South West

Educational Improvement Collaborative

Leasachadh Foghlaim
Co-obrachail an Iar-dheas

Excellence through collaboration
Sàr-mhathais tro cho-obrachadh

Regional Improvement Plan

Plana Leasachaidh Roinneil

September 2019
An t-Sultain 2019

Introduction and Rationale

Since the initial South West Educational Improvement Collaborative (SWEIC) plan was published on 31st January 2018, a significant amount of work has gone into progressing the four main work streams at the heart of the plan. The four main work streams in the initial plan were:

1. **Early Years: maintaining high quality experiences for children while delivering 1140 hours provision.**
2. **Broad general education: improving pace and challenge for learners through consistency in teacher professional judgements.**
3. **Closing the gap: sharing effective practice on the use of Pupil Equity Fund**
4. **Secondary: building leadership capacity to improve the learner journey.**

The South West Educational Improvement Collaborative remains committed to ensuring these work streams are the vehicle for building collaborative capacity across the south west. Our aim is to improve outcomes for learners by offering and facilitating peer to peer, school to school and authority to authority professional learning that is built upon collaboration without borders.

The South West Educational Improvement Collaborative approach is based on building capacity to lead learning at all levels and investing trust in the professional autonomy of head teachers and teachers. Our four local authorities have high expectations and high aspirations for all learners and staff and we aim to give all our children and young people an equal chance to make the most of their potential. This plan is a summary of ambitions and actions for the regional collaborative, where we aim to add value by continuing to work together over the next year, building on the work undertaken since January 2018.

We believe in the benefits of working in partnerships within a culture of collaboration. We believe that the most important decisions are made in the classroom and we expect professional excellence in our staff. We support this by building confidence and capacity in school leadership at all levels, by listening to parents, children and young people by empowering head teachers to make local decisions and by trusting professional judgements. This has been the basis for our approach as four local authorities to delivering

Curriculum for Excellence, GIRFEC and Developing the Young Workforce (DYW) and will continue as the South West collaborative. By working together, challenging each other and sharing what works, we will strengthen the 'middle' of our system. The interventions at regional level will aim to accelerate this agenda and therefore support the best chance of success in terms of outcomes for young people with a focus on closing the poverty related attainment gap and helping to achieve excellence and equity for all learners.

We recognise that the accountability for improvement remains with the local authorities and with the regional collaborative and our duties to secure better outcomes for our poorest and most vulnerable children remain our focus. To add value best to what we do, we will use our collected and extended evidence to challenge ourselves and each other while maintaining local flexibility on planning and quality assurance.

In 2015 the OECD published a review of schools in Scotland with one of the conclusions being that in order to take Curriculum for Excellence forward and build on what has already been accomplished, there was a need to strengthen professional leadership of Curriculum for Excellence 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. . . . . We believe in reinforcing the "middle" through fostering the mutual support and learning across local authorities, together with schools and networks of schools." (OECD, 2015, p.21).

The Scottish Government's response to the OECD review included a review of governance and the proposal to create regional improvement collaboratives. The proposals were set out in the Next Steps document and following negotiation between local and national government, agreement was reached which was set out in the Report of the Joint Steering Group published on 21st September 2017. The report of the Joint Steering Group set out guiding principles for all improvement collaboratives which the South West Educational Improvement Collaborative (SWEIC) endorses and is committed to achieving.

[1] OECD (2015) Improving Schools in Scotland: An OECD Perspective

The current plan sets out what we intend to achieve but recognises the full ambition of the collaborative will only be achieved over time. SWEIC take the view that the intention is to adopt a way of working that is based upon the OECD call for "a curriculum that is to be built by teachers, schools and communities, alongside a strengthened "middle" and clear system leadership" (OECD, p.16). By definition, collaboration cannot be imposed but needs to be nurtured and developed.

Our regional improvement collaborative will focus on the culture of learning, evidence from enquiry embedded into practice and the benefits of a common language. These are factors recognised as necessary to generate whole system change (Quinn and Fullan, 2017) . We also recognise that for this to be successful, teachers and leaders must be ready for change and be working within a culture of confidence and freedom to innovate.

