or Exceeding Expected Levels – Numeracy	74	71	70	60	75	68

**No data was collected for 2019-20 as a consequence of the Covid-19 pandemic*

Table 2

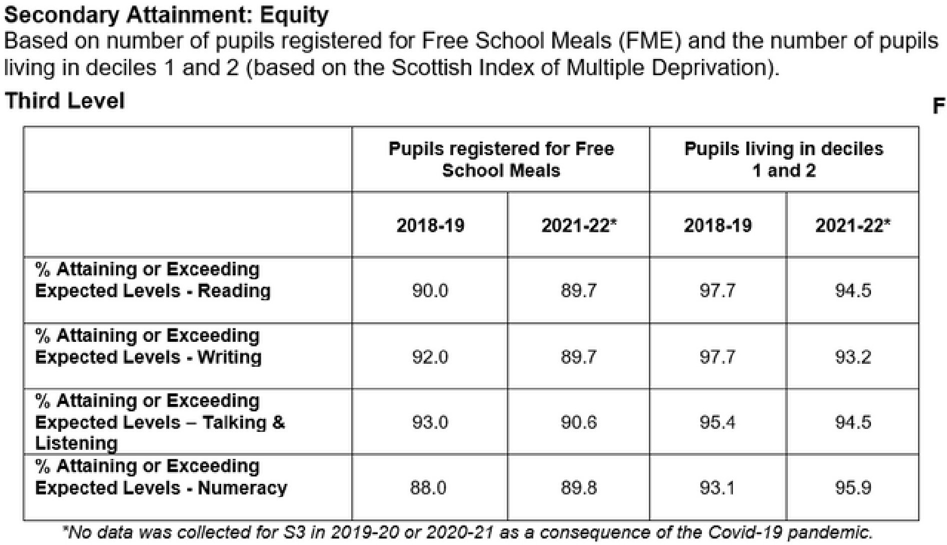


Primary Sector (P1, P4 and P7 Combined)

Curricular Area	Q1 vs Q5 Gap			
	2017-18	**2018-19**	**2020-21***	**2021-22**
Reading	14%	15%	21%	25%
Writing	14%	19%	23%	29%
Listening and Talking	10%	6%	13%	19%
Numeracy	12%	33%	19%	26%

**ACEL data was not gathered in 2019-20.*

Table 3



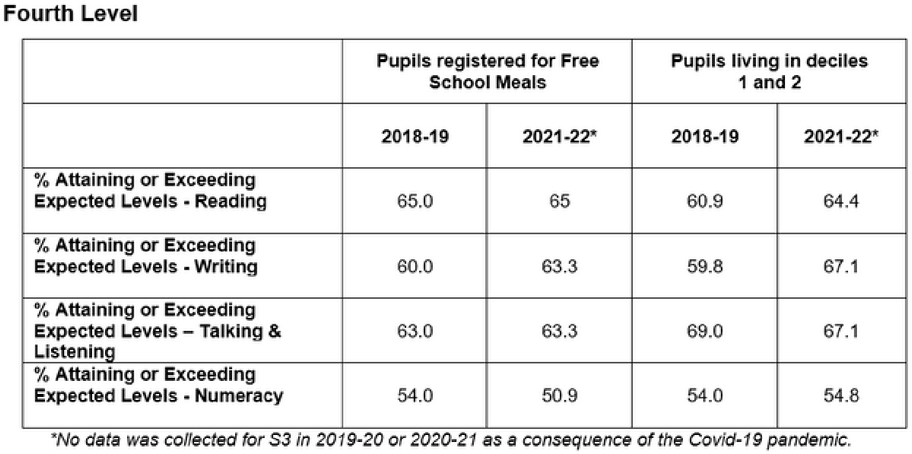
Secondary Attainment: Equity
Based on number of pupils registered for Free School Meals (FME) and the number of pupils living in deciles 1 and 2 (based on the Scottish Index of Multiple Deprivation).

Third Level

	Pupils registered for Free School Meals		Pupils living in deciles 1 and 2	
	2018-19	**2021-22***	**2018-19**	**2021-22***
% Attaining or Exceeding Expected Levels - Reading	90.0	89.7	97.7	94.5
% Attaining or Exceeding Expected Levels - Writing	92.0	89.7	97.7	93.2
% Attaining or Exceeding Expected Levels – Talking & Listening	93.0	90.6	95.4	94.5
% Attaining or Exceeding Expected Levels - Numeracy	88.0	89.8	93.1	95.9

**No data was collected for S3 in 2019-20 or 2020-21 as a consequence of the Covid-19 pandemic.*

Table 4

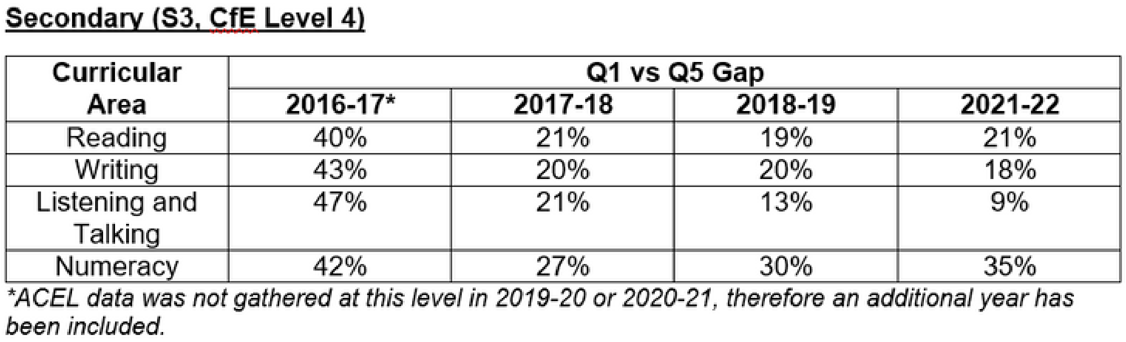


Fourth Level

	Pupils registered for Free School Meals		Pupils living in deciles 1 and 2	
	2018-19	**2021-22***	**2018-19**	**2021-22***
% Attaining or Exceeding Expected Levels - Reading	65.0	65	60.9	64.4
% Attaining or Exceeding Expected Levels - Writing	60.0	63.3	59.8	67.1
% Attaining or Exceeding Expected Levels – Talking & Listening	63.0	63.3	69.0	67.1
% Attaining or Exceeding Expected Levels - Numeracy	54.0	50.9	54.0	54.8

**No data was collected for S3 in 2019-20 or 2020-21 as a consequence of the Covid-19 pandemic.*

Table 5



Secondary (S3, CfE Level 4)

Curricular Area	Q1 vs Q5 Gap			
	2016-17*	**2017-18**	**2018-19**	**2021-22**
Reading	40%	21%	19%	21%
Writing	43%	20%	20%	18%
Listening and Talking	47%	21%	13%	9%
Numeracy	42%	27%	30%	35%

**ACEL data was not gathered at this level in 2019-20 or 2020-21, therefore an additional year has been included.*

AGENDA ITEM No. 8

EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

28 September 2023

Report by Director of Education

WEST PARTNERSHIP IMPROVEMENT COLLABORATIVE: EVALUATION REPORT 2022-23

PURPOSE OF REPORT

1. To inform East Renfrewshire's Education Committee of the evaluation of work undertaken by the West Partnership (Glasgow Region Education Improvement Collaborative) in 2022 - 2023.

RECOMMENDATION

2. Education Committee is asked to note and comment on the report.

BACKGROUND

3. Regional Improvement Collaboratives (RICs) were established in 2017 as a national initiative to bring about improvement for all schools in Scotland. They are intended to bring together local authorities and Education Scotland, facilitate collaborative working and provide educational support to practitioners.

4. The Glasgow City Region Education Improvement Collaboration, known as the West Partnership brings together authorities from across the Glasgow City Region; East Renfrewshire is a member of the West Partnership.

5. Education Committee noted the progress of the West Partnership and the contents of its Improvement Plan in October 2022.

REPORT

6. The attached report (Appendix 1) details progress over the academic year 2022-2023 towards achieving each of the associated target outcomes and expected impacts as detailed in the West Partnership Improvement Plan for 2022-2023.

7. Each year, we see the growing benefit of working collaboratively and systematically across the West Partnership area, and the difference this is making to staff, children and young people. The report captures the very good progress made within the West Partnership across our three main workstreams. This is testament to the dedication and commitment of all staff who have worked to support our children and young people.

8. Throughout the report, there are strong examples of how the Partnership is supporting authorities to improve attainment and achievement for all, while closing the poverty related attainment gap. This focus on excellence and equity is underpinned by an approach with enables staff to take collective action and deliver improvement.

9. Included in this report is an overview of the strengthened evaluation model including the three drivers of improvement. The report showcases progress in enhancing collaboration, improving knowledge and confidence and changing practice. Three main illustrations which demonstrate impact in these three improvement areas have been included along with an overview of the work that has been completed in each workstream.

10. Critical indicators have been updated demonstrating progress across the region. The West Partnership continues to compare favourably against national figures across most measures.

11. Work has also been carried out to make a stronger link between the critical indicators and the values of excellence, equity and empowerment. Furthermore, some critical indicators have been added in recognition of our commitment to closing the poverty related attainment gap as well as the Promise.

12. The report was considered and endorsed at the last Glasgow City Region Education Committee on 12 September 2023.

13. The latest version of the West Partnership's Improvement Plan 2023 – 2024 is the subject of a separate paper to this committee.

FINANCE AND EFFICIENCY

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

PARTNERSHIP WORKING

15. The progress of the West Partnership has been recognised externally through research carried out by the Robert Owen Centre for Educational Change, Glasgow University (ROC). The ROC findings compliment that of the internal evaluation providing strong triangulation to internal evaluations. Key findings are included in the report.

RECOMMENDATION

16. Education Committee is asked to note and comment on the report.

Mark Ratter
Director of Education
28 September 2023

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Appendix 1
The West Partnership Evaluation Report 2022-23

Background Papers
West Partnership Improvement Collaborative: Improvement Plan 2022-23
https://www.eastrenfrewshire.gov.uk/media/8238/Education-Committee-Item-07-06-October-2022/pdf/Education_Committee_Item_07_-_06_October_2022.pdf?m=638000473390530000

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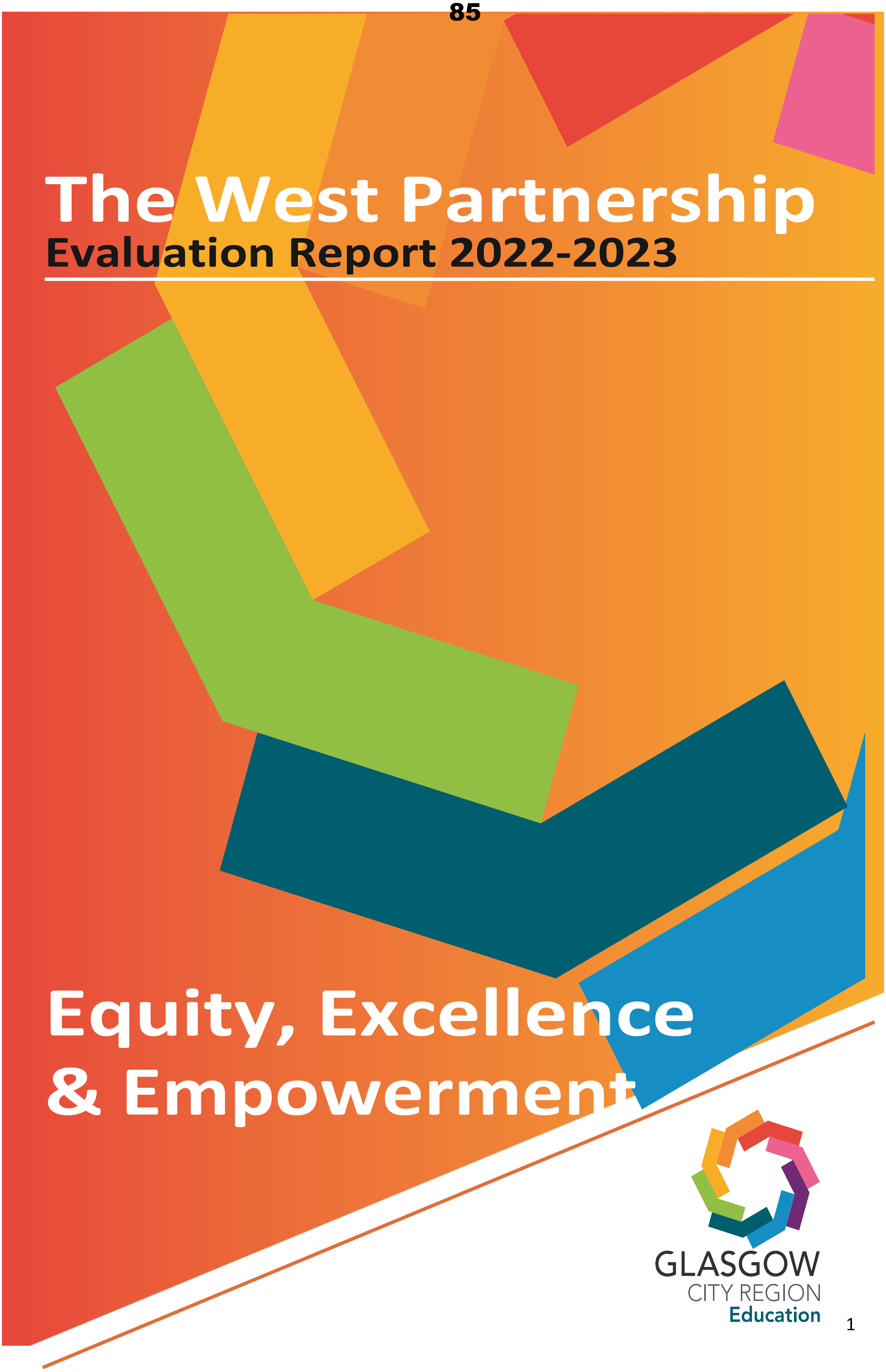

The West Partnership

Evaluation Report 2022-2023

Equity, Excellence & Empowerment

GLASGOW
CITY REGION
Education

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DRAFT

Foreword

I am pleased to present the West Partnership Regional Improvement Collaborative Evaluation Report 2022-23. This report details progress over the academic year towards achieving each of the outcomes and expected impacts detailed in the West Partnership Improvement Plan. The West Partnership has a clear vision: we want to embed the values of equity, excellence and empowerment in everything we do. In doing so, we aim to establish a culture where working collaboratively across our eight local authority areas allows us to build a *Networked Learning System* and continually improve learning experiences and outcomes for every learner across the Glasgow City Region.

This year, we have reached further across the range of staff teams represented within the partnership: Senior and middle leaders, teachers, practitioners, support staff, central teams, CLD colleague and more. We are more able to see the added value that the West Partnership Regional Improvement Collaborative brings and the impact it is beginning to make in classrooms and playrooms.

The report highlights some interesting illustrations which show significant and sustained impact in learning and teaching through the Improving Our Classrooms Programme; the impact on one participant of the professional support offered through the Thinking About Headship Programme and the methodology and progress made to date in the partnership's research into the impact of 1140 hours in early years. In addition, the voice of our children, young people and staff are captured and shared, allowing us to see practical applications and effects of working collaboratively with others across the West Partnership. We continue to have our work recognised by external evaluations carried out by the Robert Owen Centre for Educational Change, Glasgow University and use this information as part of our self-evaluation and planning process.

We continue to organise our work across three workstreams: Wellbeing for Learning; Leadership, Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment. Programmes are developed to ensure we are adding value to local and national offers and avoiding unnecessary duplication. Ensuring we are designing an offer which meets the need of colleagues, and in turn children and young people, is paramount. This report shows very good progress across all three workstreams again this year.

Face to face opportunities have increased this session as colleague tell us that collaboration takes place more easily when you are in the room together. However, our wide geographical reach also means we are sensitive to the time constraints of travel and make very effective use of digital technology in our delivery approach.

As I step down from my role as Regional Improvement Collaborative Lead, I do want to express my gratitude to colleagues across the partnership and beyond who have worked tirelessly, especially in the most trying of situations during the pandemic, to work together for the continued improvement of the experience we give our children and young people. Your commitment and passion are inspiring. I leave knowing the West Partnership will continue to flourish, adding a bespoke offer to the system and under the leadership of Mark Ratter, the new RIC Lead.

Tony McDaid

Retiring RIC Lead

June 2023

DRAFT

Introduction

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

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

Vision

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

Context

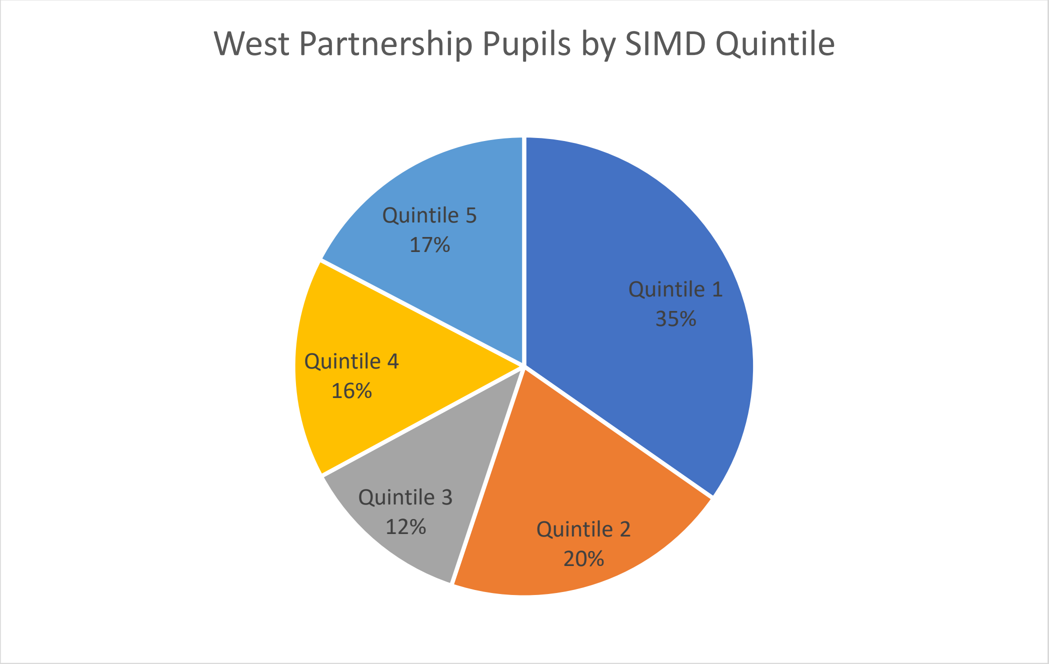
- 8 local authorities across the West of Scotland; East Dunbartonshire, East Renfrewshire, Glasgow City, Inverclyde, North Lanarkshire, Renfrewshire, South Lanarkshire, and West Dunbartonshire.

