

The West Partnership

IMPROVEMENT PLAN 2021-22

**Equity, Excellence
& Empowerment**



GLASGOW
CITY REGION
Education

Contents.

3 Foreword | Councillor Jim Paterson

4 Introduction | Tony McDaid

5 Our Vision

6 Governance & Operational Structure:

➤ Overview

7 ➤ Regional Education Committee

8 ➤ West Partnership Board

➤ West Partnership Implementation Group

➤ Finance Sub Group

9 West Partnership Delivery Model:

➤ Role of West Partnership Core Team

➤ Role of Central Officers and Practitioners

10 ➤ Specialist Networks

11 ➤ The West Partnership Approach

➤ School to School Partnerships

12 Developing Through Consultation

13 Evaluating the Impact of the Improvement Plan

14 Critical Indicators

15 The West Partnership | Plan on a Page 2021–22

16 Delivery Model Overview

Foreword



As Convenor of the Glasgow City Region Education Committee, I am once again pleased to present the West Partnership's Regional Improvement Plan 2021–2022.



Since its establishment in 2017, the West Partnership has drawn together the eight partner authorities of the City Region. It is clear there is a close working relationship across our individual authorities with very strong and increasing collaborative working at all levels. This supports our collective drive towards ongoing improvement in outcomes for all of our region's children and young people.

This latest plan, for 2021-22, continues to set out our vision for equity, excellence and empowerment across all eight partner authorities. The plan recognises the unprecedented challenges that have resulted from COVID-19 and outlines the West Partnership's clear commitment to supporting recovery.

Over the past year in particular, a number of programmes and activities have been designed to address the challenges faced by schools and educational settings across the West Partnership. The offer has included introducing a range of leadership opportunities; tracking learners' wellbeing; extending curricular networks for teachers to help implement the Scottish Qualifications Authority

Alternative Certification Model as well as developing our significant contribution to the national digital learning offer through West Online School (West OS).

The main goal of the Partnership is to add value to our existing strengths and achievements for the benefit of learners across each of our partner authorities. Therefore, it is crucial that the work of the West Partnership is relevant to the priorities of each local authority.

We are now able to show how we gain from the scale and diversity of the West Partnership. As we saw last session with the introduction of West OS, the Partnership was able to utilise the skills and expertise of staff to develop an offer that has been used by almost every school and many thousands of our children and young people and has played a key role in the national digital learning offer.

The work carried out last session provides us with the confidence that the West Partnership will continue to grow from strength to strength. It helps reinforce the importance of purposeful collaboration focussed on the areas that matter to staff, children, and young people.

We were able to demonstrate that collaboration can take place in innovative ways through the use of technology; not just in physical settings. Staff have embraced this opportunity and have been able to share good practice and ideas across all eight partner authorities. We believe that empowering our teachers and other staff to learn from others' experiences will lead to further improvements in practice across our schools and early years' centres.

The plan complements and enhances the excellent work already underway across each of our authorities and outlines our ongoing approach to working together. It relies on practitioners being empowered to make decisions that best suit their learners, and leaders being supported to navigate the challenges ahead.

It is essential that equity, excellence and empowerment continue to be the driving vision for everyone in the West Partnership. The challenges of COVID-19 have highlighted the importance of providing education of the highest quality for all of our children and young people and, in particular, those living in social and economic disadvantage.

As we focus on recovery, we rely on working together to support our communities. I am delighted to present our West Partnership Improvement Plan for 2021-22.

.....
Councillor Jim Paterson, Convenor of the West Partnership

Introduction



During the past two school sessions, education staff have faced unprecedented challenges as a result of the impact of COVID-19. This period has highlighted the importance of working together and the need for staff to develop new ways of supporting each other for the benefit of learners. Therefore, it is essential that the work of the West Partnership Regional Improvement Collaborative builds on progress made. In practice, this means continuing to add value to local authorities, being accessible to those who will benefit most and focussing on activities that have the greatest impact on learner experiences and outcomes.



Research carried out by the Robert Owen Centre for Educational Change, Progress and Challenge: Reflections on the development of the West Partnership 2018-2020, offers insight into the progression of the West Partnership Regional Improvement Collaborative. The report draws on evidence collected for the external interim evaluation, January 2018 until October 2020, and states that:

'The West Partnership has contributed to the work of the local authorities in many ways and has, in the main, provided professional learning and built capacity, which otherwise would not have existed. In addition, there is progression towards systems change, through for example, volunteer-led subject networks, collaborative learning networks between schools and cross-authorities and a national model of an online school in development.'