The aim of our collaboration in the South West remains to deliver on the purpose of Curriculum for Excellence which is to ensure that all young people leave school education as successful learners, confident individuals, responsible citizens and effective contributors. At present however, the educational system is not consistently strong enough to mitigate the impact of deprivation and ensure that all young people achieve what they are capable of regardless of their background or circumstances. As a result, a consistent focus of SWEIC will be to raise the attainment of children and young people living in the most deprived circumstances.

We will monitor the progress we make on our priorities and commitments to make sure we are meeting what

we set out to do. Our authorities have all published Standards and Quality reports which set out what we know about education in the South West and the context in which our children and young people learn. Our standards and quality reporting tells us what we are doing well individually, and where we should look to improve collectively. This plan now sets out the actions we will take during the coming year and the performance measures which tell us how we know we are making a difference as an improvement collaborative.

Collaboration and Advantages in Scale

Our overall approach is rooted in our belief in the value of collaboration to improve outcomes which is supported by research evidence. Fullan and Hargreaves state:

> "Campbell and her colleagues make very clear that professional collaboration is one of the best investments a system can make, provided it is well-led, well-supported, and includes quality content. OECD countries that have higher rates of and stronger support for professional collaboration get stronger results. Collective efficacy – the shared belief among teachers that they can make a positive difference for all their students together – has one of the largest effect sizes of any improvement strategy and intervention."

Our longer term aim is to develop system leaders and embed a system leadership approach across the South West collaborative:

> "System leaders…understand that collective wisdom cannot be manufactured or built into a plan created in advance. And it is not likely to come from leaders who seek to "drive" their predetermined change agenda. Instead, system leaders work to create the space where people living with the problem can come together to tell the truth, think more deeply about what is really happening, explore options beyond popular thinking, and search for higher leverage changes through progressive cycles of action

[2] http://www.gov.scot/Resource/0052/00521038.pdf
[3] https://www.glasgow.gov.uk/councillorsandcommittees/viewSelectedDocument.asp?c=P62AFQDNDNNT812UZL
[4] Fullan, M. and Quinn, J. (2018) Coherence Making: Whole System Change Strategy in H.J. Malone, S. Rincon–Gallardo, & K. Kew, (eds) Future Directions in Educational Change. Social Justice, Professional Capital and Systems Change, London, Routledge.

and reflection and learning over time. Knowing that there are no easy answers to truly complex problems, system leaders cultivate the conditions wherein collective wisdom emerges over time through a ripening process that gradually brings about new ways of thinking, acting, and being." (Senge et al, 2015).

One major advantage of our regional collaborative arrangement relates to scale and the opportunities afforded through the significant breadth of our learning environments including rural schools. We intend to capitalise fully on the scale of the collaborative through working across local authority boundaries to facilitate:

• **peer to peer collaboration**
• **school to school collaboration**
• **region wide events including sharing of information and best practice**
• **developing region wide quality assurance activities.**

We aim to do this in partnership with the profession, including unions and professional associations. It is our aim to reduce unnecessary bureaucracy and in a context which respects the working time agreement.

National Priorities

As a regional improvement collaborative, we aim to deliver improvement through collaboration focused on delivering the National Improvement Framework priorities of:

1. **Raising attainment, especially in literacy and numeracy.**
2. **Closing the poverty related attainment gap**
3. **Improving children's and young people's health and wellbeing**
4. **Improving post-school destinations.**

The following single page represents a summary of South West Educational Improvement Collaborative Local Priorities and Outcomes.

5 https://learningforward.org/docs/default-source/pdf/BringingProfessionFullanHargreaves2016.pdf
6 Senge,P., Hamilton,H., & Kania, J. (2015) The Dawn of System Leadership, Stanford Social Innovation Review, Winter 2015, p.27-33.