- 35% of Scotland's school population attend a West Partnership school.

- Over 1000 nurseries, primary, secondary, and special schools.

- More than 246,000 children and young people.

- Over 50% of all West Partnership pupils reside in SIMD quintiles 1 and 2.



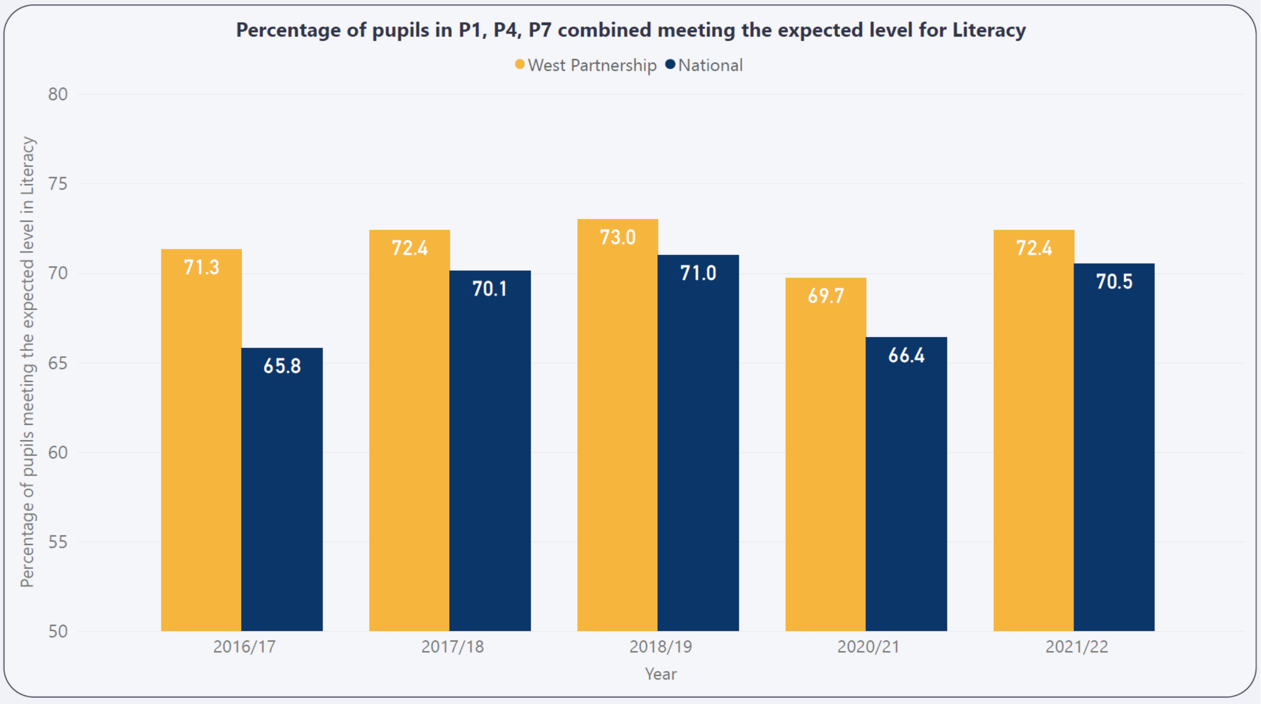
DRAFT

In terms of social media reach we have over:

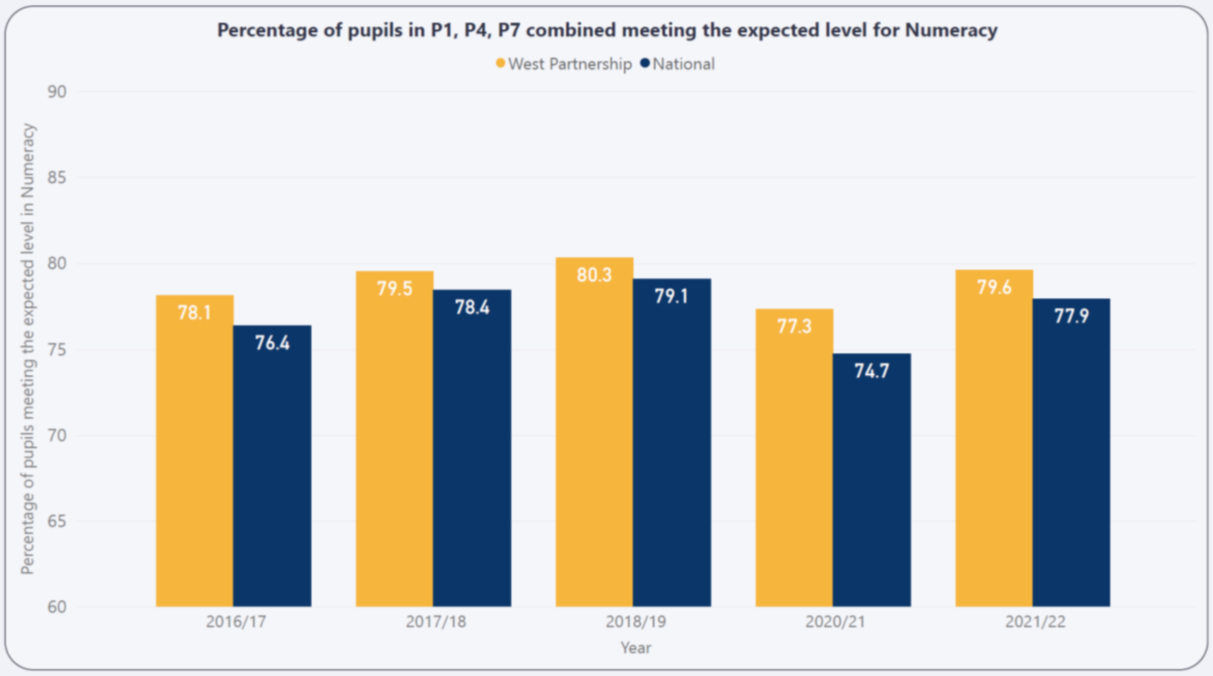
- 6388 twitter followers
- 1000 newsletter sign-ups
- 14,985 website users

How did the West Partnership compare?

Broad General Education



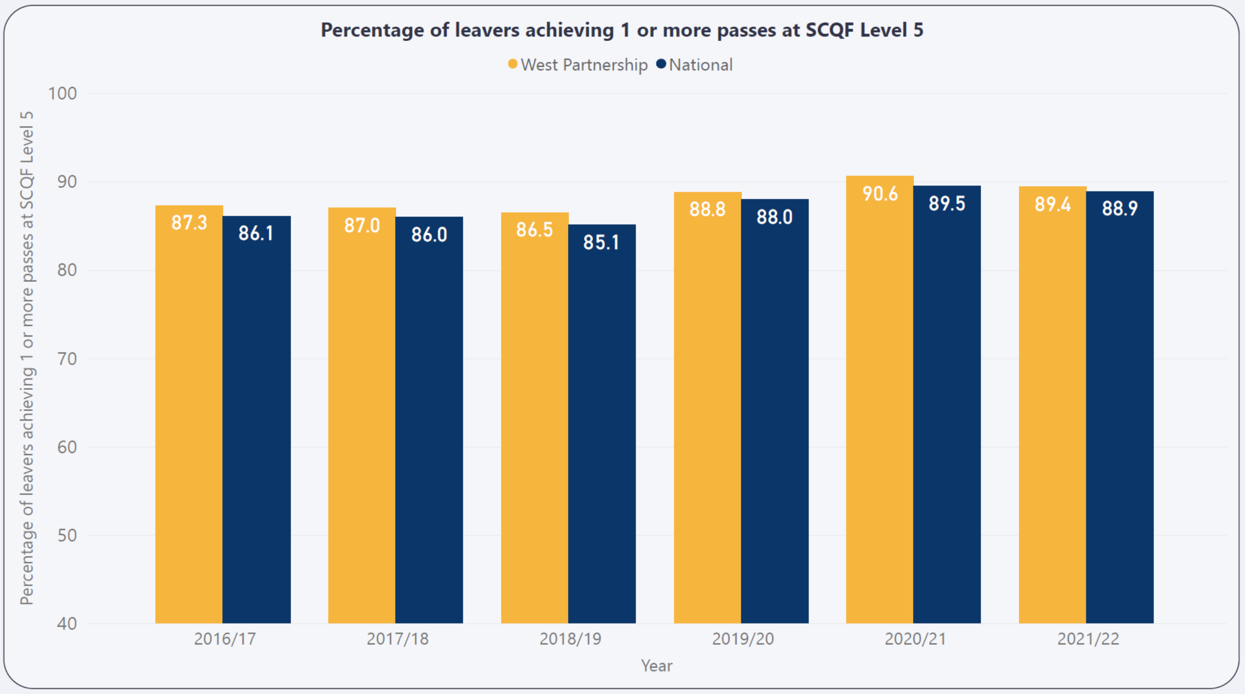
Data from 21/22 shows an increase in the number of primary pupils meeting their expected literacy levels at P1, P4 and P7. The percentage of West Partnership pupils meeting the expected level increased from 69.7% in 20/21 to 72.4% in 21/22. This figure is slightly below the last pre-pandemic session (18/19) but in line with the figures from 17/18. West Partnership primary pupils continue to be more likely than all Scottish pupils to meetthe expected level for literacy.



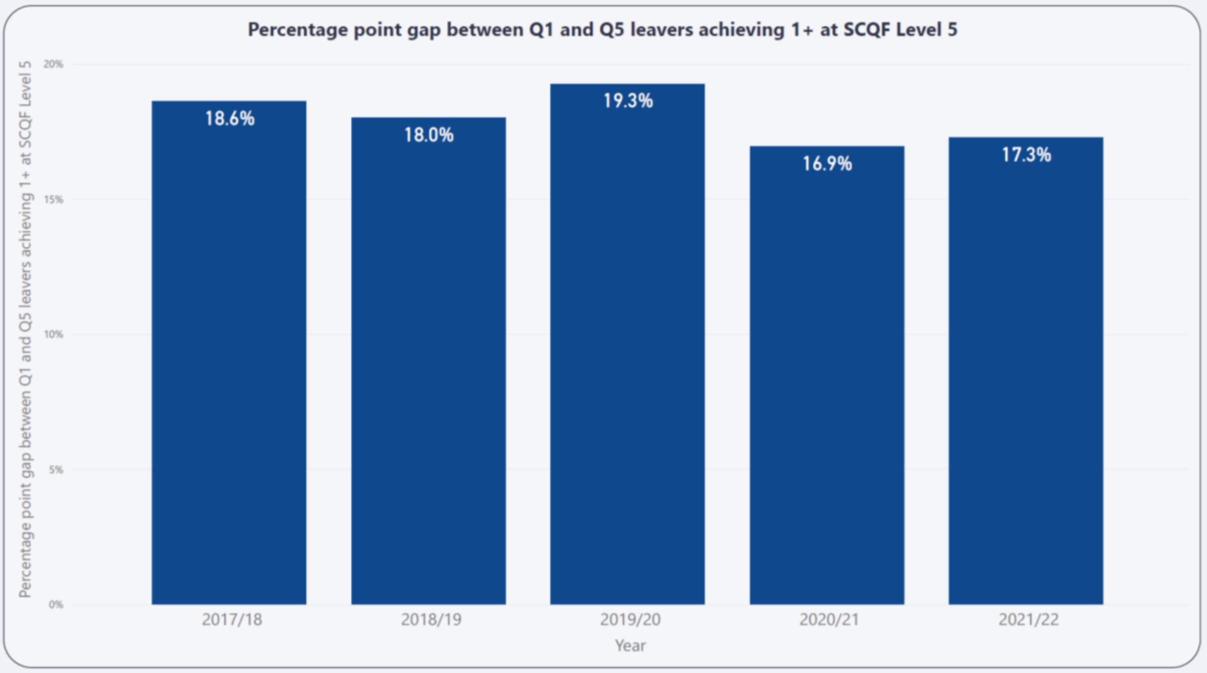
Data from 21/22 shows an increase in the number of primary pupils meeting their expected numeracy levels at P1, P4 and P7. The percentage of West Partnership pupils meeting the expected level increased from 77.3% in 20/21 to 79.6% in 21/22. This figure is slightly below the last pre-pandemic session (18/19) but in line with the figures from 17/18. West Partnership primary pupils continue to be more likely than all Scottish pupils to meet the expected level for numeracy.

Senior Phase

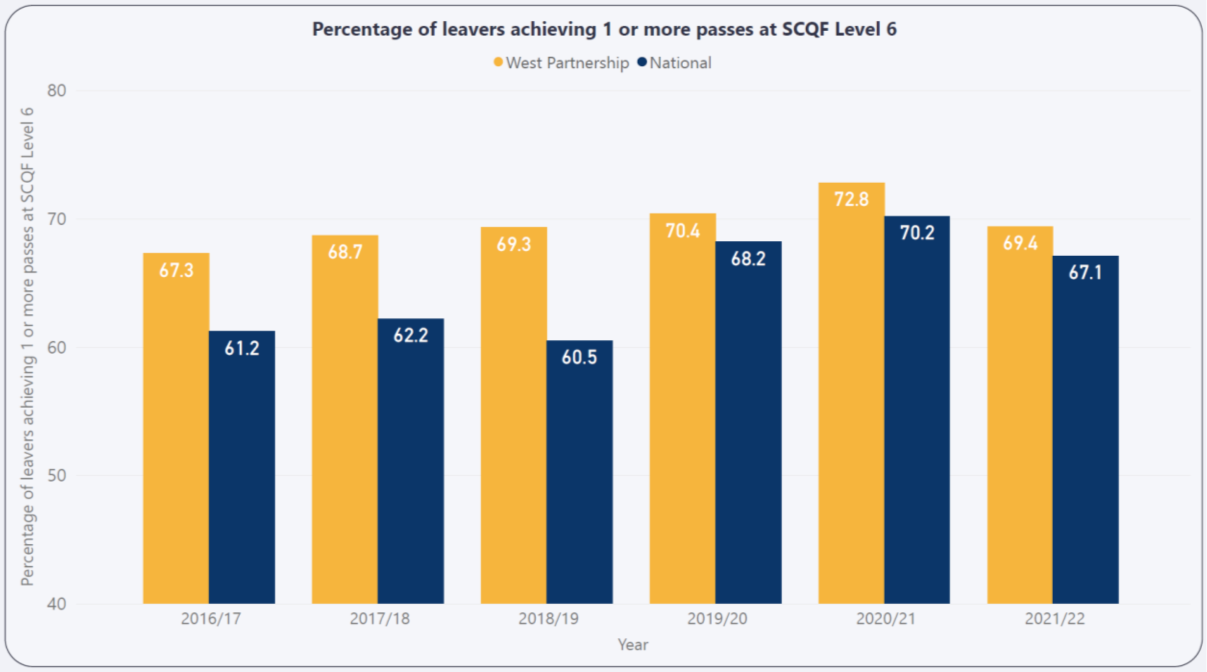
At the senior phase level, a variety of assessment models have been used over the previous three academic sessions. As such, caution should be noted in making year on year comparisons.



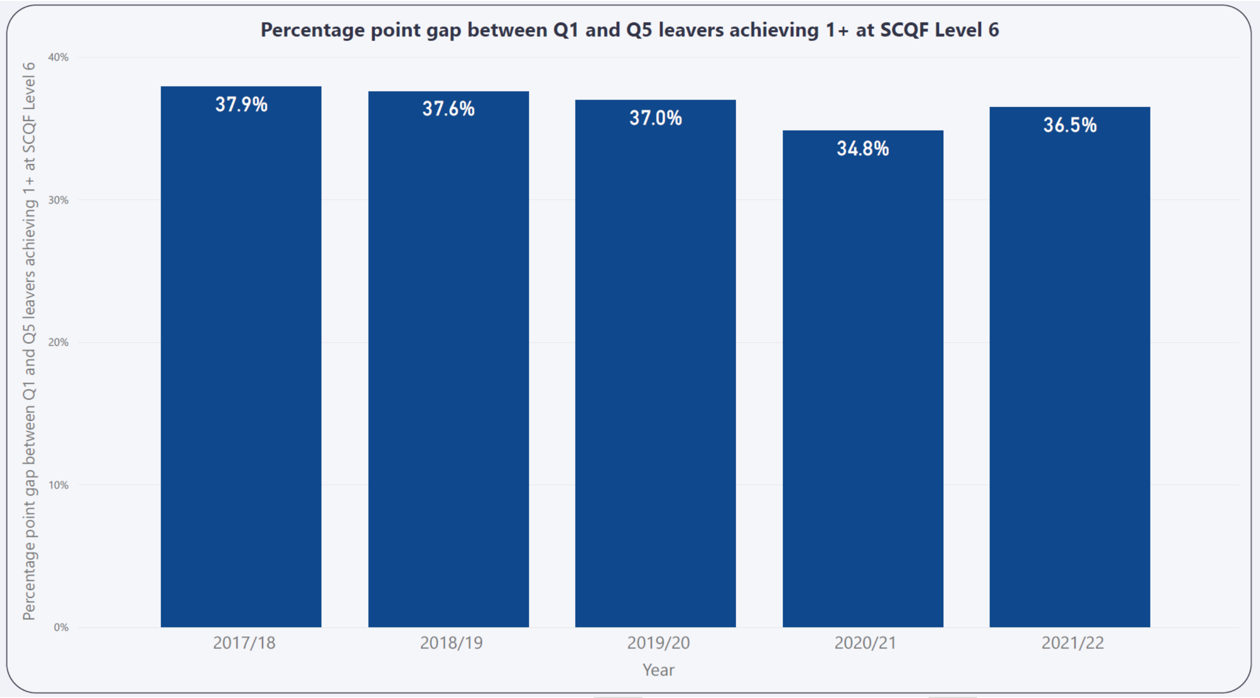
The percentage of leavers achieving 1 or more passes at SCQF Level 5 decreased by 1.2 percentage points to 89.4% from 90.6% in 20/21. Whilst a reduction on the previous year, the 21/22 figure remains higher than all other years since 2016/17. The West Partnership continues to have a higher percentage of leavers achieving 1 or more awards at this level compared to Scotland as a whole.