The report highlighted a number of key strengths that were supporting progress within the West Partnership including increased opportunities for empowerment; systematic as well as informal collaborative efforts that was leading to significant learning and teaching developments; access to expanding networks to share ideas and advice to help deal with the effects of the pandemic; and capacity building taking place through knowledge mobilisation and individual agency and development of professional capital.

Some practical examples of work includes the introduction of West Online School (West OS), created by teachers, and accessed by teachers, learners and families across the West Partnership area and in all local authorities in Scotland. A range of networks for teachers, subject and school leaders and local authority central teams has also demonstrated the increasing reach of the West Partnership.

Of course, challenges do exist as we strive to build a networked learning system; a system that enables collaboration, encourages 'connectedness' and supports practitioners at all levels. Our challenge is to ensure as many practitioners as possible interact, learn and contribute across the West Partnership.

It is also important to consider national and international research. A number of reports on Scottish education were published during school session 2020-21 which have detailed recommendations which provide an opportunity to utilise the potential of the West Partnership. Many of the actions within our plan take these recommendations into account and are designed to support any future national changes.

The period of the pandemic has shown us that staff within schools and educational settings can achieve outstanding results, despite the most challenging of circumstances. However, appropriate opportunities to collaborate and work together are essential. Consequently, the West Partnership Improvement Plan 2021-22 is designed to build on our successes to date, and focus on the areas of recovery and renewal highlighted by key stakeholders as the most important.

Our three main workstreams of – Wellbeing for Learning; Leadership, Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment are designed to focus on the areas that matter and we will work closely across local authorities, as well as with colleagues from Education Scotland and the Robert Owen Centre for Educational Change, to achieve our key objectives.

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

Our Vision

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

The plan for 2021-22 also includes our vision for recovery and renewal as we meet the challenges of working through the Covid-19 pandemic and supporting improvement as part of the recovery process. We will work collaboratively within and across the system to ensure that we can respond with agility to the changed circumstances in which we now live, providing support and developing flexible approaches to learning and teaching across the region.

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

As the largest of Scotland's Regional Improvement Collaboratives, with approximately one third of all 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, devise experiences which will enthuse and engage them and support them to lead their own learning. This will in turn, lead to improvements in learners' achievements and attainment.

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

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

Governance & Operational Structures

OVERVIEW

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

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



Governance & Operational Structures

REGIONAL EDUCATION COMMITTEE

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



The Committee is responsible for scrutinising and endorsing the West Partnership Improvement Plan, receiving regular reports on the progress of the plan and its impact on stakeholders. Chaired by the Convener and elected by the membership, the Committee is attended by the eight Directors of Education/Chief Education Officers 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, whilst enabling strategic links to be established with the wider Glasgow City Regional Economic Strategy.

Governance & Operational Structures

WEST PARTNERSHIP BOARD

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

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

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



WEST PARTNERSHIP IMPLEMENTATION GROUP

Following feedback from the West Partnership core team and partners, a review has taken place of the purpose and efficacy of the previous Operational Delivery Group. In order to ensure efficiency and pace of progress, in the coming session, the Operational Delivery Group will be replaced by the West Partnership Implementation Group. This will be chaired by the Regional Improvement Collaborative Lead (RIC Lead) and attended by the Senior Partnership Officer, Senior Regional Advisor from Education Scotland and professorial representation from the Robert Owen Centre. Meeting quarterly, this will provide an opportunity for rich professional discussion on the progress of the West Partnership Improvement Plan and the contributions of the core team and partners.



FINANCE SUBGROUP

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



The West Partnership Delivery Model

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

For 2021-22, the three workstreams identified are:

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

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



THE ROLE OF THE WEST PARTNERSHIP CORE TEAM

A small core team, led by the Senior Partnership Officer, has been appointed to lead and facilitate the operational aspects of the West Partnership Plan. They work collaboratively to ensure that the Improvement Plan progresses and that all activities and opportunities for colleagues across the Collaborative, provide added value to the offer both locally and nationally.