Priority Focus	Priority Outcome 1	Why is This An Issue?	What Will We Do	Our Targets Are
Teacher Professionalism (NIF)	Improve attainment in the broad general education for all learners.	Teacher professional judgment data across the Broad General Education across the South West shows inconsistency	**Priority Workstream 1** Improve pace and challenge for learners by improving processes for planning learning, teaching and assessment in the BGE and by developing consistency in teacher professional judgements.	Improve the validity and robustness of attainment data for all cohorts assessed by achievement of Curriculum for Excellence levels.

Priority Focus	Priority Outcome 2	Why is This An Issue?	What Will We Do	Our Targets Are
Teacher Professionalism & Closing the Gap (NIF)	Improve attainment more quickly for children and young people who are most disadvantaged.	Almost all measures of attainment and engagement show a significant gap in outcomes between the most and least deprived children and young people.	**Priority Workstream 2** Share effective practice on the use of Pupil Equity Fund and strategies for closing the poverty related attainment gap (with a focus on rural poverty), further develop systems for tracking and monitoring pupil progress and measuring the impact of PEF.	Improve attainment, attendance, leaver destinations and reduce exclusions for the most deprived children and young people.

Priority Focus	Priority Outcome 3	Why is This An Issue?	What Will We Do?	Our Targets Are
Leadership (NIF)	To develop leadership capacity at all levels by inspiring and empowering educational leaders to improve outcomes for learners.	All education leaders should ensure the highest possible standards and expectations are shared across a school to achieve excellence and equity for all. By developing leadership capacity across the South West, we will be able to focus on where leadership action is delivering excellent outcomes for all learners.	**Priority Workstream 3** Build leadership capacity through opportunities for engagement, collaboration and reflection.	Raise attainment and engagement for all learners.

Strategic Approach and Priorities

As stated in the introduction, it is our aim to empower schools to lead improvement through investing in school leadership and through collaboration within and across local authority boundaries. As a result, this plan sets out our priorities as an improvement collaborative. The challenge will be both in practice and approach, the challenge from evidence to shape practice and a challenge to let go and allow head teachers and practitioners to take forward improvements as they meet local needs.

The National Improvement Framework sets out **six key drivers** for improvement which provide a focus and structure when we plan for improvement. School improvement; school leadership; teacher professionalism; assessing children's progress; parental engagement and performance information; are all factors that contribute to the quality of our education system. The links across these key areas are essential to enable continuous improvement.

It is our belief that head teachers and teachers are best placed to lead on school improvement, learner progress and parental engagement.

The initial major focus of our improvement collaborative therefore will be based on the following priorities:

1. **School Leadership**
2. **Teacher Professionalism.**

In addition, we will adopt the benefits of shared expertise and scale in data to maximise the impact

of the effective use of performance information. Leading to our third priority:

3. **Collaborative Scale.**

School Leadership

The quality and impact of leadership within schools – at all levels and roles.

Leadership is recognised as one of the most important aspects of success in any school. Leaders at all levels who are empowered, and who empower others to take ownership of their own learning, have a strong track record of ensuring the highest quality of learning and teaching. In turn, this helps to ensure that all children and young people achieve the best possible outcomes. Our aim is to develop greater collaborative leadership at system level across the South West by providing opportunities for leaders at different levels to work jointly on common problems and issues.

How will this help to achieve excellence and equity for all learners?

Highly effective leadership is central to ensuring the highest possible standards and expectations are shared across a school to achieve excellence and equity for all. Through developing leadership capacity at system level across the South West and, crucially, leadership of change, we will be able to focus on where leadership action is delivering excellent outcomes for all learners and closing the attainment gap through targeted interventions. We will also have evidence on the extent to which professional skills and competences of headteachers are being maintained and developed.