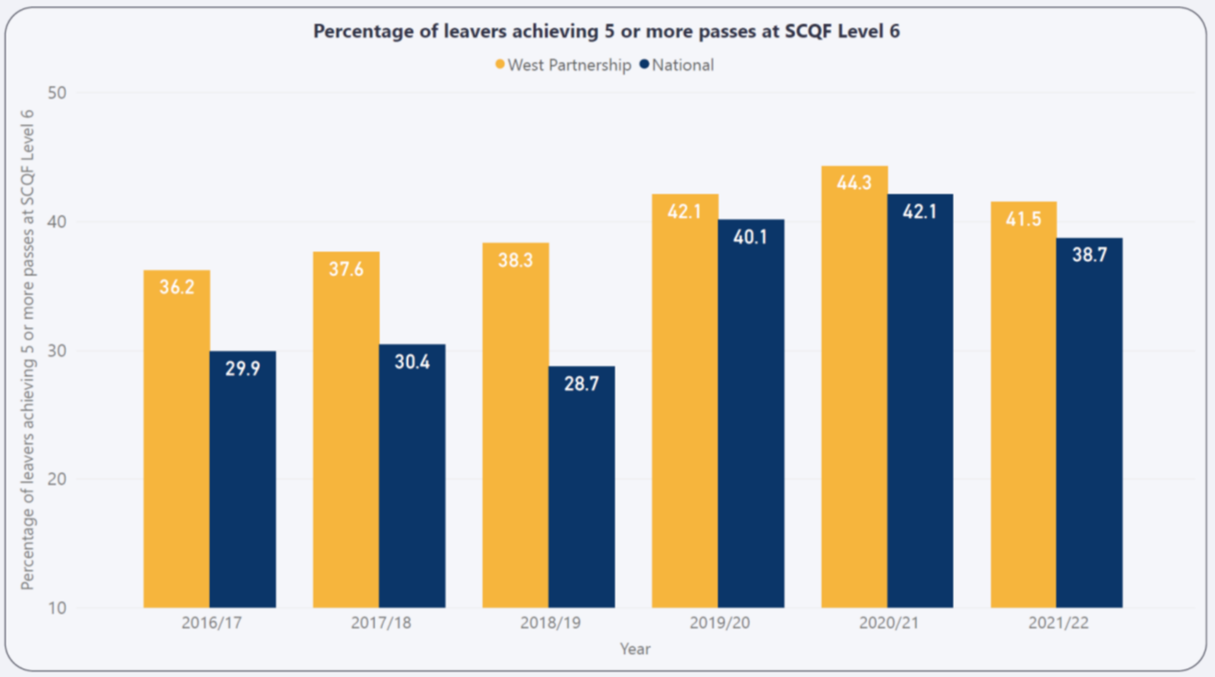
Progress towards closing the gap between SIMD quintiles 1 and 5 in relation to leavers achieving 1 or more passes at SCQF level 5 remains stable. Since 2018 the gap between quintiles 1 and 5 has decreased by 1.5 percentage points, moving from 18.6% in 2018 to 17.3% in 2022.



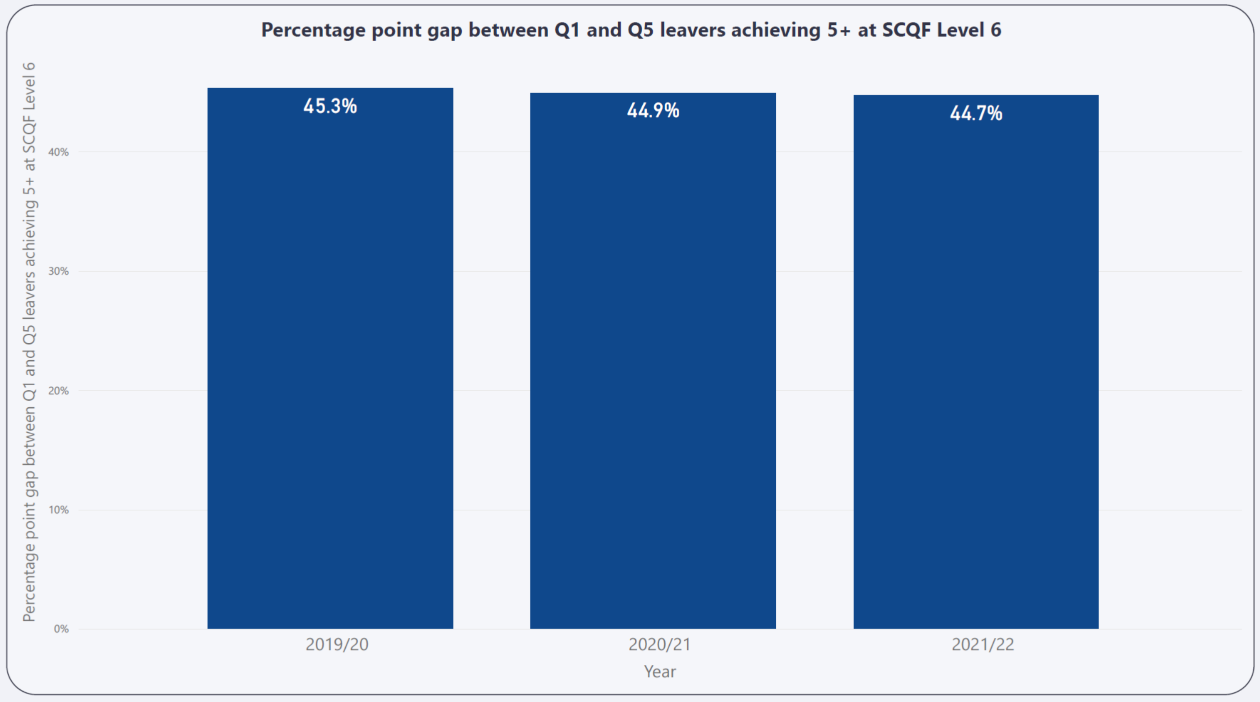
The percentage of leavers achieving 1 or more passes at SCQF Level 6 has fallen by 3.4 percentage points. The figure of 69.4% is now in line with the last session which had a traditional model of assessment (18/19). West Partnership pupils continue to outperform the national figure on this measure.



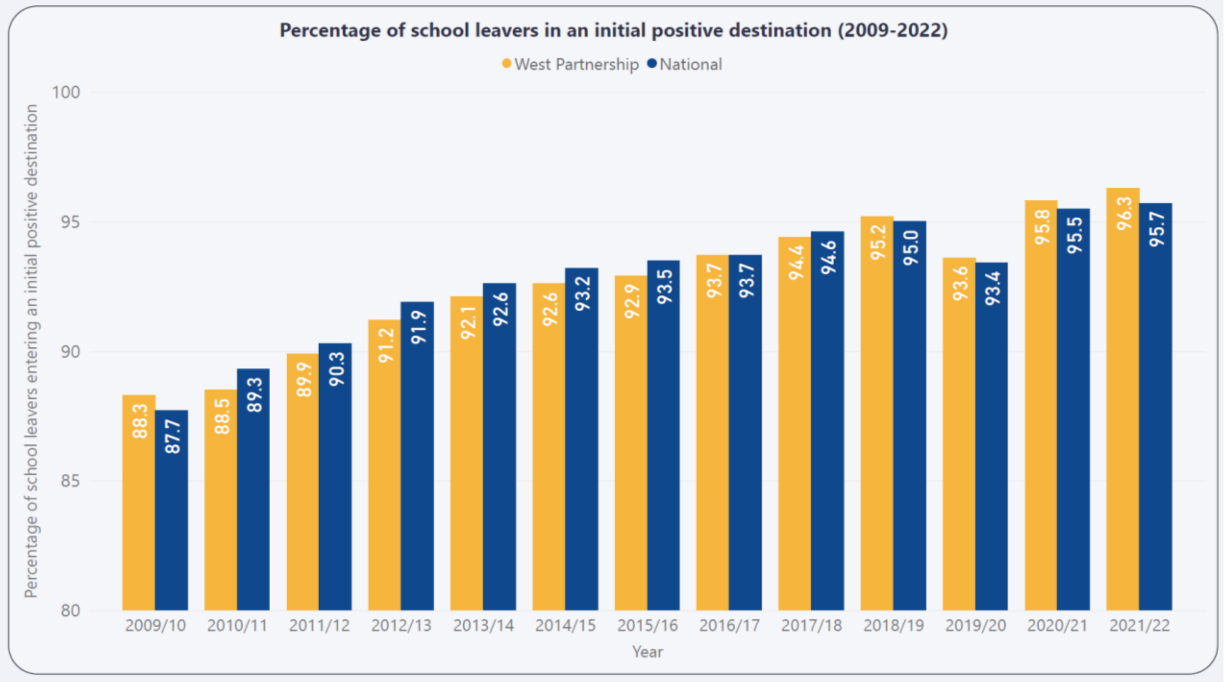
Progress towards closing the gap between SIMD quintiles 1 and 5 in relation to leavers achieving 1 or more passes at SCQF level 6 has reversed slightly from 2021. Since 2018 the gap between quintiles 1 and 5 has decreased by 1.4 percentage points, moving from 37.9% in 2018 to 36.5% in 2022.



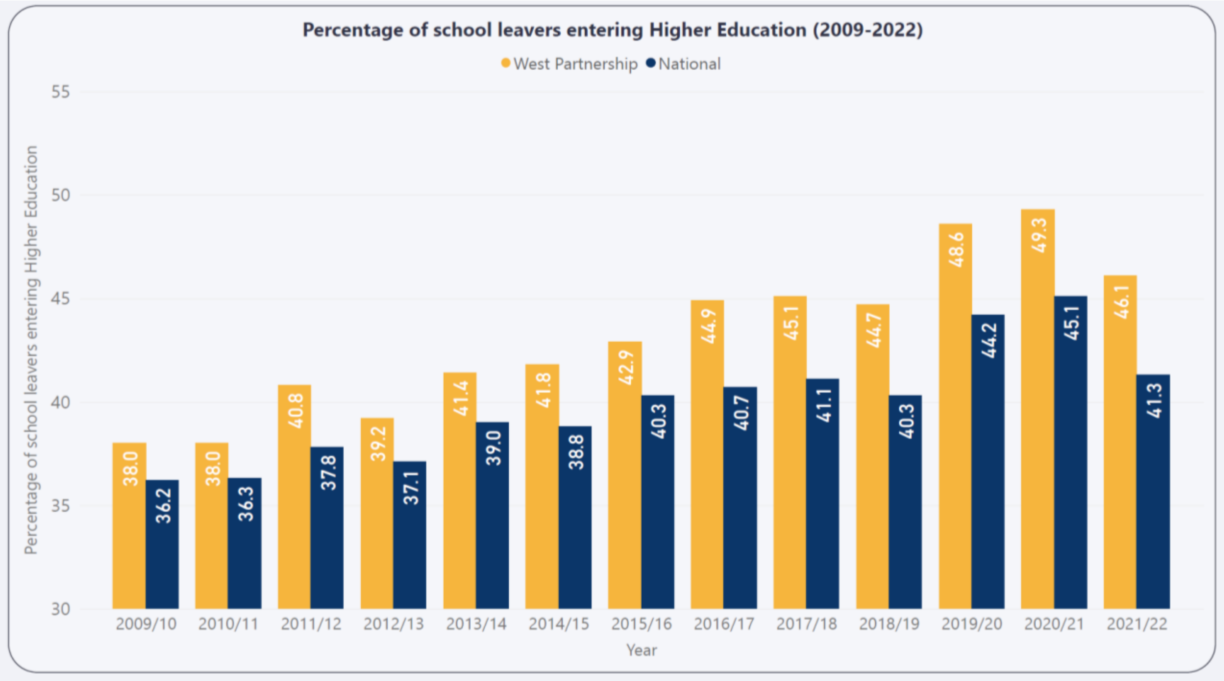
As in other measures at Level 6, the percentage of leavers achieving 5 or more passes has decreased against 20/21 figures. The figure of 41.5% for 21/22 is a 2.8 percentage point decrease from the high of 44.3% in 20/21. The 21/22 figure remains higher than the last non-disrupted session of 18/19. As in other senior phase attainment measures, a higher percentage of West Partnership leavers are achieving this standard than their national peers.



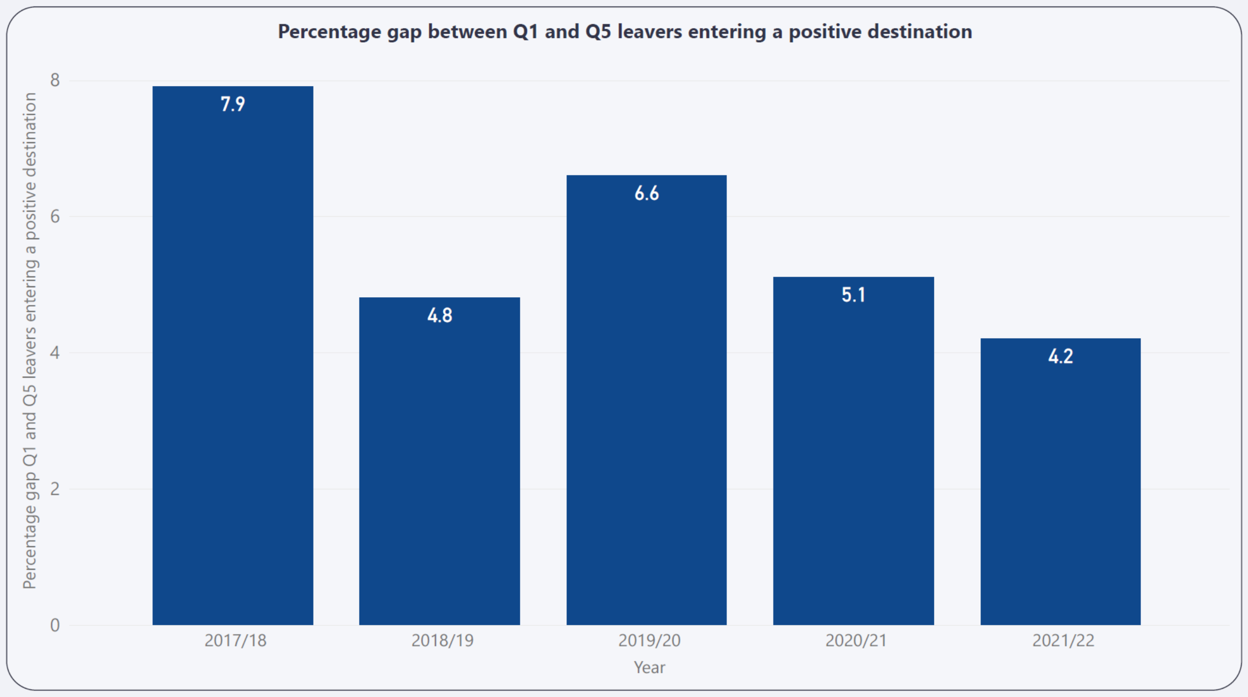
Progress towards closing the gap between SIMD quintiles 1 and 5 in relation to leavers achieving 5 or more passes at SCQF level 6 continues to slowly decrease. Data prior to 2019/20 is unavailable for this measure, but since 2020 the gap between quintiles 1 and 5 has decreased by 0.6 percentage points.



The percentage of West Partnership leavers entering initial positive destinations is at the highest it has been since records began. This continues a trend of year-on-year increases that was only interrupted in 19/20, when pandemic related disruption significantly reduced the percentage of leavers entering employment. The figure of 96.3% continues the progression from 88.3% in 2010. For the fourth year in a row, West Partnership leavers were more likely than their national peers to be in an initial positive destination.



The percentage of West Partnership leavers entering Higher Education has fallen to 46.1% in 21/22, down from historic highs of 49.3 in 20/21. This figure is higher than the last non-pandemic-disrupted session in 18/19. West Partnership leavers have consistently been more likely to enter Higher Education when compared to their national peers, a trend that continued in 21/22.



The percentage gap between SIMD Q1 and Q5 leavers entering a positive destination has decreased in comparison to 20/21 and is the lowest it has been in the last 5 years. Leavers in the 19/20 cohort were impacted by a lower number of leavers entering employment, a trend reversed in 2022 with 7.3 percentage point more leavers entering employment than in 2020.

Evaluation Framework – Three Drivers of Improvement

Our evaluation framework demonstrates the added value and collective impact of the partnership activity. Through the development of clear workstream outcomes and measures, three common themes have emerged from the evidence leading to the creation of the three drivers of improvement evaluation framework.

The three drivers of improvement are defined below and summarised in diagram 1.

Driver 1: Facilitating various forms of collaboration

We recognise that collaboration is desirable in our system but also that it is necessarily varied with regards to its form. Some collaboration may involve short-term interactions whilst others demand sustained collaborative working around areas of interest. This is necessary in meeting the needs of a range of practitioners, some of whom desire relatively light-touch association and networking opportunities whilst others require more hands-on sustained co-production activities on areas of shared importance.