THE ROLE OF CENTRAL OFFICERS, TEACHERS AND PRACTITIONERS

A primary function of the core team is to provide systematic and supported opportunities to work collaboratively with colleagues at all levels from across all eight local authorities. The West Partnership Improvement Plan provides opportunities for colleagues to co-create programmes and activities, 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 West Partnership Delivery Model

SPECIALIST NETWORKS

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

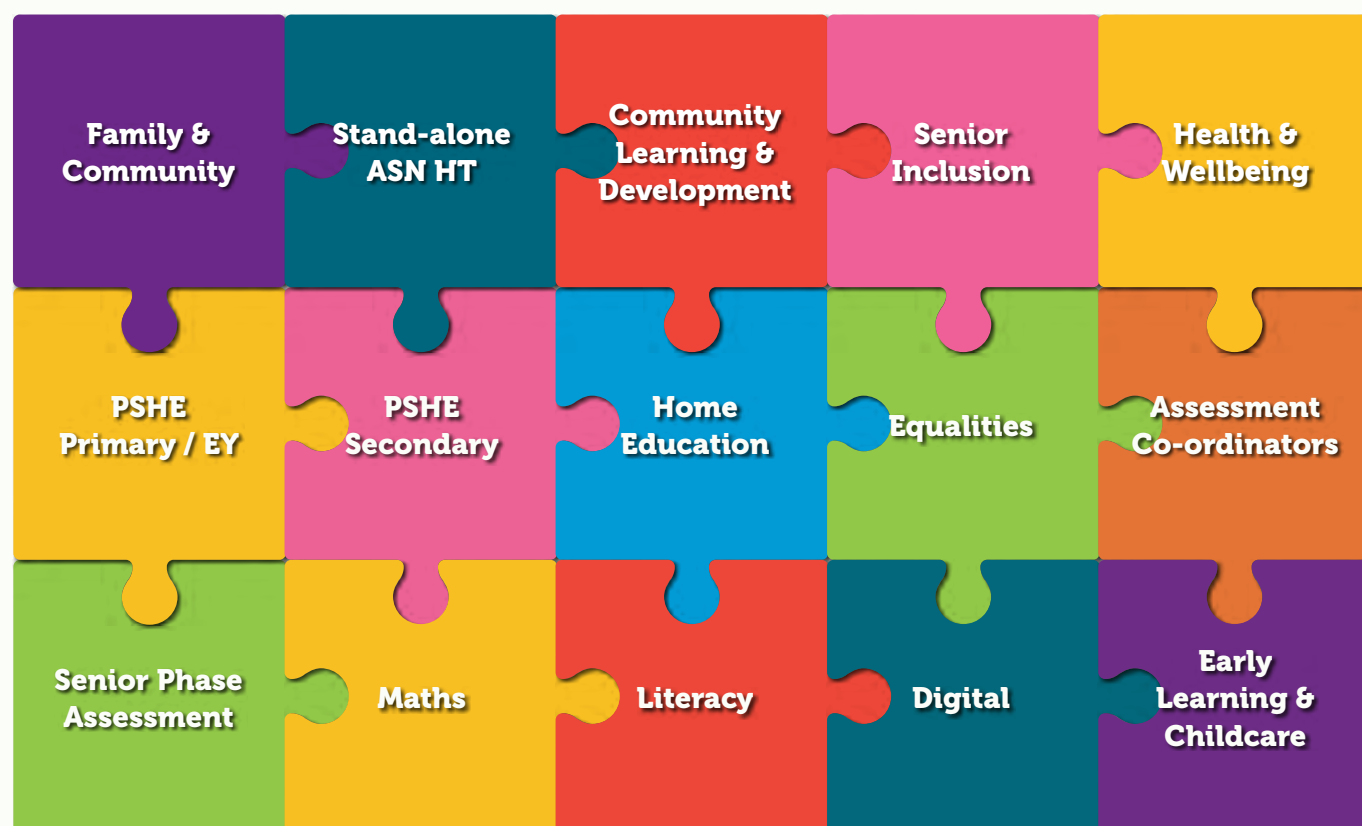
The group will create its own short action plan comprising 2-3 priorities which have been self-generated from existing local authority priorities. This will allow the work of the West Partnership to support ongoing local authority activity.

The West Partnership core team will support this collaborative approach to overtaking the action plan.

This key contact will also be responsible for supporting the evaluating and reporting on progress and impact as part of governance procedures.

Specialist Networks have 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.

The groups planned for 2021-22 include networks for:



The West Partnership Delivery Model

THE WEST PARTNERSHIP APPROACH

We are well aware that working in collaboration supports meaningful professional learning and can contribute to improved practice. Importantly, the past eighteen months have shown that even the most challenging of circumstances can be overcome through helping each other.

Our approach within the West Partnership is underpinned by the development of a network 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 will 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.