Teacher Professionalism
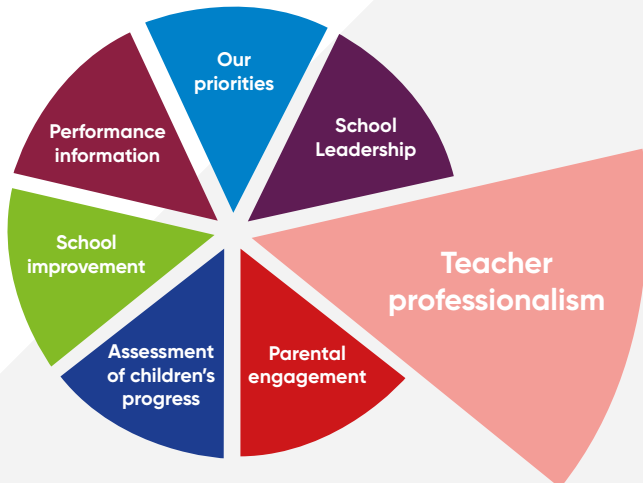
Teacher professionalism demonstrates the overall quality of the teaching workforce in Scotland and the impact of their professional learning on learners' progress and achievement.

The quality of teaching is a key factor in improving learning and outcomes. In Scotland we have a highly professional, graduate teaching workforce with high professional standards which are set by the General Teaching Council for Scotland (GTCS). We want to continue improving the professionalism of our teachers and the quality and impact of their professional learning. The focus is on teacher professionalism, but we recognise that many other professionals and partners contribute to children's and young people's learning and development, not least their parents and carers

How will this help to achieve excellence and equity for all children?

A strong link exists between teachers' professional skills and competences and the quality of learning experiences. Ensuring the highest professional standards for all teachers in the regional collaborative will help to ensure the highest standards and expectations for all children and young people. Consistent, well-moderated teacher professional judgement on achievement of Curriculum for Excellence levels in literacy and numeracy will help us to focus accurately on the difference in attainment between the most and least disadvantaged and take further action as a result. We want all teachers to develop as enquiring professionals who are highly

confident in the responsibilities of all relating to literacy, numeracy and health and wellbeing, using technology and data effectively to enhance learning and teaching, and ensuring equity. This is critical to ensuring the strongest possible progression in learning for all our children and young people.

Associated Collaborative Activities/Workstreams

To support these two priorities and the advantage of collaborative scale we have agreed four collaborative priority work streams in the first year of SWEIC which we intend to carry forward into the Phase 2 plan.

The areas of focused joint work are consistent with the National Improvement Framework priorities. It is our view that we should not simply replicate what each local authority is already doing. As previously indicated we are also of the view that, while these are the areas of priority focus, there will be additional areas where collaboration will take place. Additional collaborative work is likely to cluster around the four main work streams.