Driver 2: Enhancing practitioner knowledge, understanding and confidence

Our region contains just over 19,000 practitioners, some 36% of all practitioners in Scotland. We see our work as enhancing practitioner knowledge, understanding and confidence at all levels, from those newly qualified to those at the most senior level. The enhancement of practitioner knowledge, understanding and confidence is inherently linked to our collaborative working. There is a great amount of expertise and experience across our 8 authorities and the exchange of knowledge and sharing of practice is a key role that the partnership plans for and supports.

Driver 3: Supporting practice change at various levels

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

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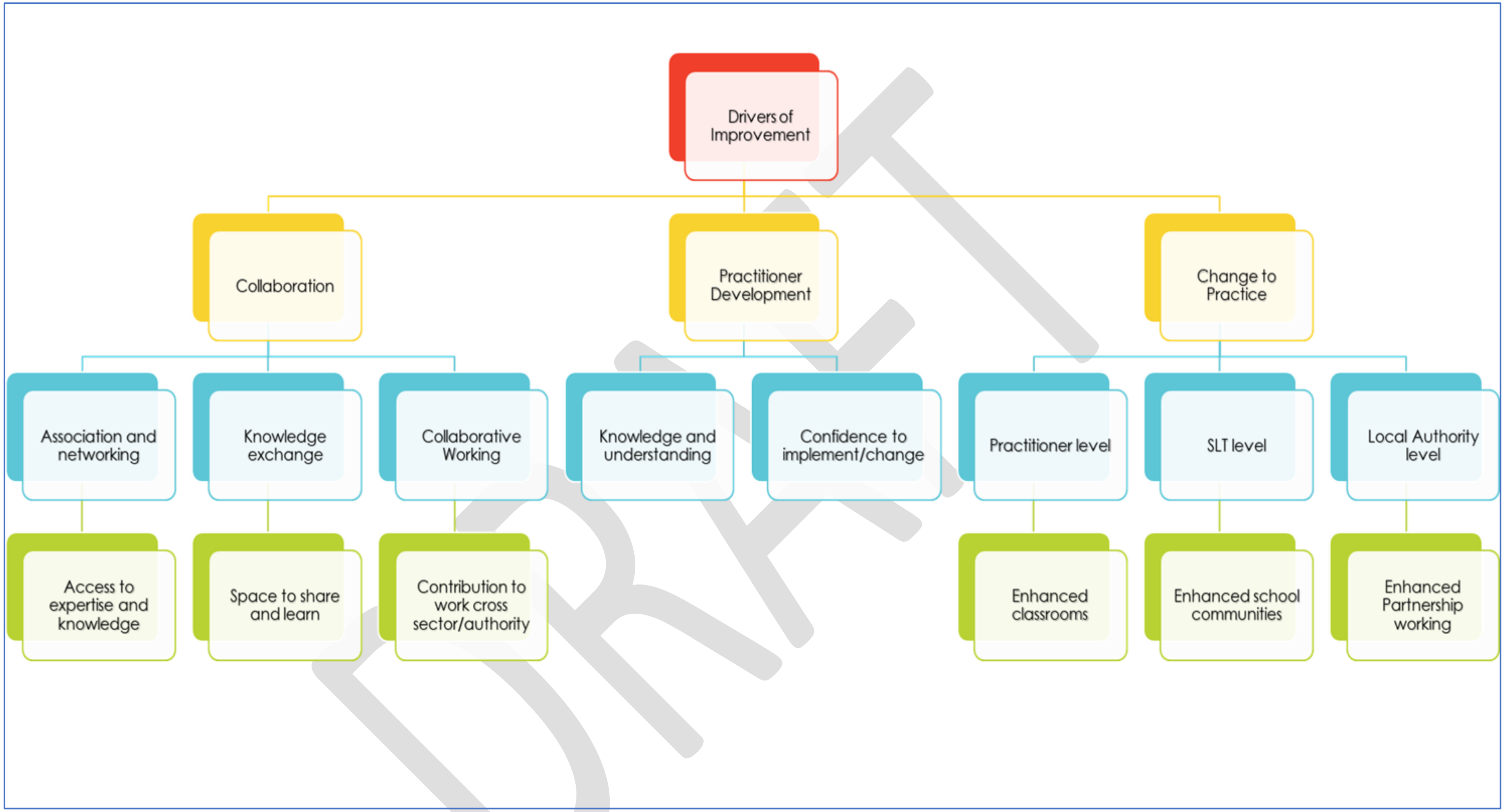

Drivers of Improvement
Collaboration
Practitioner Development
Change to Practice
Association and networking
Knowledge exchange
Collaborative Working
Knowledge and understanding
Confidence to implement/change
Practitioner level
SLT level
Local Authority level
Access to expertise and knowledge
Space to share and learn
Contribution to work cross sector/authority
Enhanced classrooms
Enhanced school communities
Enhanced Partnership working

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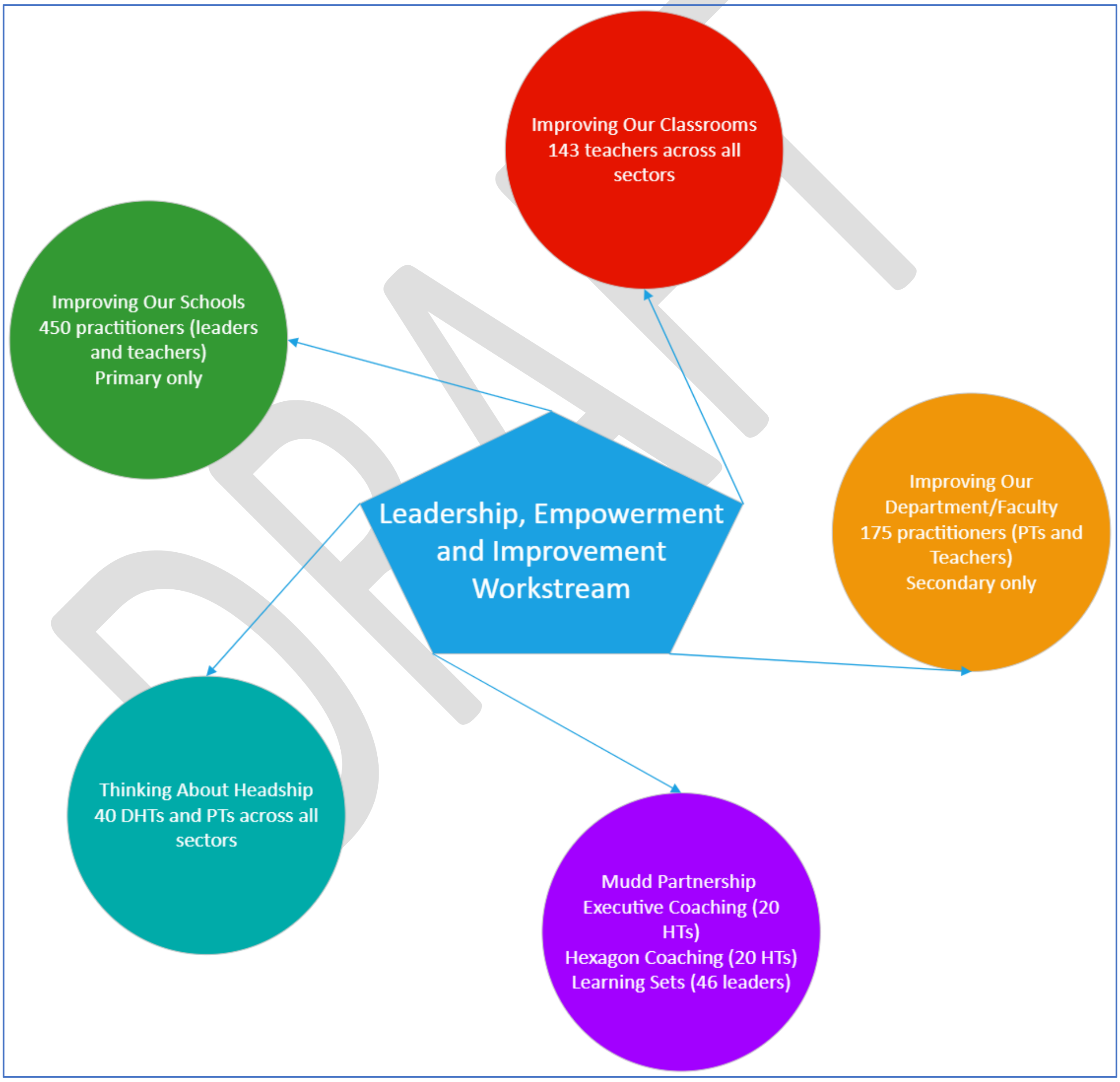
Mapping

In the section below we provide a map of work which has been completed in each workstream. These maps give an overview of the breadth of work which has been completed.

Leadership, Empowerment, and Improvement

Across the last session, the Leadership, Empowerment, and Improvement workstream has delivered 5 programmes involving practitioners from all West Partnership local authorities. Projects in this workstream aim to produce highly effective development opportunities which mean that leaders of learning and school leaders are best equipped to deliver successful practice change. In total, the workstream has engaged with approximately 900 practitioners. A breakdown is included in the visual below:


Leadership, Empowerment and Improvement Workstream
Improving Our Classrooms 143 teachers across all sectors
Improving Our Schools 450 practitioners (leaders and teachers) Primary only
Improving Our Department/Faculty 175 practitioners (PTs and Teachers) Secondary only
Thinking About Headship 40 DHTs and PTs across all sectors
Mudd Partnership Executive Coaching (20 HTs) Hexagon Coaching (20 HTs) Learning Sets (46 leaders)

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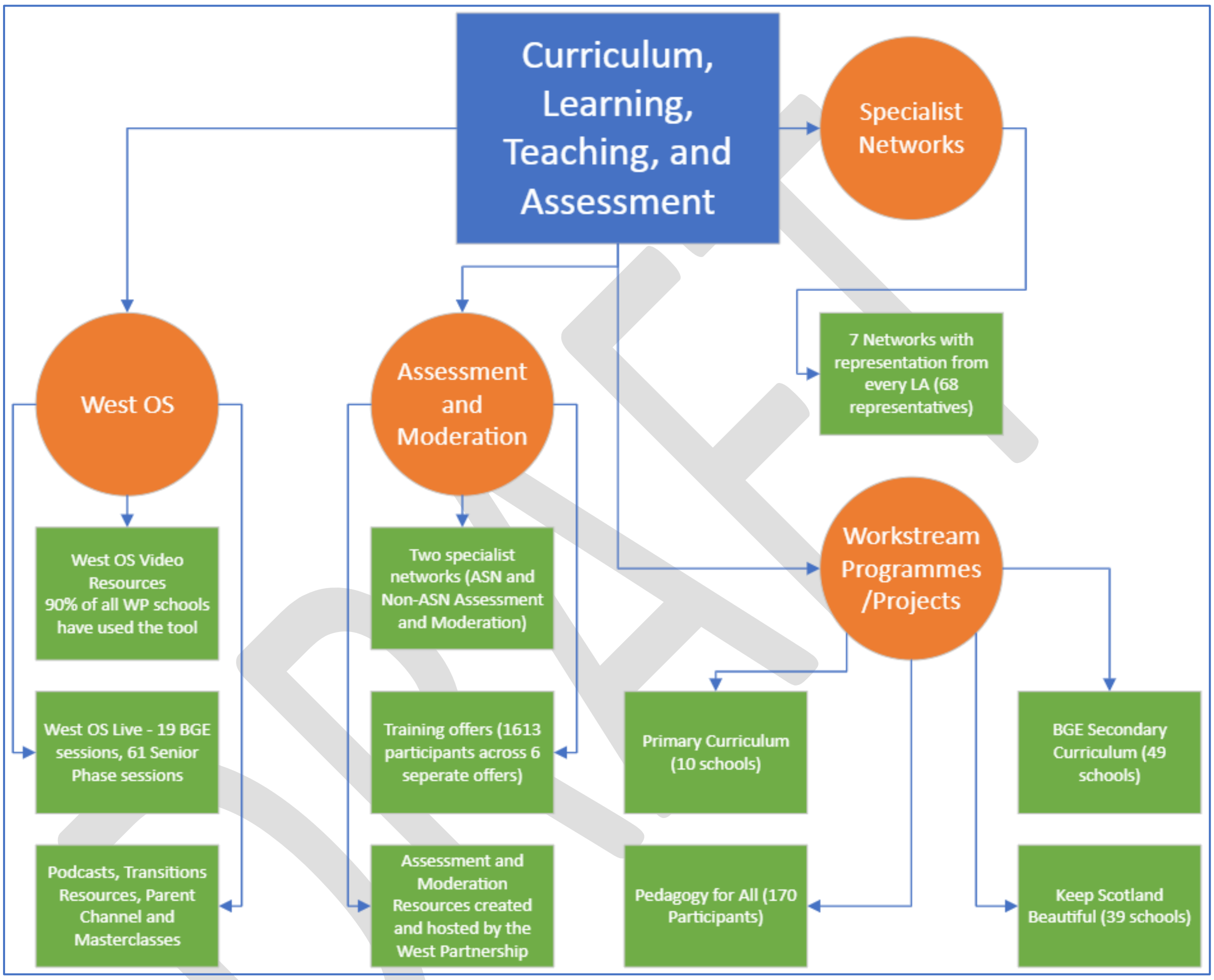
Curriculum, Learning, Teaching, and Assessment

Across the last session, the workstream has delivered work across 4 broad areas. The workstream facilitates 7 specialist networks with 68 representatives from all 8 local authorities. Furthermore, Development Officers have delivered work specifically around West OS and Assessment and Moderation. Four workstream specific programmes have also been delivered.

In total, the workstream has engaged with approximately 1900 practitioners. A breakdown is included in the visual below:


Curriculum, Learning, Teaching, and Assessment
Specialist Networks
7 Networks with representation from every LA (68 representatives)
West OS
West OS Video Resources 90% of all WP schools have used the tool
West OS Live - 19 BGE sessions, 61 Senior Phase sessions
Podcasts, Transitions Resources, Parent Channel and Masterclasses
Assessment and Moderation
Two specialist networks (ASN and Non-ASN Assessment and Moderation)
Training offers (1613 participants across 6 seperate offers)
Assessment and Moderation Resources created and hosted by the West Partnership
Workstream Programmes /Projects
Primary Curriculum (10 schools)
Pedagogy for All (170 Participants)
BGE Secondary Curriculum (49 schools)
Keep Scotland Beautiful (39 schools)

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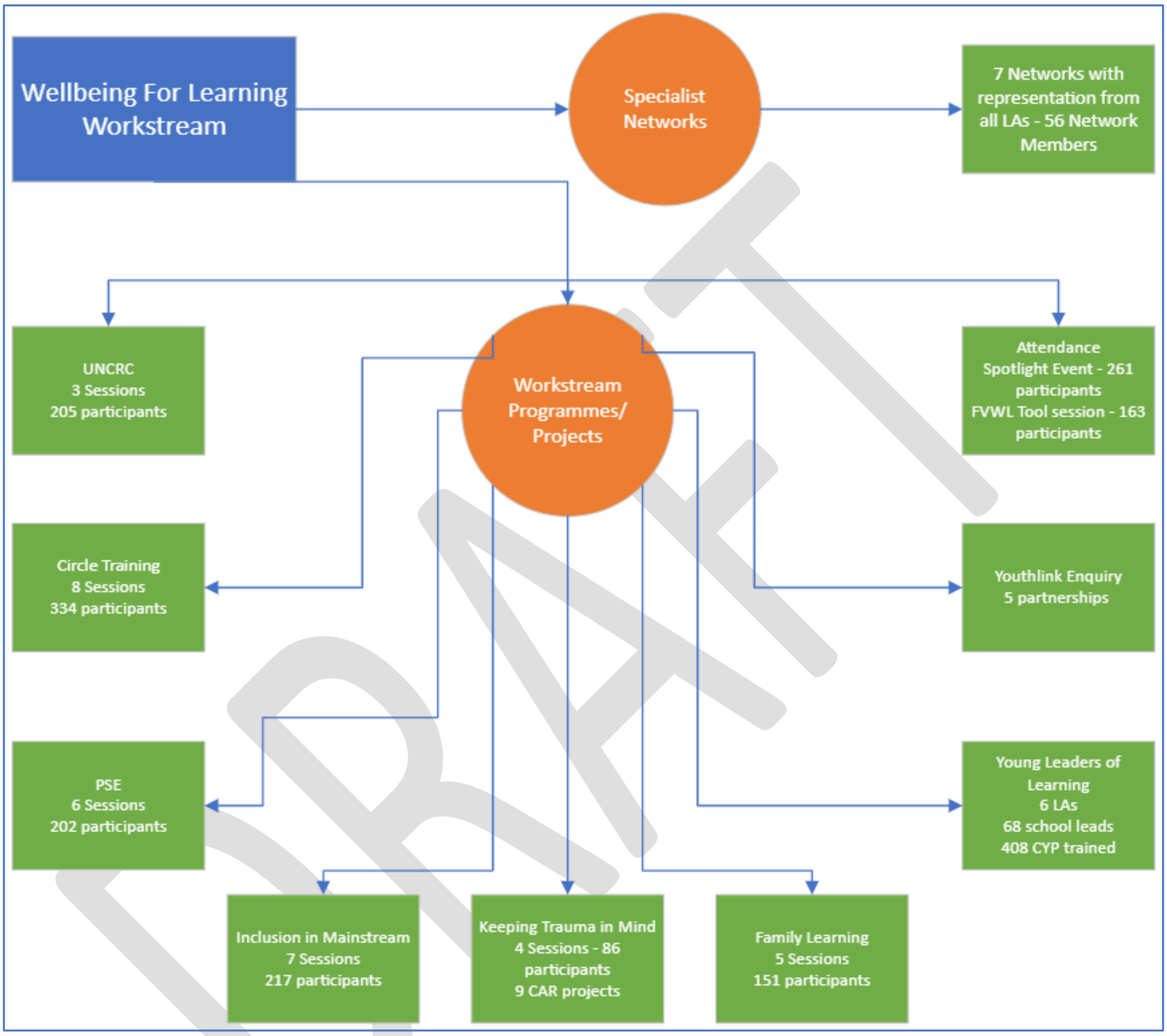
Wellbeing for Learning

Across the last session, the workstream has delivered work via specialist networks and also centrally. The workstream has 7 specialist networks with 56 members from across all West Partnership local authorities. Nine programmes of work have been delivered centrally by the workstream. In total, just under 1700 practitioners have engaged in workstream related work. A breakdown is included in the visual below:



Wellbeing For Learning Workstream

Specialist Networks

7 Networks with representation from all LAs - 56 Network Members

Workstream Programmes/ Projects

UNCRC
3 Sessions
205 participants

Attendance Spotlight Event - 261 participants
FVWL Tool session - 163 participants

Circle Training
8 Sessions
334 participants

Youthlink Enquiry
5 partnerships

PSE
6 Sessions
202 participants

Young Leaders of Learning
6 LAs
68 school leads
408 CYP trained

Inclusion in Mainstream
7 Sessions
217 participants

Keeping Trauma in Mind
4 Sessions - 86 participants
9 CAR projects

Family Learning
5 Sessions
151 participants

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Illustrations

Improving our Classrooms

Improving Our Classrooms (IOC) is part of the West Partnership's *Improving Our...* professional learning programmes. The others are *Delivering Mentorship* (Masters module), *Improving Our Schools*, *Improving Our Departments and Faculties*, and *Leadership of Learning Groups*. All have the same focus on high quality self-evaluation at classroom level, leading to:

- improved learning and teaching
- use of data informed targeted interventions
- improved attainment and achievement
- a relentless focus on equity and excellence for all children and young people; and
- expanding the networks of participants across the West Partnership area.