SCHOOL TO SCHOOL PARTNERSHIPS

One new development we will undertake this school session will be the introduction of School to School Partnerships. These partnerships will allow schools to support each other in professional practice through school improvements using a collaborative learning approach. This approach can be seen in all three workstreams.



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 thousands of teachers and education staff working in around 1000 schools and early learning centres, in some of Scotland's most diverse and challenged communities.



Taking account of the pressures on stakeholders as a result of supporting families and learners during the pandemic, meant 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, a Stakeholder Consultation Exercise was also completed 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 2021-22.

A set of seven focus group interviews were supported with feedback being sought on themes which included:

- ➔ Pathways and motivations for engagement
- ➔ Purpose of West Partnership
- ➔ Strengths
- ➔ Impact of provision
- ➔ Development needs
- ➔ Communications

A range of supportive reflections highlighted strengths including the West Partnership's ability to:

- ➔ use high quality and credible colleagues to organise and deliver activities;
- ➔ react and respond flexibly and with agility to emergent needs, many of which were consequences of the pandemic;
- ➔ use of technology, to ensure accessibility;
- ➔ provide space to network and collaborate;
- ➔ draw upon partners with expertise in particular areas; and
- ➔ encourage evidence and research in practice.

The consultation process informs the plan for session 2021-22 and all recommendations have been agreed with planned responses in place, embedded within the improvement plan. Two clear areas for focus emerged:

1. Clarify and develop the West Partnership communication strategy.
2. Review and refine the West Partnership offer, particularly the **HOW** of the offer.

Plans to respond directly to stakeholder recommendations are in place.

The West Partnership values, and benefits from, the support provided by Education Scotland's Regional Improvement Team. This team adds to the West Partnership's existing capacity for improvement and provides a helpful external perspective which draws on good practice from across the country. Additional opportunities to work more collaboratively have been undertaken this session, with Education Scotland Workstream Links being invited to participate with the core team and partners in an Improvement Plan Development Day. In addition, Education Scotland Workstream Links have contributed to discussions on both 'what' and 'how' of Improvement Plan activities for the coming session.

Evaluating The Impact of The Improvement Plan

The Evaluating and Reporting Group continues to retain overall responsibility for evaluating, measuring and reporting on the progress and impact of the West Partnership's Improvement Plan.

This work 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. The Evaluating and Reporting Group also has responsibility for evaluating and reporting more widely on the achievements and attainment of learners across the West Partnership collectively. Evaluation reports include updates on the progress and impact of each workstream as well as more holistic evaluations, including the proportion of learners who attain at key performance measures. Tools to systematically evaluate the quality of 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, new workstream planning processes will 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 will be planned by the Workstream Lead Officers at the start

of each professional learning session/ programme to ensure appropriate and robust evidence is gathered systematically and evaluated. This will serve to strengthen the very good work done in this area by the Evaluating and Reporting Group.

The West partnership continues to engage the services of the Robert Owen Centre for Educational Change, Glasgow University (ROC), as external evaluators. During last session, research was carried out by ROC entitled Progress and Challenge: Reflections on the development of the West Partnership 2018-2020. It offers insight into the progression of the West Partnership Regional Improvement Collaborative. Findings and recommendations have been discussed fully by the West Partnership core team and the Board and have influenced the Improvement Plan for session 2021-22.

The Scottish Government has commissioned a full review of Regional Improvement Collaboratives which, although delayed by Covid-19, should lead to a published report in 2021. A range of personnel from within and across the West Partnership have met with Colleagues from Research Scotland to assist in the evidence collection for this review.