The senior officers leading each area have established task groups with representation from each of the local authorities in the SWEIC. The teams will also involve strategic partners as appropriate. The teams will contribute to the more detailed performance framework for the plan which will be developed by December 2018. Summary reports will also be prepared by the officers leading the work streams which will be reported to the Strategic Officers Group on a regular basis.
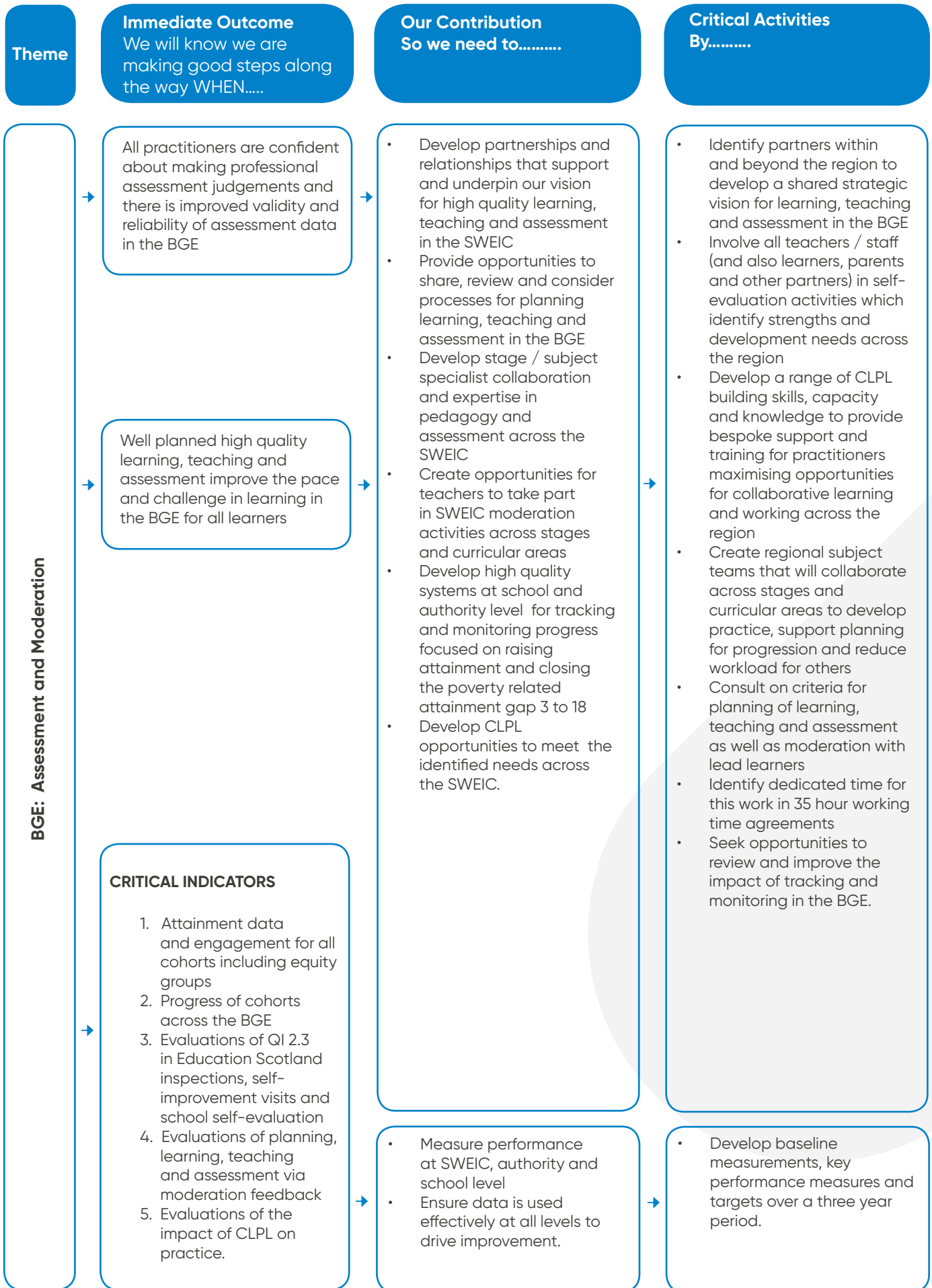
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Workstream Progress
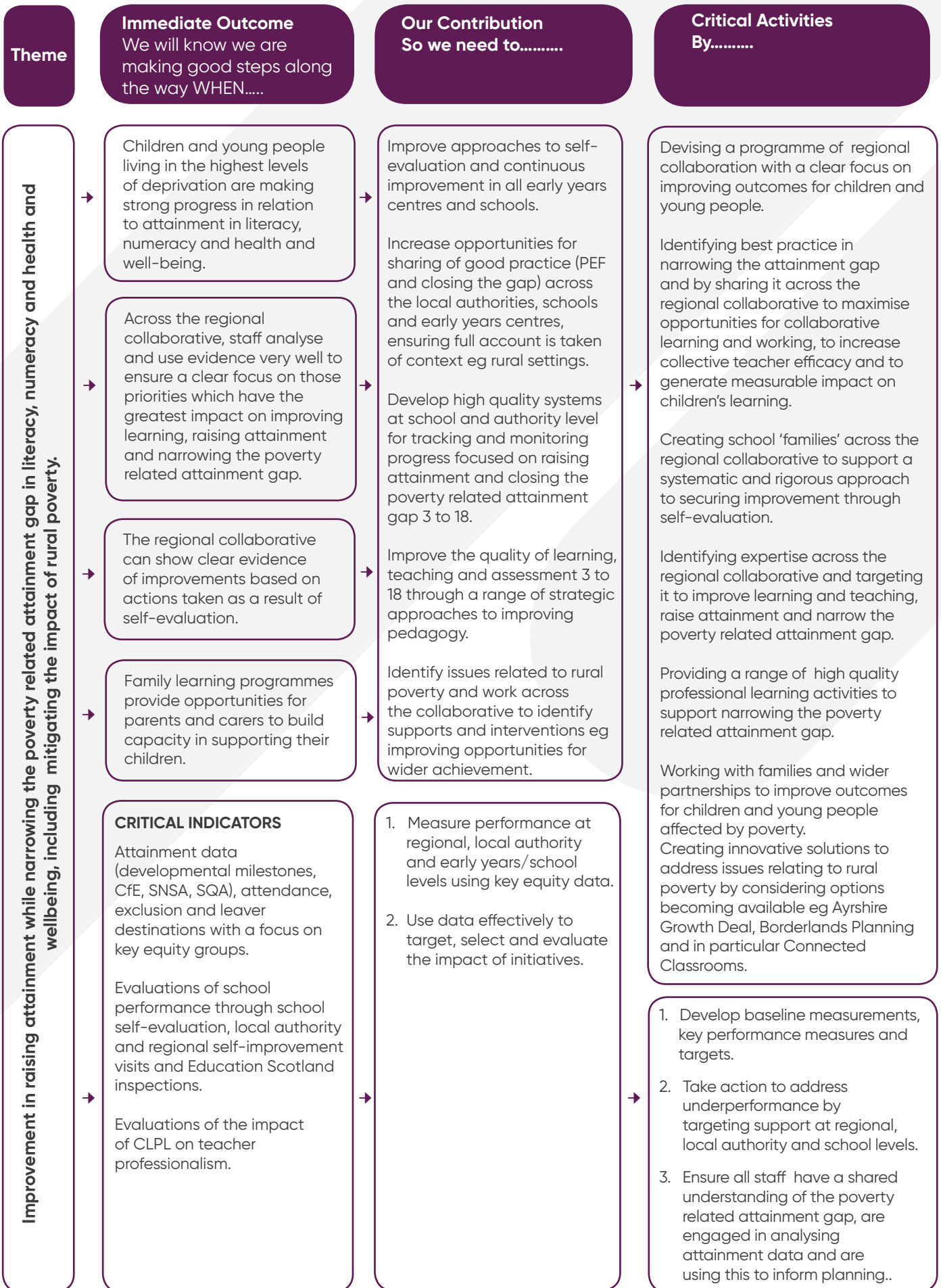## September 2018 – August 2019
High Level Action Plans