IOC is a Masters level, year-long programme for teachers in all sectors. Those who successfully complete IOC are awarded 30 Masters Credits and GTCS Professional Recognition. In 2022-23, 100 teachers from eight local authorities submitted case studies. These are focused on their class data, the learners they work with and their own practice. Two examples of case studies are provided below:

Question	Does active learning lead to improved attainment in National 5 Reading for Understanding, Analysis and Evaluation for a target group of S4 pupils?
Impact	Attainment increased in the target area for all young people. They were also more engaged and asking more questions. This approach is now being used across year groups and across the department.

Question	Can the use of retrieval practice lead to improved strategy skills when adding and subtracting within 20 for a target group of EAL learners in P3?
Impact	All children could identify and use a greater number of strategies. This was the case in the target group and beyond in the class. The group's engagement and attendance also increased.

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Participating teachers were asked to evaluate the impact of their participation in IOC on both the learners they work with and their own practice. An overview of this data, based on 83 practitioners, is presented below.

Impact on children and young people

Attainment	**Confidence**	**Engagement**	**Attitude to learning**
95% saw an increase **4%** said they didn't yet have enough evidence **1%** saw no increase	**100%** saw an improvement	**95%** saw an improvement **5%** said it stayed the same	**94%** saw an improvement **5%** said it stayed the same **1%** said it decreased

Impact on teachers

Use of data	**Confidence to change practice**	**Skills as a practitioner**	**Understanding of area of improvement**

94% said they were using data more	**96%** said they were more confident	**96%** said their skills had increased	**98%** said their understanding increased
6% said their use of data was the same	**4%** said this was unchanged	**4%** said this had stayed the same	**2%** said it stayed the same

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My Thinking About Headship Journey

In addition to the Improving Our Classroom illustration, an insight from a Thinking About Headship participant from South Lanarkshire is shared below. The case study below was produced by DHT Hazel Buchanan and is an example of how work in the Leadership, Improvement, and Empowerment workstream can enhance practitioner knowledge, skills, and confidence.

Appendix One will be Inserted

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Evaluating the impact of 1140 Hours

In the 2022/23 session we also saw the commencement of research into the impact of the 1140 hours early years policy. The research aims to understand what impact the policy has had on children and families within our region. Research also aims to gather insight into the experience of practitioners in the area and central authority teams who are involved in the delivery of early learning at a local authority level. Excellent progress has been made so far. A taste of our initial findings can be found in the visual below:

Appendix 2 will be inserted

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Pupil and Practitioner Voice

This section provides a range of quotes from pupils and practitioners who have engaged in partnership activity this year. The quotes provide an insight into the impact that the activity has had on learning, improving practice, increasing knowledge and confidence as well as strengthening relationships and network through collaboration.

"I really enjoyed making really great friendships in the STEM group. We have worked really well together through our whole project and are looking forward to doing more challenges together in the future."

(P7 pupil, Keep Scotland Beautiful)

"As a group we all agree that this challenge has been an extraordinary experience for all of us and it opened our eyes to how bad pollution is in Scotland and all over the world. It has helped us build up our communication and team working skills. We are happy to be part of a solution that is affecting our generation and making a better future for ourselves and generations to come."

(S3 pupil, Keep Scotland Beautiful)

"The STEM the Flow project has allowed me to see how small impacts locally can impact the planet on a bigger scale, and how we can take action and stop plastic damaging the environment and hurting wildlife."

(S3 pupil, Keep Scotland Beautiful)

"We loved the interviewing task where we had to interview pedestrians in the park, I enjoyed hearing their opinions and discussing the conditions of the park. Lots [of people] said litter was a problem and they want it to improve." –

(S1 pupil, Keep Scotland Beautiful)

"Good to see how other schools do youth work"

(Glasgow City Council, Youth Work School Partnerships Participant)

"Very interesting and detailed session. Answer to Q3 relates to needs of my own establishment"

(South Lanarkshire Council, Youth Work School Partnerships Participant)

"Develop additional ways to gather and evaluate impact of collaborative working."

(Renfrewshire Council Participant, Youth Work School Partnerships Participant)

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Critical Indicators

Our critical indicators below are used as benchmarks to assess the collective impact of the West Partnership. These should be thought of as measures which, if our work is effective, will improve because of our interventions. Our drivers of improvement explain the mechanisms by which we aspire to impact on our system – our critical indicators tell us if we are having an impact on the system. At the same time, we recognise that our critical indicators are influenced by a significant number of variables which makes it difficult to assign direct causality from our work to our indicators. Nevertheless, we see our work as a contributory factor which should influence these outcomes.

This session we made a number of small changes to better link our critical indicators to our values as a Regional Improvement Collaborative. Firstly, in this evaluation report we have themed our critical indicators around our values of excellence, equity, and empowerment.

Secondly, we have strengthened our commitment to equity through the addition of a few key measures. These related primarily to the poverty-related attainment gap, which we had included in previous evaluation reports, but not formally through our critical indicators. To demonstrate our commitment to The Promise, a new measure has been included on looked after young people.

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Indicators	Excellence, Equity or Empowerment	2017-18 Value	2018-19 Value	2019-20 Value	2020-21 Value	2021-22 Value
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	Excellence	72.4	73.0	**	69.7	72.4
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy		79.5	80.3	**	77.3	79.6
% of leavers achieving 1 or more awards at SCQF Level 6 or better		68.7	69.3	70.4	72.8	69.4
% of leavers achieving 5 or more awards at SCQF Level 6 or better		37.6	38.3	42.1	44.3	41.5
% of leavers achieving SCQF Level 5 or better in literacy		82.8	82.6	83.1	84.6	82.7
% of leavers achieving SCQF Level 5 or better in numeracy		70.2	69.2	70.8	72.8	71.3
Primary Attendance Rates		N/A	94.2	N/A	93.4	N/A
Secondary Attendance Rates		N/A	90.3	N/A	88.4	N/A
Initial School Leaver Destinations (Positive)		94.4	95.2	93.6	95.8	96.3
% point gap between Quintile 1 and Quintile 5 primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy	Equity	23.5	22.4	**	26.1	22.6
% point gap between Quintile 1 and Quintile 5 primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy		17.8	17.5	**	21.7	18.3
% point gap between Quintile 1 and Quintile 5 leavers achieving 1 or more awards at SCQF Level 6 or better		N/A	39.6	36.9	34.8	33.4
% point gap between Quintile 1 and Quintile 5 leavers achieving 5 or more awards at SCQF Level 6 or better		N/A	48.1	42.5	44.0	44.7
% point gap between Quintile 1 and Quintile 5 leavers achieving SCQF Level 5 or better in numeracy and literacy		N/A	34.7	35.7	34.4	34.0
% point gap between Quintile 1 and Quintile 5 leavers entering initial positive destinations		N/A	4.8	6.6	5.1	4.2
% of looked after school leavers achieving 1 or more awards at SCQF Level 6 or better		N/A	N/A	N/A	29.8%[1]	
% of looked after school leavers achieving 5 or more awards at SCQF Level 6 or better		N/A	N/A	N/A	8.9%	
Number of Practitioners accessing professional learning opportunities provided by the West Partnership		TBC	TBC	3185	3137	4467
Percentage of practitioners reporting an increase in their knowledge following participation in West Partnership activities		NA	NA	NA	85.1	85.3

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[1] In 2023 the West Panership Board agreed to include two measures which look specifically at the outcomes of looked after children. As this is a smaller population within the West Partnership, these values will only be updated biannually, with 2 years of data combining to form a more reliable sample. As such, the latest data is a combination of 20/21 and 21/22 academic sessions.

% of establishments evaluated as good or better for leadership of change	Empowerment	63	73	*	*	91[2]
% of establishments evaluated as good or better for learning, teaching and assessment		66	71	*	*	88[3]

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[2] Based on 33 inspections taking place between May-22 to June-23

[3] Based on 57 inspections taking place between May-22 to June-23

Conclusion

The partnership continues to make very good progress in driving forward equity, excellence, and empowerment. The internal evaluation framework has enabled the partnership to build a bank of evidence to demonstrate the impact on children, young people, and practitioners. Our progress has been further recognised externally through research carried out by Glasgow University's Robert Owen Centre (ROC) for Educational Change. In their *Phase 1 Defining and Understanding Impact report (2023)* the ROC findings complement that of the internal evaluation providing a strong triangulated approach to evaluation. The key findings included:

- Strengthened relationships across authorities
- Accelerated improvements across the system
- Grown capabilities' in and across the system, with school practitioners and LA officers working across multiple boundaries
- Increased opportunities for practitioners to learn and try new approaches to practice
- Collective agency being built

There is a collective commitment and relentless focus across the West Partnership to ensure that we are getting it right for every child and young person. We are achieving this through embedding a culture of equity, excellence, and empowerment and by enhancing the work of each local authority to improve our schools and outcomes for our learners continuously.

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1140 Hours Evaluation

The Evaluating and Reporting Team within the West Partnership are conducting an evaluation of the recent increase in funded early learning and childcare (ELC). This study aims to explore the impact of this policy for children's outcomes across the region.

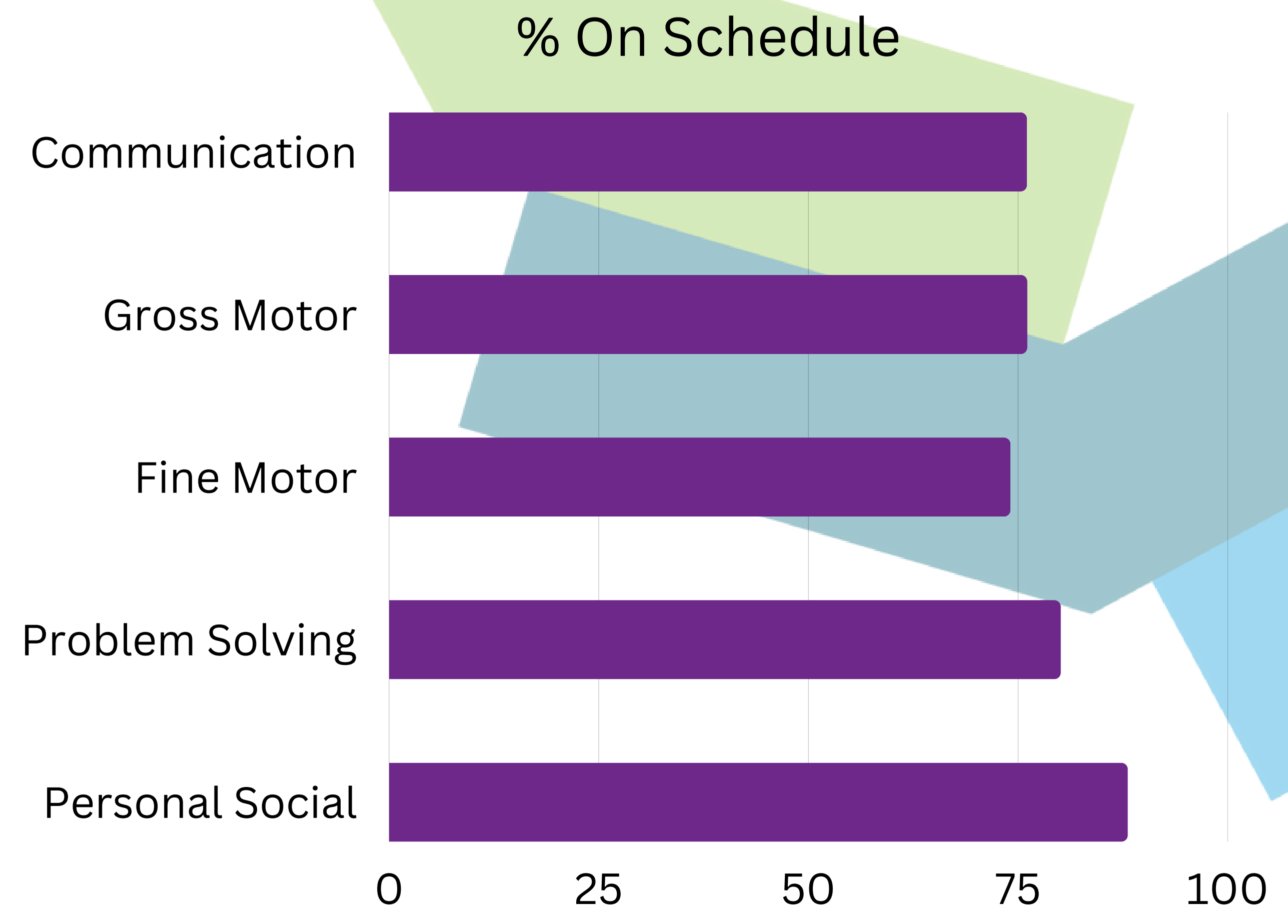
97 nurseries across the West Partnership have been participating in a range of research methods to gain a wider understanding of the impact of 1140. This includes:

- **The Ages and Stages Questionnaire**
- **Interviews and Focus Groups**
- **Surveys**
- **Child-led Tours**

Measuring Children's Outcomes

Nurseries have been completing the Ages and Stages Questionnaire (ASQ) with children in their setting as they turn four years of age. This questionnaire provides a snapshot of where a child sits across different domains, which can be compared with the average scores for their age group.

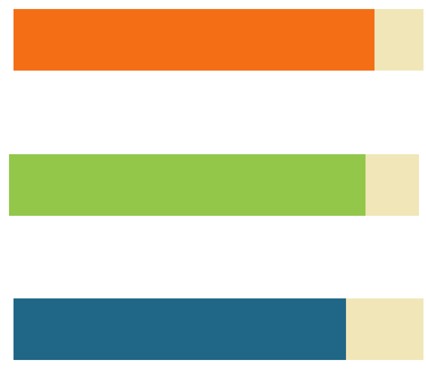
The current findings show that the majority of children are meeting their developmental milestones, with 74% to 88% of children being on schedule across each domain. However, time spent accessing 1140 did not have an effect on these outcomes, making it difficult to identify if these findings are a result of 1140. These findings may change as we continue to build a larger sample over time.



Parent and Practitioner Views

Parents and practitioners completed online surveys, and participated in interviews and focus groups to understand their perceptions of 1140 hours.

Since accessing 1140 hours...



88% of parents perceive their child to be more enthusiastic and engaged with their learning

87% of parents perceive their child to be more independent

81% of parents feel more confident with supporting their child with their learning at home

Many parents and practitioners spoke of the increased opportunities for children to socialise and interact with their peers through the extended entitlement:
'I am grateful for the opportunity for our child to spend additional time in the company of other children, building both skills and confidence in social situations which were very restricted over the course of the pandemic.' **Parent, South Lanarkshire**

The increased hours have enabled practitioners to develop stronger relationships with the children they support, and better understand their needs and interests:
'It has allowed staff to track children's learning better and see what age and stage of development the children are at, it also gives staff and children better bonding time and gives staff better information of home life and where they need more support.' **Early Years Officer, Glasgow City**

With greater expectations placed on practitioners, staff highlighted the need for greater awareness of their work and the importance of ELC amongst parents and the wider community:
'A lot of people think its an easy job, and I think across even parents and other professionals, we need to raise our professionalism, and show that it's a worthwhile job, and all of the benefits and the hard work and dedication that staff put in to attract more people into the profession.' **Equity and Excellence Lead, East Dunbartonshire**

Child-led Tours

To ensure children's views were included in our analysis, child-led tours have taken place in nurseries across the West Partnership. This is an innovative approach where children can take control of the session, to talk about what this time in nursery means for them.
Children who have participated so far have discussed how much they enjoy the variety of experiences available in their nursery setting, and demonstrate a sense of belonging amongst their peers and staff.

My Thinking Aboutto Headship Journey

Hazel Buchanan
Crawforddyke Primary
DHT

This programme has truly been a useful and highly worthwhile preparatory step in my journey towards becoming a Headteacher. Working with colleagues in similar roles in other local authorities, has supported me to further develop my understanding of leadership from a strategic perspective. It has allowed me to see the bigger picture.