Critical Indicators

INDICATORS	2016-17 BASELINE	2017-18 VALUE	2018-19 VALUE	2019-20 VALUE ⁽¹⁾	2020-21 TARGET
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	71.3	72.4	73.0	**	78
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	78.1	79.5	80.3	**	85
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	89.7	90.1	89.6	**	91
% of S3 pupils achieving third level or better in numeracy	90.1	89.7	90.0	**	91
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	46.7	48.8	49.7	**	55
% of S3 pupils achieving fourth level or better in numeracy	56.7	57.7	56.5	**	63
% of leavers achieving 1 or more awards at SCQF Level 6 or better	67.3	68.7	69.3	70.4	74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	36.2	37.6	38.3	42.1	35
Percentage of leavers from SIMD Quintile 1 achieving 3 or more passes at SCQF Level 6	N/A	33.2	36.9	38.8	40
Percentage of leavers from SIMD Quintile 5 achieving 3 or more passes at SCQF Level 6	N/A	80.6	80.2	82.8	83
Percentage gap between Quintile 1 and Quintile 5 in leavers achieving 3 or more passes at SCQF Level 6	N/A	47.4	43.3	44.0	43.0
% of leavers achieving SCQF Level 5 or better in literacy	81.9	82.8	82.6	83.1	86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70.2	69.2	70.8	76
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	****	****	****	3185	TBC
% of establishments evaluated as good or better for leadership of change	59	63	*	***	75
Primary Exclusion Rates (Rate per 1000 pupils)	9.9	N/A	3.7	N/A	6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A	23.7	N/A	45
Primary Attendance Rates	94.6	N/A	94.2	N/A	95
Secondary Attendance Rates	90.7	N/A	90.3	N/A	92
Initial School Leaver Destinations (Positive)	93.6	94.4	95.2	93.6	95
Percentage of leavers from SIMD Quintile 1 entering a positive leavers destination	N/A	90.5	93.3	90.7	92
Percentage of leavers from SIMD Quintile 5 entering a positive leavers destination	N/A	98.4	98.1	97.3	98
Percentage gap between Quintile 1 and Quintile 5 in leavers entering a positive leavers destination	N/A	7.9	4.8	6.6	6.0
Percentage of leavers entering Higher or Further Education	69.7	70.1	69.5	73.6	75
% of establishments evaluated as good or better for learning, teaching and assessment	57	66	*	***	75

⁽¹⁾ 2019-20 attainment values cannot be directly compared with previous data because of the alternate assessment model used.

* Impacted by Covid-19.

** BGE data not collected.

*** Limited number of inspections completed in 19/20.

**** New indicator from 19/20 onwards.

CRITICAL INDICATORS 2019-20

The West Partnership

Plan on a Page 2021-22

OUR VISION

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



OUR VALUES

EQUITY • EXCELLENCE • EMPOWERMENT

OUR PURPOSE



OUR PRIORITIES

To develop readiness for learning with learners and families

To build networks

To build capacity in leaders at all levels

To promote practice-based research and innovation

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

TO ACHIEVE OUR PRIORITIES, WE WILL:

SUPPORT

DEVELOP

FACILITATE

CONNECT

COLLABORATE

EMPOWER

The West Partnership

Delivery Model 2021-22



WELLBEING FOR LEARNING

- ➔ Youth Ambassadors
- ➔ Supporting Learners with ASN**
- ➔ Families & Communities
- ➔ Family Learning
- ➔ UNCRC
- ➔ Stand-alone ASN*
- ➔ CLD*
- ➔ Inclusion*
- ➔ HWB (previous workstream group)*
- ➔ PSHE Primary / EY*
- ➔ PSHE Secondary*
- ➔ Home Education*
- ➔ Family & Communities*

LEADERSHIP, EMPOWERMENT & IMPROVEMENT

- ➔ Leadership Coaching
- ➔ HT Learning Sets
- ➔ Leadership Hexagon Coaching
- ➔ Leadership Mentoring
- ➔ Leadership for Learning
- ➔ Thinking About Headship
- ➔ VLN-Deputes and Headteachers**
- ➔ Improving Our Classrooms-digital and whole school models
- ➔ FOCUS
- ➔ Equalities (Teaching in a Diverse Scotland)*

CURRICULUM & LEARNING, TEACHING & ASSESSMENT

- ➔ Assessment & Moderation
- ➔ EY / Primary Curriculum
- ➔ Secondary Curriculum –Sharing the Change**
- ➔ Subject Specialist Networks
- ➔ West OS
- ➔ Pedagogy**
- ➔ Play**
- ➔ Assessment & Moderation*
- ➔ Senior Phase Assessment*
- ➔ Maths*
- ➔ Literacy*
- ➔ Digital Learning & Pedagogy*

* Items in italics are delivered through facilitated specialist networks as described on [pages 10 & 11](#).

** Programmes will include supported elements of school to school partnership using a collaborative learning network approach.



How to connect with us



WWW.WESTPARTNERSHIP.CO.UK



/ WP_EDUCATION

Inverclyde
council

West
Dunbartonshire
COUNCIL

sustainable thriving achieving
East Dunbartonshire Council
www.eastdunbarton.gov.uk

East
Renfrewshire
COUNCIL

North
Lanarkshire
Council

Glasgow
CITY COUNCIL

Renfrewshire
Council

SOUTH
LANARKSHIRE
COUNCIL

NSEE
Network for Social & Educational Equity



THE WEST PARTNERSHIP • IMPROVEMENT PLAN 2021-22