Understand Myself

It has encouraged me to look at my own practice and to identify the type of leadership qualities I hold and the leader I want to become.

Build Relationships

I have enjoyed working with colleagues from a variety of backgrounds. The professional dialogue has been superb and has allowed me to grow my network of support.

Learn from Others

I have enjoyed the many guest speakers and hearing about their journey and experience. It has filled me with hope and positivity. It has ignited something within me.

Develop a Clear Vision

It has helped me to clarify who I am as a leader and what my next steps will be. It has filled me with reassurance and clarity.

Next Steps

I have increased self-knowledge, leadership knowledge and system-change awareness. This programme has also helped me to further understand the impact of my leadership actions at a school, local and national level. It has made me question the decisions I make daily and has given me answers as to why I make these decisions. It has made me look more deeply at how these decisions/leadership actions impact myself, my staff and my pupils. Thanks to this programme I have secured a place on next year's Into Headship course. I am unbelievably grateful and excited. I can't wait to take this next step in my journey.

What have you learned about yourself and what does this mean for your leadership in relation to the role of headteacher?

I have learned:

- My Big 5-Learner, Discipline, Restorative, Responsibility, Developer
- More about myself as a person and leader-The type of leader I am and aspire to be
- I have more confidence when making decisions
- More confidence dealing with tricky situations and conversations
- I now have a bigger network of support and realise how important this is moving forward
- My emotional intelligence is not as strong as I thought, something I have really worked on this year
- I have a deeper understanding of Government policies and legislation and what this means for me in my current/future role
- I am more aware of my own personal values- (I believe these are ever changing as we grow and adapt to situations) Trust, Integrity, Honesty, Dependability, Self-Respect
- I am ready for the next step in my journey

What does this mean for me:

- I have increased knowledge of what it means to be a Headteacher and the weight of responsibility this brings (me eyes are wide open!)
- I have self reflection tools that I can use to help me process and reflect (professional learning/research, professional dialogue, situations). This is very important to me and has had the biggest impact on my practice. I will use this throughout my Into Headship journey
- I feel prepared and ready for the next step. The guest speakers and course leaders have truly been inspirational, a huge support
- I have the courage and self belief to face situations/conflict that I may have shied away from in the past
- I have a much better understanding of what makes a good leader and I am actively putting this into practice
- This has been an amazing opportunity, something that will stay with me forever. I will certainly call upon the things I have learned/knowledge I have gained to ensure I can be the best leader I can be

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AGENDA ITEM No. 9

EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

28 September 2023

Report by Director of Education

WEST PARTNERSHIP IMPROVEMENT COLLABORATIVE: IMPROVEMENT PLAN 2023 - 2024

PURPOSE OF REPORT

1. To inform East Renfrewshire's Education Committee of the contents of the West Partnership's Improvement Plan 2023 - 2024

RECOMMENDATION

2. Education Committee is asked to approve the report.

BACKGROUND

3. Regional Improvement Collaboratives (RICs) were established in 2017 as a national initiative to bring about improvement for all schools in Scotland. They are intended to bring together local authorities and Education Scotland, facilitating collaborative working and providing educational support to practitioners.

4. The Glasgow City Region Education Improvement Collaboration, known as the West Partnership brings together authorities from across the Glasgow City Region; East Renfrewshire is a member of the West Partnership.

5. Education Committee noted the progress of the West Partnership and the contents of its Improvement Plan in October 2022.

6. An evaluative report on the progress with the implementation of that plan is the subject of another paper to this Education Committee.

REPORT

7. The Partnership is required to produce an annual improvement plan which outlines the vision, purpose and key activities of the collaborative for the year ahead. The West Partnership Improvement Plan 2023 - 2024 (Appendix 1) sets out the key areas for collaborative action to bring about improvement across the Glasgow City Region.

8. Education Committee 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 stakeholders have indicated they would benefit from.

9. 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.

10. Over the past session, a comprehensive range of engagements with key stakeholders took place, complementing the ongoing evaluation activity; giving a clearer set of qualitative and quantitative data to ensure the 2023-24 Improvement Plan meets the needs of practitioners and officers across the West Partnership.

11. The feedback gathered from the stakeholder engagements, recommendations from the Robert Owen Centre evaluation and consensus building conversations with workstream sponsors, workstream members, programme participants and Education Scotland colleagues, all contributed to the Improvement Plan 2023-24.

12. Taking account of all consultation to date, there is clear consensus that existing programmes and activity are broadly meeting the needs of officers and practitioners across the West Partnership. It is suggested most programmes continue, following review and in some cases, augmentation.

13. The three main workstreams will continue to be: Wellbeing for Learning; Leadership, Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment. The Partnership will work closely with local authorities, as well as with colleagues from Education Scotland and the Robert Owen Centre for Educational Change, to achieve key objectives set out for each workstream.

14. The approach towards Specialist Networks that was introduced last year will continue. These Specialist Networks meet with a common purpose to enhance the work of the local authorities in themed areas such as curriculum, additional support needs and digital learning. East Renfrewshire is benefitting from the collaboration and support from the networks.

15. A revised Plan on a Page has been included which attempts to more clearly articulate: vision, values, purpose and priorities of The West Partnership.

16. The paper was considered and endorsed at the last Glasgow City Region Education Committee on 12 September 2023 with the recommendation that each Council area approves the report through its own local governance arrangements.

FINANCE AND EFFICIENCY IMPLICATIONS

17. The Scottish Government has advised that £6 million of funding has been made available nationally to support the work of RICs for financial year 2023/24. The West Partnership's has been provided with the same funding in 2023-24 as 2022-23, a total of £1,515,500.

PARTNERSHIP WORKING

18. In recent years, Education Scotland has facilitated a peer review process, leading to a report on progress which is presented to the Cabinet Secretary.

19. To assist in the process and strengthen approaches to self-evaluation, senior colleagues from across the Regional Improvement Collaboratives (RICs) have worked over the

course of the year to establish a draft self-evaluation framework. A version of this framework will be used as part of the evidence considered by the Scottish Government in their review of RICs.

RECOMMENDATION

20. Education Committee is asked to approve the report.

Mark Ratter
Director of Education
28 September 2023

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Convener Contact Details
Councillor Anderson, Convener for Education, Equalities, Culture and Leisure
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Email: andrew.anderson@eastrenfrewshire.gov.uk

Appendix 1
West Partnership Improvement Plan 2023-24

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The West Partnership

Improvement Plan 2023-24

Equity, Excellence & Empowerment

GLASGOW
CITY REGION
Education

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INTRODUCTION

As the new Regional Lead Officer, I am pleased to introduce the West Partnership Improvement Plan which sets out our priorities and key activities in 2023-24.

From the beginning of the West Partnership in 2017, we have recognised the fundamental importance of teachers and practitioners, local authority officers and communities working together to improve the experiences and outcomes of every learner across the City Region. The last two years have highlighted the importance of this as we continued to recover from the impacts of the Covid-19 pandemic.

Through our collaborative efforts, we have embraced the benefits of this partnership and our Evaluation Report 2022-23 highlights the very good progress we have made towards achieving our vision of a networked learning system. The report demonstrates the way we have…grown the reach of West Partnership activities whilst maintaining the effectiveness of each offering. We are now beginning to see positive signs of recovery and progress through our critical indicators. For example, over the last 18 months, 91% of West Partnership schools who were inspected were labelled as good or better for leadership of change – up from 73% in the year before the pandemic. Furthermore, 88% judged as good or better for learning, teaching and assessment – an improvement on the 71% achieved in 2018/19. The impact of these leadership and curricula achievements permeates into our pupil-focused indicators, with a record 96.3% of school leavers entering a positive destination. The percentage gap between our 20% most deprived and 20% least deprived school leavers who enter a positive destination is also at a record low of 4.2%.

As we look forward, we know there is more we can do as a partnership to strengthen our collaborative working and increase the number of staff and learners benefitting from our shared endeavours; ensuring impact in all of our playrooms and classrooms. In addition to the feedback from our stakeholders, it is essential we take account of the national context particularly the National Discussion and Professor Hayward's Review of Qualifications and Assessment.

The Improvement Plan is structured around our three main workstreams - Wellbeing for Learning; Leadership Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment. It is underpinned by our values of equity, excellence and empowerment and reflects three strategic drivers of improvement ensuring we:

1. Foster collaboration on a variety of levels;
2. Provide professional learning and specialist network opportunities for practitioner which increase knowledge, understanding, confidence and deliver improvement; and,
3. Stimulate change to practice, impacting positively on children, young people and their families.

The West Partnership Improvement Plan enables each of us to look beyond our own establishment and local authority to foster a culture of collaboration, learning and innovation that empowers and enables our children and young people to achieve and flourish. In doing so, we will continue to work closely with our colleagues from Education Scotland, other Regional Improvement Collaboratives and the Robert Owen Centre for Educational Change to achieve our key objectives and continue to improve outcomes for all our staff and learners.

Mark Ratter, Regional Lead Officer, West Partnership

WEST PARTNERSHIP VISION AND CONTEXT

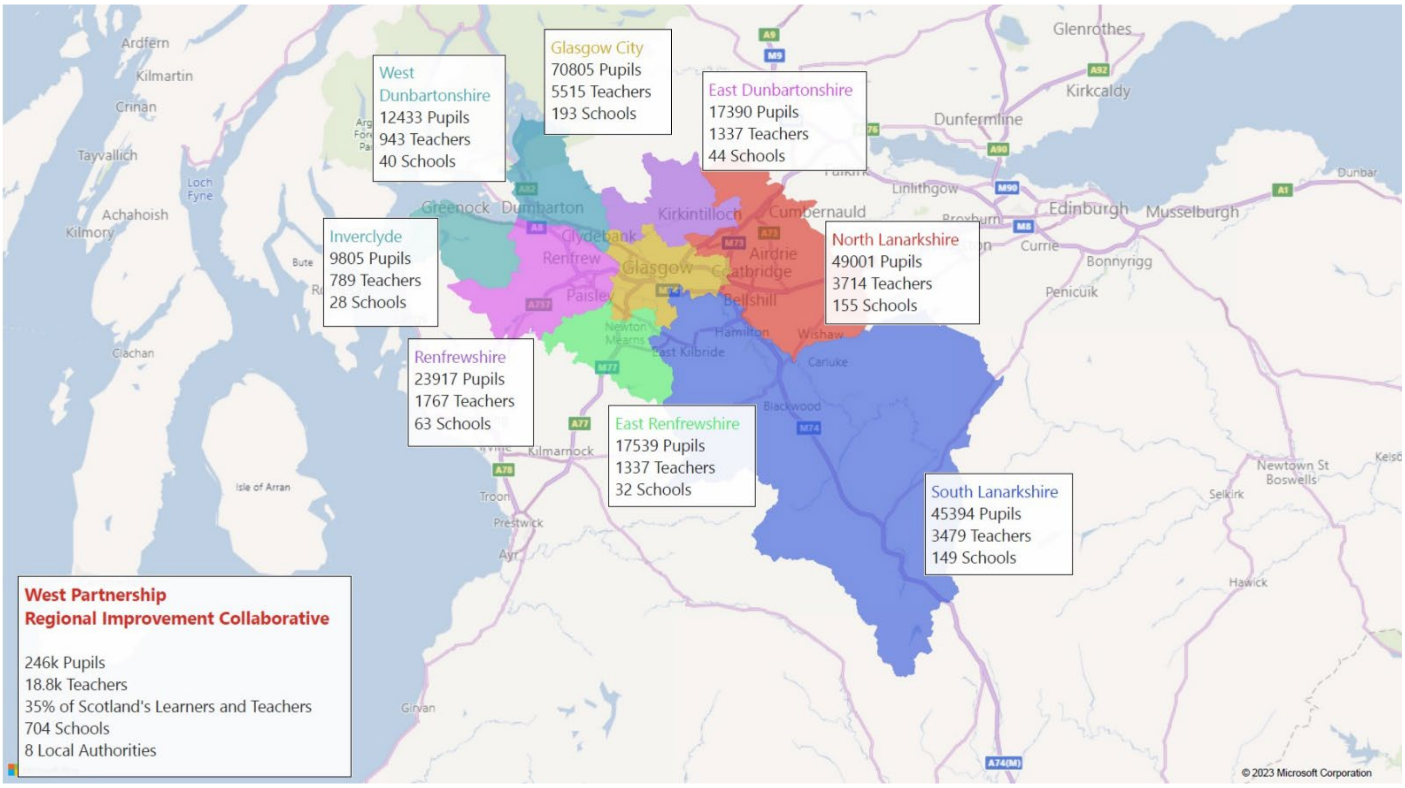
The West Partnership has a clear vision: to embed the values of equity, excellence and empowerment in everything we do, building a collaborative, networked learning system to improve learning experiences and increase attainment for every learner across the region.

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

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

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

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


Glasgow City
70805 Pupils
5515 Teachers
193 Schools
West Dunbartonshire
12433 Pupils
943 Teachers
40 Schools
East Dunbartonshire
17390 Pupils
1337 Teachers
44 Schools
Inverclyde
9805 Pupils
789 Teachers
28 Schools
North Lanarkshire
49001 Pupils
3714 Teachers
155 Schools
Renfrewshire
23917 Pupils
1767 Teachers
63 Schools
East Renfrewshire
17539 Pupils
1337 Teachers
32 Schools
South Lanarkshire
45394 Pupils
3479 Teachers
149 Schools
West Partnership
Regional Improvement Collaborative
246k Pupils
18.8k Teachers
35% of Scotland's Learners and Teachers
704 Schools
8 Local Authorities
Glenrothes
Kirkcaldy
Dunfermline
Edinburgh
Musselburgh
Linlithgow
Cumbernauld
Kirkintilloch
Clydebank
Greenock
Dumbarton
Renfrew
Glasgow
Paisley
Coatbridge
Airdrie
Bellshill
Hamilton
Wishaw
East Kilbride
Carluke
Kilmarnock
Troon
Prestwick
Ayr
Girvan
Isle of Arran
Ardfern
Kilmartin
Crinan
Tayvallich
Achahoish
Kilmory
Clachan
Loch Fyne
Currie
Bonnyrigg
Penicuik
Dunbar
Selkirk
Hawick
Newtown St Boswells
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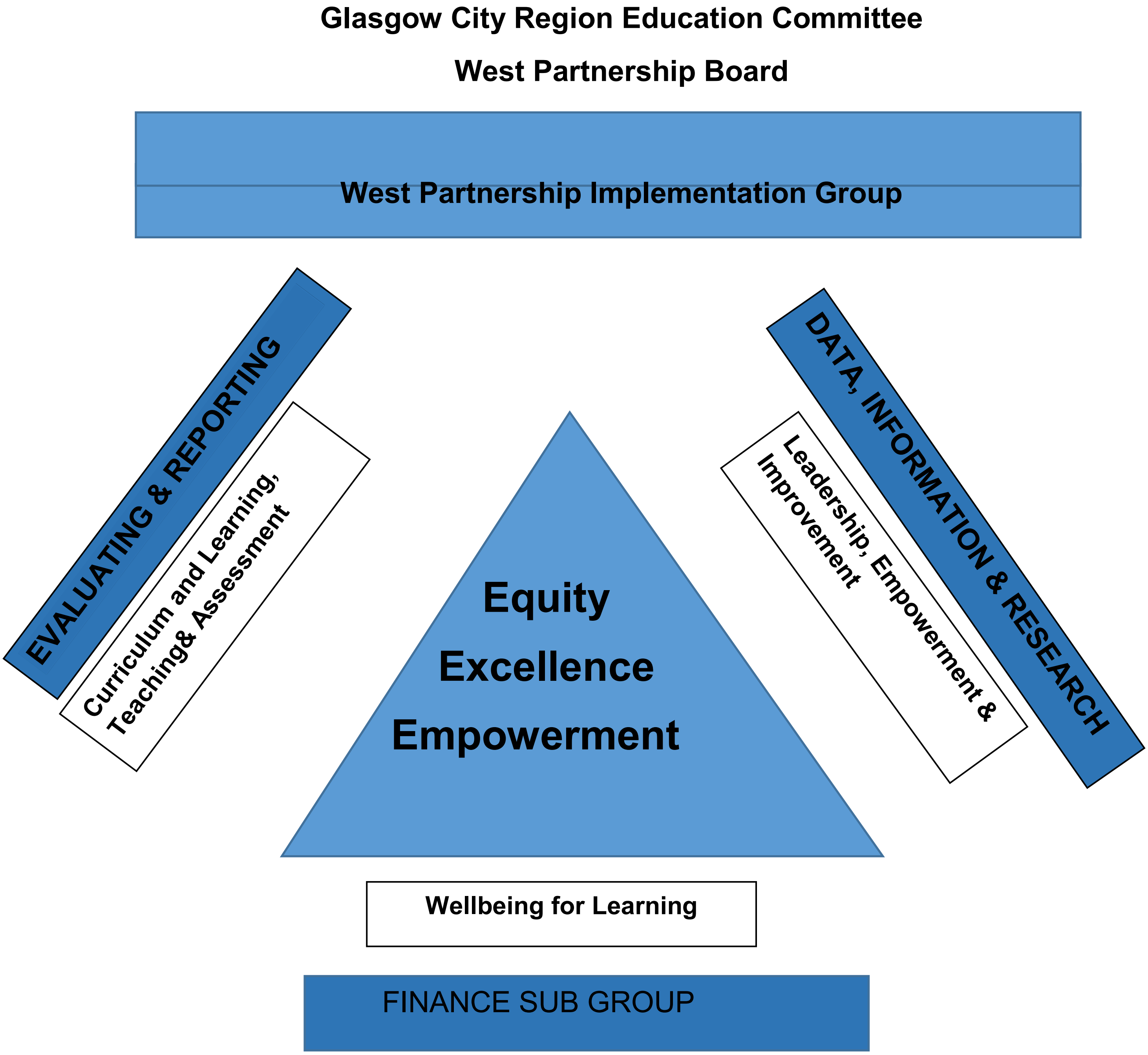
GOVERNANCE AND OPERATIONAL STRUCTURES

OVERVIEW

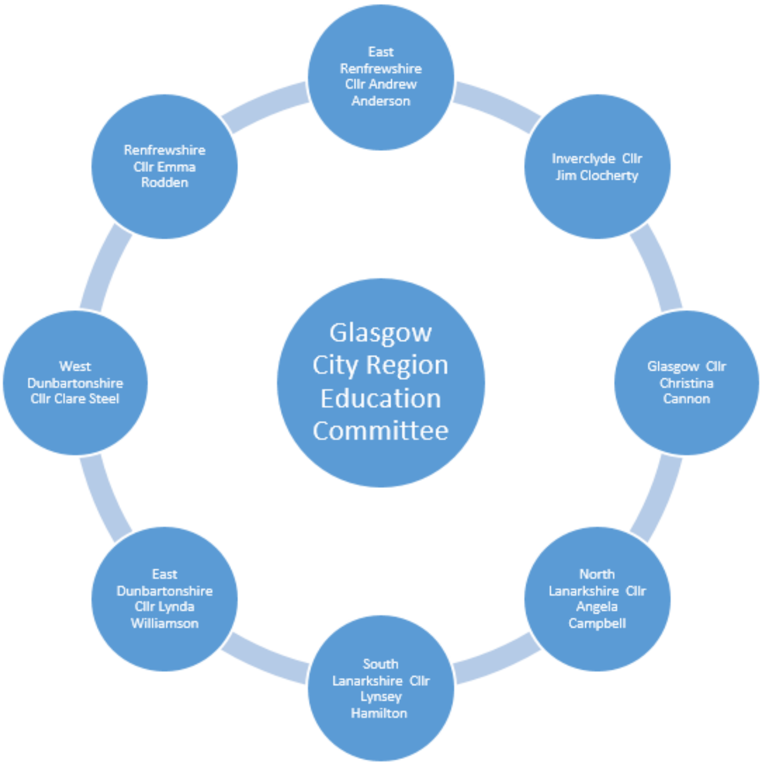
As part of evaluation and review procedures, the West Partnership continues to reflect on the effectiveness of the existing governance and operational structures, ensuring the Partnership continues to operate efficiently, while adding value to the provision of the eight partner local authorities.

The structure has been recognised as a key strength of the West Partnership in our formative years, whilst seeking to strengthen the strategic role of senior leaders to maintain our ongoing successes.


Glasgow City Region Education Committee
West Partnership Board
West Partnership Implementation Group
EVALUATING & REPORTING
Curriculum and Learning, Teaching& Assessment
DATA, INFORMATION & RESEARCH
Leadership, Empowerment & Improvement
Equity
Excellence
Empowerment
Wellbeing for Learning
FINANCE SUB GROUP

GLASGOW CITY REGION 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 Renfrewshire Cllr Andrew Anderson
Inverclyde Cllr Jim Clocherty
Glasgow Cllr Christina Cannon
North Lanarkshire Cllr Angela Campbell
South Lanarkshire Cllr Lynsey Hamilton
East Dunbartonshire Cllr Lynda Williamson
West Dunbartonshire Cllr Clare Steel
Renfrewshire Cllr Emma Rodden
Glasgow City Region Education Committee

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

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

WEST PARTNERSHIP BOARD

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

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

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

GOVERNANCE AND OPERATIONAL STRUCTURES

WEST PARTNERSHIP IMPLEMENTATION GROUP

This group is chaired by the Regional Improvement Collaborative Lead (RIC Lead) and attended by the Senior Partnership Officer, Senior Regional Advisor from Education Scotland and professorial representation from the University of Glasgow. Meeting quarterly, this provides an opportunity for rich professional discussion on the progress of the West Partnership Improvement Plan and the contributions of the core team and partners.

FINANCE GROUP

The West Partnership Board continues to be supported very well by the Finance Sub-Group. The Finance Group meets quarterly and includes senior representatives from all eight local authorities, providing additional rigour and accountability, as well as streamlining financial procedures across the partnership. , They also provide advice on staffing and other resource issues, as required. The partnership is supported further by a finance officer who advises and assists with the operational management of the grant award from the Scottish Government.

THE WEST PARTNERSHIP DELIVERY MODEL

THE WEST PARTNERSHIP APPROACH

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

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

For 2023-24, the three workstreams are:

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

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

THE ROLE OF THE WEST PARTNERSHIP CORE TEAM

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

THE ROLE OF CENTRAL OFFICERS, TEACHERS AND PRACTITIONERS

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

THE ROLE OF EDUCATION SCOTLAND’S REGIONAL IMPROVEMENT TEAM

The West Partnership values, collaborative work with colleagues from Education Scotland’s Regional Improvement Team. This team provides a helpful external perspective drawn from good practice identified across the country. Education Scotland Workstream Links (WLs) meet regularly with West Partnership WLOs to discuss planning, evaluations and impact of various activities and programmes. They contribute to the delivery of some of these programmes, providing expertise from a national perspective. They also attend workstream meetings, providing a further opportunity to contribute to the strategic direction of the Improvement Plan. This year, a series of consensus-building conversations with WLs, provided a place to discuss both the ‘what’ and ‘how’ of Improvement Plan activities for the coming session.

SPECIALIST NETWORKS

Specialist Networks, comprise of representatives from across the eight local authorities, and meet with a common purpose and remit.

Each Specialist Network creates its own short action plan containing 2-3 priorities which have been self-generated from existing local authority focus areas. This allows the work of the West Partnership to support ongoing local authority priorities, avoiding additional workload for central officers. The West Partnership core team support this collaborative approach to overtaking the action plan. The WLOs are responsible for supporting evaluation and reporting on progress and impact as part of governance procedures. This work will be supported by the WP's data officer in the coming session.

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

The groups planned for 2023-24 include networks for:

- Family & Community Officers
- Stand-alone ASN HT /Officers
- Senior Inclusion Officers
- Community Learning & Development Officers
- Home Education Officers
- English as an Additional Language Co-ordinators
- Literacy Officers
- Assessment Co-ordinators
- Maths Officers

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

DEVELOPING THROUGH CONSULTATION

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

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

Taking account of the on-going pressures on stakeholders, the West Partnership has had to be flexible and agile in its approach to stakeholder engagement as part of the improvement planning process. While regular evaluations are undertaken at the end of professional learning sessions or programmes, it was agreed that a set of 'consensus-building conversations' would be undertaken this session to provide a more holistic review and reflection of the West Partnership's activity during the last session, and allow this feedback to inform the plan for session 2023-24.

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

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

Feedback has been synthesised and shared with the Board. It informs the plan for session 2023-24 and has served to produce a more co-created approach to the improvement planning process.

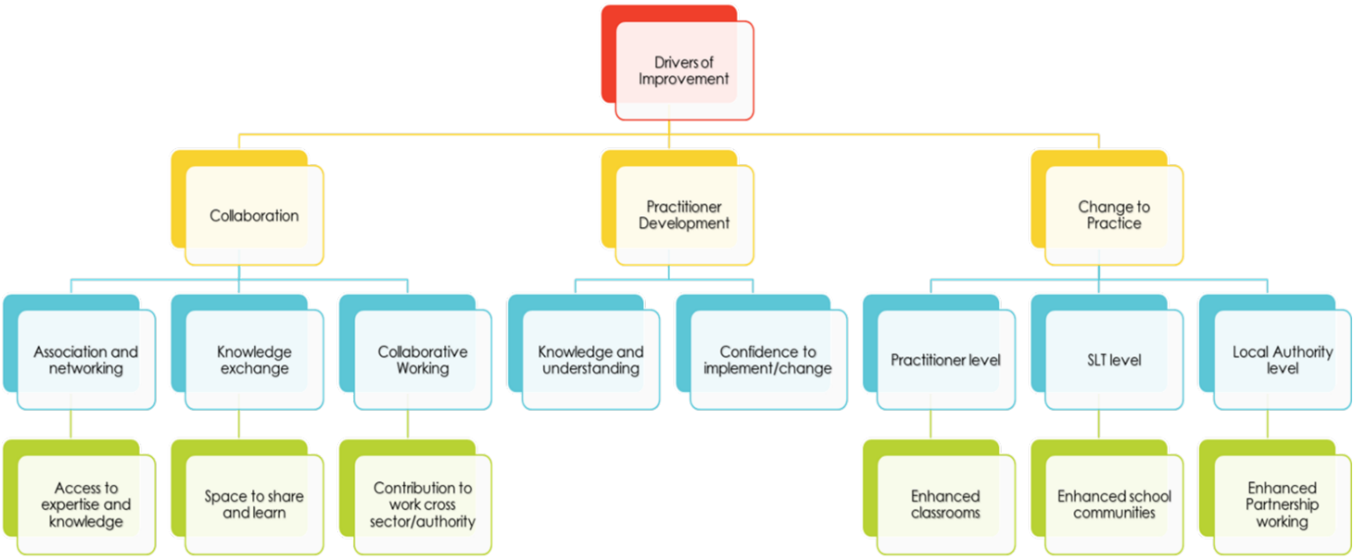
EVALUATING THE IMPACT OF THE IMPROVEMENT PLAN

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

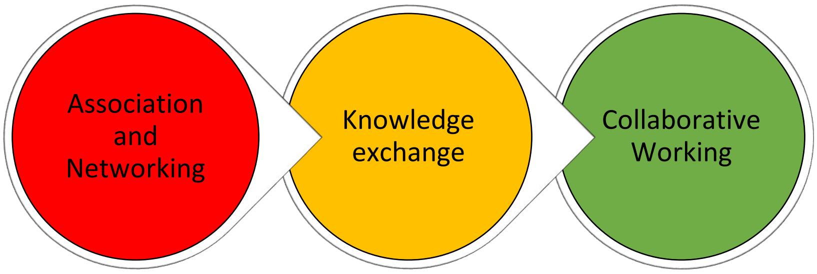
This work, supported by the data officer, is crucial in supporting the West Partnership to evaluate its activities and programmes, as well as using the quantitative and qualitative evidence to identify future priorities. Regular highlight and evaluation reports include updates on the progress and impact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

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

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


Drivers of Improvement
Collaboration
Practitioner Development
Change to Practice
Association and networking
Knowledge exchange
Collaborative Working
Knowledge and understanding
Confidence to implement/change
Practitioner level
SLT level
Local Authority level
Access to expertise and knowledge
Space to share and learn
Contribution to work cross sector/authority
Enhanced classrooms
Enhanced school communities
Enhanced Partnership working

The first driver, collaboration, is at the heart of the Regional Improvement Collaborative's work. As such, collaborative working and the exchange of expertise and practice around our system is a key mechanism for improvement and also a broad term which captures interactions that differ in depth. From exploring our qualitative feedback data from our professional learning, collaborative enquiry, and specialist networks, the partnership's collaboration is conceptualised as occurring on a three-point continuum. The continuum is based on the available data and is presented below:


Association and Networking
Knowledge exchange
Collaborative Working

The continuum, with three overlapping concepts, is designed to describe the different ways in which collaborators interact. The partnership provides a range of opportunities which differ in terms of how 'deep' collaboration is. As such, this continuum is not intended to be a scale from 'ineffective' to 'most effective', but instead one that recognises different levels of collaboration as a positive.

The development of these drivers allow the partnership to report more effectively, more holistically and to crystallise the key purposes of the West Partnership's work.

The West Partnership continues to engage the services of the Robert Owen Centre for Educational Change, University of Glasgow (ROC), as external evaluators. During last session, research was carried out by ROC. It offers insight into the progression of the West Partnership Regional Improvement Collaborative. Findings and recommendations in the interim report, have been discussed fully by the West Partnership core team and the Board and have influenced the Improvement Plan for session 2023-24.

CRITICAL INDICATORS

Our critical indicators below are used as benchmarks to assess the collective impact of the West Partnership. These should be thought of as measures which, if our work is effective, will improve because of our interventions. Our drivers of improvement explain the mechanisms by which we aspire to impact on our system – our critical indicators tell us if we are having an impact on the system.

This session we made a number of small changes to better link our critical indicators to our values as a Regional Improvement Collaborative. Firstly, in this evaluation report we have themed our critical indicators around our values of excellence, equity, and empowerment. Whilst many of our measures could arguably broach more than one of these values, we have labelled each by what we believe is their primary value.

Secondly, we have strengthened our commitment to equity through the addition of a few key measures. These related primarily to the poverty related attainment gap, which we had included in previous evaluation reports but not formally through our critical indicators. To demonstrate our commitment to The Promise, we have also included new measures on looked after young people.

Indicators	Excellence, Equity or Empowerment	2017-18 Value	2018-19 Value	2019-20 Value	2020-21 Value	2021-22 Value
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	Excellence	72.4	73.0	**	69.7	72.4
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy		79.5	80.3	**	77.3	79.6
% of leavers achieving 1 or more awards at SCQF Level 6 or better		68.7	69.3	70.4	72.8	69.4
% of leavers achieving 5 or more awards at SCQF Level 6 or better		37.6	38.3	42.1	44.3	41.5
% of leavers achieving SCQF Level 5 or better in literacy		82.8	82.6	83.1	84.6	82.7
% of leavers achieving SCQF Level 5 or better in numeracy		70.2	69.2	70.8	72.8	71.3
Primary Attendance Rates		N/A	94.2	N/A	93.4	N/A
Secondary Attendance Rates		N/A	90.3	N/A	88.4	N/A
Initial School Leaver Destinations (Positive)		94.4	95.2	93.6	95.8	96.3
% point gap between Quintile 1 and Quintile 5 primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy	Equity	23.5	22.4	**	26.1	22.6
% point gap between Quintile 1 and Quintile 5 primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy		17.8	17.5	**	21.7	18.3
% point gap between Quintile 1 and Quintile 5 leavers achieving 1 or more awards at SCQF Level 6 or better		N/A	39.6	36.9	34.8	33.4
% point gap between Quintile 1 and Quintile 5 leavers achieving 5 or more awards at SCQF Level 6 or better		N/A	48.1	42.5	44.0	44.7
% point gap between Quintile 1 and Quintile 5 leavers achieving SCQF Level 5 or better in numeracy and literacy		N/A	34.7	35.7	34.4	34.0
% point gap between Quintile 1 and Quintile 5 leavers entering initial positive destinations		N/A	4.8	6.6	5.1	4.2
% of looked after school leavers achieving 1 or more awards at SCQF Level 6 or better		N/A	N/A	N/A	29.8%[1]	
% of looked after school leavers achieving 5 or more awards at SCQF Level 6 or better		N/A	N/A	N/A	8.9%	
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	Empowerment	TBC	TBC	3185	3137	4467
Percentage of practitioners reporting an increase in their knowledge following participation in West Partnership activities		NA	NA	NA	85.1	85.3
% of establishments evaluated as good or better for leadership of change		63	73	*	*	91[2]
% of establishments evaluated as good or better for learning, teaching and assessment		66	71	*	*	88[3]

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[1] In 2023 the West Partnership board agreed to include two measures which look specifically at the outcomes of looked after children. As this is a smaller population within the West Partnership, these values will only be updated biannually, with 2 years of data combining to form a more reliable sample. As such, the latest data is a combination of 20/21 and 21/22 academic sessions.

[2] Based on 33 inspections taking place between May-22 to June-23

[3] Based on 57 inspections taking place between May-22 to June-23

Review of Evaluation Processes

A review of reporting and evaluation processes and paperwork was conducted ahead of the new session. Some improvements have been agreed to further strengthen the approach. This includes minor updates to templates, regular progress and impact meetings which will include discussions on progress towards achieving workstream outcomes and a tighter monitoring of data planners to ensure that all data is gathered and analysed as scheduled. A session will be conducted with workstream lead officers on the evaluation and reporting cycle focusing on planning, appropriate methodologies and support available from the data team.

Self-Evaluation Framework

In order facilitate a shared focus on building confidence, clarity and coherence, a new self-evaluation framework has been developed. It makes use of Fullan and Quinn's 'Coherence Framework' (2016) and is organised around each of the four components:

- **Focusing Direction** – purpose driven goals that bring clarity of strategy and change leadership
- **Cultivating Collaborative Cultures** – Collaborating is not just about creating a place where people feel good but rather about cultivating the expertise of everyone to be focused on a collective purpose
- **Deepening Learning** – Shifting to a deeper understanding of the process of learning and how we can influence it. This requires knowledge building partnerships for everyone engaged
- **Securing Accountability** – Developing conditions that maximise 'internal accountability' and reinforce internal accountability with external accountability

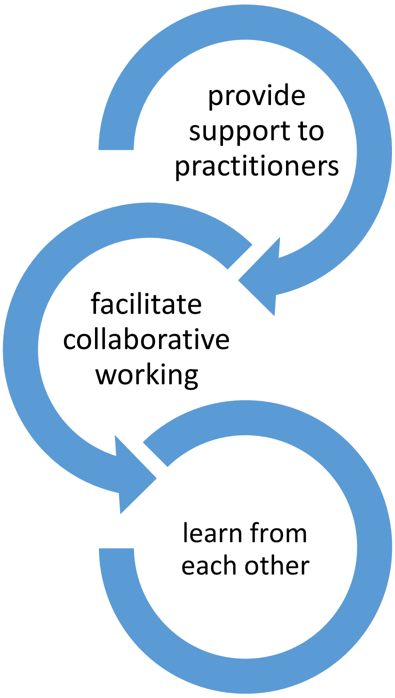
The framework uses each of the four Coherence components listed above to evaluate RIC roles and responsibilities, with a clear focus on the Scottish education context in relation to policy, process and language.

Whilst the framework aims to build a shared understanding and expectations of the role of the RICs, it also facilitates local responses to the unique contexts and operating models within each of the regions. It is our intention to use the self- evaluation framework, when finalised, to support self and peer evaluation in the coming session.

The West Partnership Plan on a Page 2023-24

Our Vision:	**Our Values:**
By building a networked learning system, improve the learner experience, attainment and achievement across the West Partnership.	Equity Excellence Empowerment

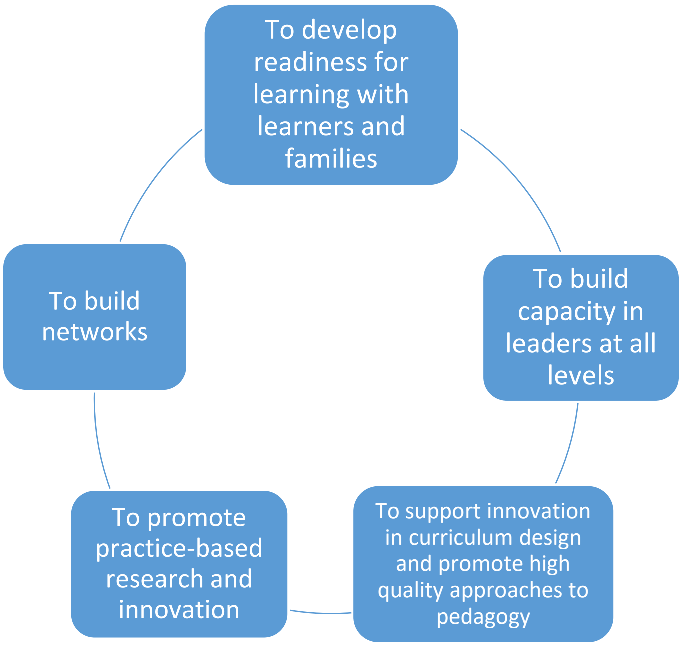
Our Purpose:


provide support to practitioners

facilitate collaborative working

learn from each other

Our Priorities:


To develop readiness for learning with learners and families

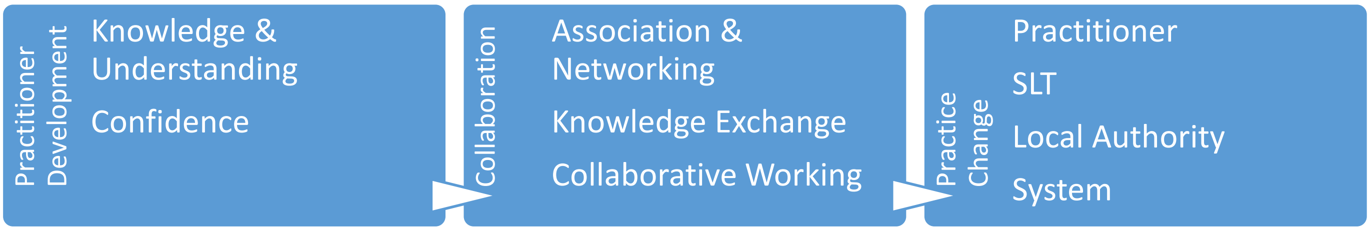
To build capacity in leaders at all levels

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

To promote practice-based research and innovation

To build networks

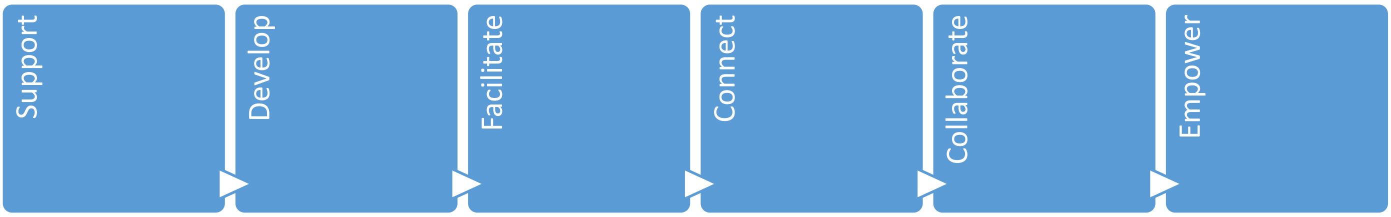
Our drivers:


Practitioner Development
- Knowledge & Understanding
- Confidence

Collaboration
- Association & Networking
- Knowledge Exchange
- Collaborative Working

Practice Change
- Practitioner
- SLT
- Local Authority
- System

To achieve our priorities, we will:


Support

Develop

Facilitate

Connect

Collaborate

Empower

WEST PARTNERSHIP DELIVERY MODEL

KEY ACTIVITIES & PROGRAMMES 2023-24

Wellbeing for Learning	
Programmes / Activities	Specialist Networks
• **Supporting Learners:** **- Keeping Trauma IN Mind –CAR** **- Inclusion in Mainstream – series** **- Attendance – CAR** **- Inclusive Practice in Early Learning and Childcare Settings** • **UNCRC (by sector)** • **Youth Participation:** **- Young Leaders of Learning** **- Youth Participation Training** • **Families and Communities** **- Youthlink Scotland Enquiries** **- Family Learning**	• *Stand-alone ASN Headteachers** • *CLD Lead Officers** • *Senior Inclusion Lead Officers** • *PSHE EY/Primary/Secondary Officers** • *Home Education Officers** • *Attendance** • *The Promise** • *UNCRC Lead officers**
Leadership, Empowerment & Improvement	
Programmes / Activities	Specialist Networks
• **Hexagon Coaching** • **Thinking About Headship** • **Improving Our Classrooms** • **Improving Our Schools** • **Improving Our Departments / Faculties** • **FOCUS tool and CLPL** • **Focus on Improvement***	• *SAC / Equity Lead Officers* • *Digital Officers*
Curriculum, Learning, Teaching & Assessment	
Programmes / Activities	Specialist Networks
• **Assessment & Moderation** • **West OS** • **Secondary BGE Curriculum** • **Spotlight on Effective Practice** • **Pedagogy Partnerships** • **Primary Curriculum** • **Keep Scotland Beautiful: STEM the flow** • **Research on Impact of 1140 hours (lead by Evaluation Lead Officer)**	• *Assessment & Moderation Co-ordinators** • *ASN Assessment & Moderation** • *Maths Lead Officers** • *Literacy Lead Officers** • *Gaelic Lead officers** • *BGE Curriculum** • *English as an Additional Language Lead Officers** • *Early Years Senior Officers** • *Early Education Leads** • *Tracking & Monitoring** • *Digital Pedagogy**

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Rationale

The Role of the RICs

‘Improving Scotland’s Schools: an OECD Perspective’ set out key recommendations to the Scottish Government in 2015:

‘**Strengthen the professional leadership of CfE and the “middle”-** Having implemented CfE at the system level, the centre of gravity needs to shift towards schools, communities, networks of schools, and local authorities in a framework of professional leadership and collective responsibility

Focus on the quality of implementation of CfE in schools and communities and make this an evaluation priority - No matter how well designed a curriculum may be, this makes little difference unless it is successfully implemented in practice. This calls for full engagement from schools and teachers who are clear about direction and who work closely with learners, families, and communities. It calls for a strong role for the “middle”, covering such organisations as local authorities, teachers’ and head teachers’ associations, and different networks and collaboratives, that each have prime responsibility for implementing certain aspects of CfE.

Develop a coherent strategy for building teacher and leadership social capital - Teachers who work in cultures of professional collaboration have a stronger impact on student achievement, are more open to change and improvement, and develop a greater sense of self-efficacy than teachers who work in cultures of individualism and isolation. Not all kinds of professional collaboration are equally effective. We suggest that collaboration in improving teaching, assessing CfE, and connecting schools to take collective responsibility for each other’s improvement and results, should be top priorities

Strengthen evaluation and research, including independent knowledge creation - A strong research and evaluation system requires researchers, those with specialist analytical capacities, policymakers, and practitioners to work together. We believe that strong relationships with the evaluation and research communities and/or with independent and non-government agencies working at some arm’s length from political decision-making would benefit Scotland’s education system.’

In response to these recommendations and in partnership with their local authorities and Education Scotland, The Regional Improvement Collaboratives began operating within Scottish education in 2017.

Within the ‘Review of the Regional Improvement Collaboratives’ (2021) the Scottish Government sets out the role of the RICs as intended to:

- provide educational improvement support to practitioners through dedicated teams of professionals - drawing on local authority staff, Education Scotland staff and others
- provide focus across all partners through a regional plan and work programme - aligned to the National Improvement Framework (NIF)
- facilitate and create the conditions to support collaborative working across the region.

This review also states that ‘RICs were not intended to be formal bodies within the education system. They intended to bring together local authorities and Education Scotland to develop different ways of working, bring together capacity across a region and add value through collective efforts.’

In ‘Putting Learners at the Centre: Towards a Future Vision for Scottish Education’ (2021), Professor Ken Muir also highlights the unique role that Regional Improvement Collaboratives play within the Scottish education system - ‘From the outset it was made clear that the establishment of RICs was not about creating new formal bodies, but was *about* **developing different ways of working, bringing together capacity from across an area and beyond, to add value through collective efforts**.’

The Current Context

- The Scottish education system is complex, with the education reform process bringing to light stakeholder confusion around roles and responsibilities within the system and a desire for greater clarity.
- Within a complex system there is an increased risk of duplication of effort. This is further exacerbated by lack of clarity around roles and responsibilities
- With increased pressure and demands across the education system, collaborative improvement activity can be perceived to be an ‘add-on’ to core activity
- Without collective responsibility, collaborative improvement activity leads to minimal impact

Building Clarity and Coherence

In response to the current context and to build greater clarity around the purpose and added value of the RICs, it is important to be clear about associated roles and responsibilities, as well as ensuring robust processes are in place to evidence improvement. As clarity grows, other parts of the education system build a shared understanding of the role of the RICs, leading to increased engagement, reduced duplication and ultimately, system wide improvement.

In preparing for implementation of the Scottish education reform, the RICs are ideally positioned to ‘strengthen from the middle’ and close the gap between policy and practice. To maximise impact, the RICs have developed a research-based self-evaluation framework which aims to encapsulate their core purpose as set out by the Scottish Government, as well as recommendations arising from national reviews as outlined above. In order facilitate a shared focus on building confidence, clarity and coherence, the self-evaluation framework makes use of Fullan and Quinn’s ‘Coherence Framework’ (2016) and is organised around each of the four components:

- **Focusing Direction** – purpose driven goals that bring clarity of strategy and change leadership
- **Cultivating Collaborative Cultures** – Collaborating is not just about creating a place where people feel good but rather about cultivating the expertise of everyone to be focused on a collective purpose
- **Deepening Learning** – Shifting to a deeper understanding of the process of learning and how we can influence it. This requires knowledge building partnerships for everyone engaged

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- **Securing Accountability** – Developing conditions that maximise ‘internal accountability’ and reinforce internal accountability with external accountability

The RIC Self-evaluation Framework uses each of the four Coherence components listed above to evaluate RIC roles and responsibilities, with a clear focus on the Scottish education context in relation to policy, process and language. Where relevant, the reflective questions are aligned to challenge questions within HGIOS4. Whilst the framework aims to build a shared understanding and expectations of the role of the RICs, it also facilitates local responses to the unique contexts and operating models within each of the regions. It is the intention of the RICs to use the self- evaluation framework to support self and peer evaluation and has the potential to support reporting processes at a regional and national level, building greater clarity around the role and purpose of the RICs, as well as understanding evidence of impact.

August 2023

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1. Focusing Direction

Component	Evidence	Questions	What does success look like?
Shared purpose drives action	• The RIC vision and values reflect the intention and purpose of Scottish RICs and is used to focus direction within each RIC’s context	• What range of data and information are utilised to understand the context of the RIC? • To what extent do stakeholders have a shared understanding of the purpose of RICs as it aligns with local and national roles?	• Universal clarity around purpose of RIC and ensures RIC focus on collaborative improvement activity targeting key local and national priorities • Avoiding unnecessary duplication of local authority and national offers • Collaborative activity, supported by the RIC, focusses on improved outcomes for learners
A small number of goals tied up to learner outcomes drives decisions	• All stakeholders have the opportunity to influence the RIC plan.	• How effective are processes for involving stakeholders in the creation of the RIC plan?	• Stakeholders have greater ownership of priorities

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	• Agreed priorities reflect key local, regional and national priorities	• To what extent has engagement with stakeholders and analysis of local, regional and national data informed RIC priorities?	• Increased engagement in improvement activity leading to improved outcomes for learners
A clear strategy for achieving the goals is known by all	• Improvement strategy makes clear the RIC's approaches to communication, collaboration, improvement and evaluation	• How effective are RIC approaches to communication, collaboration and improvement? • How effective are approaches to evaluating and monitoring the impact and sustainability of collaborative working?	• Meaningful collaboration leads to greater coherence across the region and improvement in key areas of focus
Change knowledge is used to drive the RIC forward	• Robust approach to planning, monitoring and evaluating progress	• What processes and/or progress indicators are in place for monitoring, evaluating and reporting on the effectiveness and impact of RIC activity?	• Practitioners report that collaborative improvement activity is leading to improved outcomes for learners

2. Cultivating Collaborative Cultures

Component	**Evidence**	**Questions**	**What does success look like?**
A growth mindset underlies the culture	• Professional learning is responsive to need within the RIC • Increasing numbers of practitioners are engaging in relevant RIC level collaborative enquiry/ professional learning, leading to impact	• What processes are in place to ensure that professional learning is in response to need? • To what extent are practitioners reporting increased knowledge and confidence as a result of professional learning?	• Planned opportunities to build trusting relationships, resulting in collaborative improvement activity at regional level

Leaders model learning themselves and shape a culture of learning	• Members at all levels of the system learn with and from one another • Leaders use inclusive language such as 'our RIC' • Practitioners are encouraged to engage in RIC activity which adds value to their context	• To what extent are all local authorities engaging with RIC activity? • How well do local authority and RIC processes support engagement with collaborative improvement activity?	• Reduced silo working and duplication of effort – greater collaboration over common themes Improvement in national priorities through deeper collaboration at a local/regional level
Collective capacity building is fostered above individual development	• Connecting practitioners and learners under common themes / shared problems • Connecting practitioners and learners with opportunities to inform local/regional/ national policy	• How well are RICs facilitating opportunities for practitioners, learners and leaders to connect and collaborate around common themes / shared problems/ policy?	• Increased range of voices influencing local/regional / national priorities • Increased engagement in local/ national policy across the system
Structures and processes support intentional collaborative work	• There are agreed processes which facilitate meaningful collaboration with a focus on whole system improvement • Collaborative improvement activity avoids/reduces duplication of and adds value to activity within the RIC	• To what extent do RIC governance structures support and challenge realisation of the RIC vision and plan? • How well do systems and processes support a growing collaborative culture? How do you know? • How rigorous are processes to effectively plan, monitor and manage RIC funds?	• Evidence of increasing numbers of educators connecting, collaborating and improving • Evidence of increasing numbers of educators collaborating at a deeper level • Greater clarity around roles and responsibilities within the system

		• How well is the RIC offer communicated? How do you know? • To what extent are local authorities and national organisations collaborating in order to reduce duplication and create more coherence?	• Educators feel more connected and less isolated • Wellbeing and learning of learners and educators improve • More effective and efficient use of resources

3. Deepening Learning

Component	**Evidence**	**Questions**	**Impact**
RIC roles and responsibilities are clear to everyone and drive collaborative improvement activity	• RIC Recruitment and induction processes in place • Regular supervision meetings with RIC central team members • Regular and impactful meetings with regional Education Scotland Team/SRAs • Positive , collaborative contributions from Education Scotland Team and other partners.	• What processes are in place in order to ensure clarity around roles and responsibilities in improvement activity? • How well does implementation of recruitment processes result in the best candidate for the post? • To what extent are approaches to induction and mentoring supporting newly seconded staff? • How effectively is RIC activity building shared understanding and expectations within national priorities? • How are partnerships between RICs and Education Scotland Senior Regional Advisers and their teams helping to drive improvement?	• Greater clarity of RIC roles, responsibilities within collaborative improvement activity • Shared ownership of priorities and deeper collaboration to improve outcomes • Improvement is evident at local, regional and ultimately national level
A set of effective andragogy / professional practices is known and used by RIC	• Central team members have a shared understanding of how to facilitate effective	• To what extent are central team and programme contributors using effective andragogy/ professional practices	• Practitioners reporting high levels of engagement and satisfaction in collaborative improvement activity

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central teams and programme contributors	collaborative improvement activity - Professional learning and collaborative improvement activities are evaluated effectively	- To what extent is professional learning based on the values and actions within the GTCS professional standards?	
Robust processes are used to improve practice over time - **Research informed** - **Policy informed** - **Collaborative improvement activity over time** - **External evaluations**	- Effective cross-RIC collaboration - Collaboration with colleges, universities and external partners - A range of collaborative improvement activities over time- some of which may be accredited	- To what extent do we critically engage with research, policy sources and developments in learning and teaching to inform our regional improvement activity? - Is an appropriate range of approaches being used which enable practitioners to learn with and from each other? - How well are we looking ‘outwards’ and ‘forwards’ within our processes?	- RIC collaborative improvement activity is evidence and research-informed, and engages with a range of partners both within and across regions

4. Securing Accountability

Component	**Evidence**	**Questions**	**What does success look like?**
Capacity building and internal accountability is used to continuously improve results	- Monitoring of internal RIC outcomes and process measures to illustrate progress over time and identification of next steps - Monitoring of regional progress within NIF measures in order to identify next steps	- How well do we use evidence from tracking and monitoring of collaborative improvement activity to measure progress over time? - How well do we use regional progress within national global measures to inform RIC improvement activity?	- Improvement in RIC measures over time - Evidence of clear links between local, regional and national priorities - Ultimately, improvement in NIF measures, over time

		• How reliable is our evidence of impact on learner outcomes?	
External accountability is used to support progress	• RIC external accountability processes- eg ➢ Education Scotland ➢ Scottish Government ➢ External partners	• What sources of external accountability are used to inform RIC progress and to what effect? • To what extent to do we engage with peers and external partners to provide support, challenge and help identify appropriate next steps?	• Accountability processes contribute to the identification of next steps and build greater coherence

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