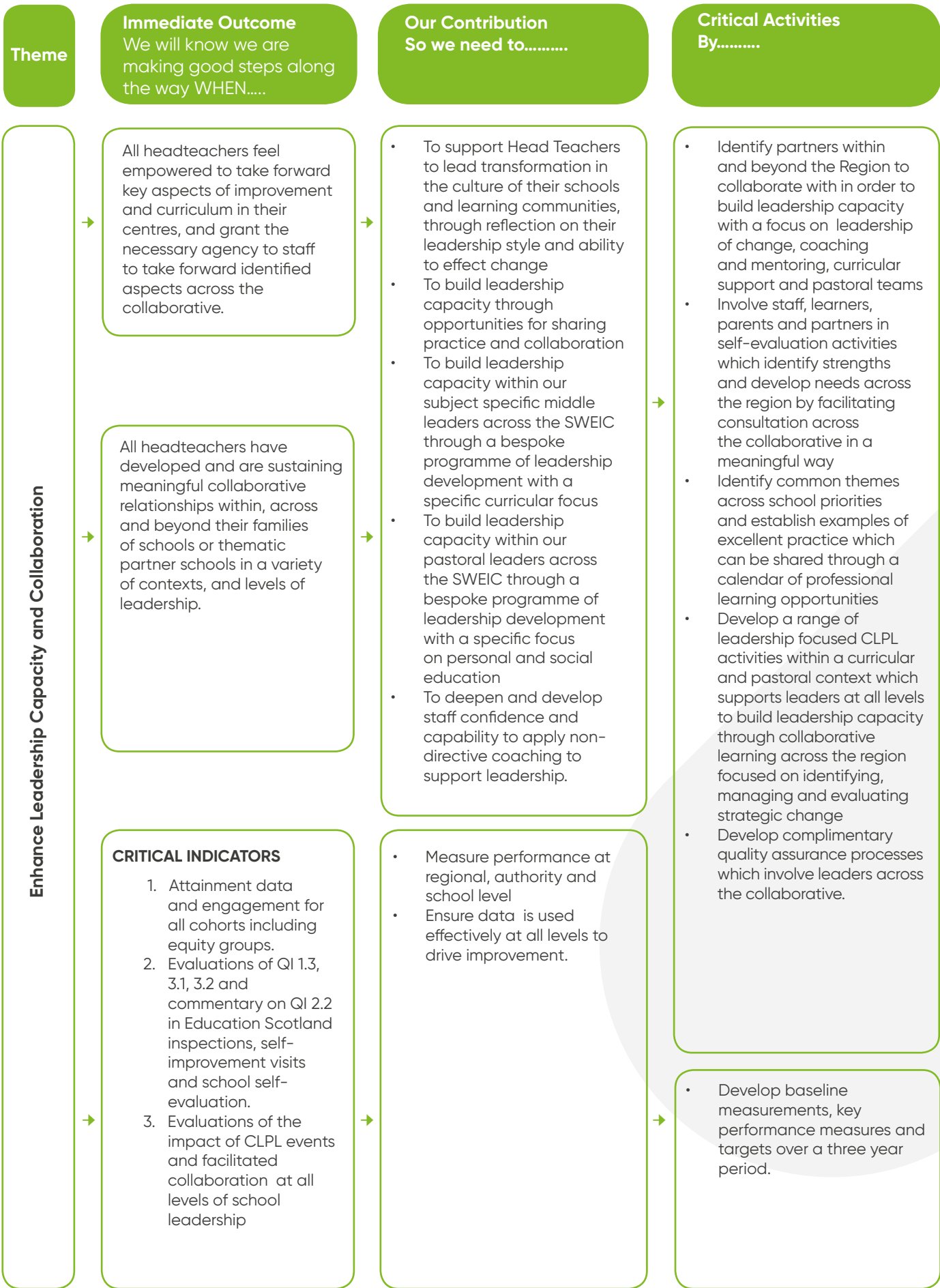| SWEIC Priority focus	Priority work streams	Progress: August 2018 – August 2019
Collaborative Scale	1. Early years: maintaining high quality experiences for children while delivering 1140 hours provision.	• An Early Years Literacy and Communication Conference was held in March, for all involved with early literacy, speech and language and communication, to share good practice in 'Understanding evidence based interventions in relation to early communication'. • In May, Strategic Officers agreed to incorporate the Early Years outcomes within the remaining three workstream plans.
Teacher Professionalism	2. Broad general education: improving pace and challenge for learners through consistency in teacher professional judgements (moderation of assessment).	• Having agreed on criteria for 4 stages of assessment within a level last session, all authorities piloted the use of the new levels during 2018/19. The 4 stages have now been reviewed and amendments have been agreed. • Head Teachers attended an Education Scotland/SWEIC event on Assessment and Moderation which articulated the national messages and shared good practice. • A QAMSO subject specialist moderation event was held in November 2018. • QAMSOs across the region have been consulted about a more strategic approach to moderation across the region and a bespoke programme will be developed. • Maths – over 100 numeracy leaders from across the SWEIC participated in a day of inspirational maths delivered by Mike Askew. Feedback was very positive and the event provided a successful launch for regional collaboration in maths. A SWEIC maths group has been formed to plan and deliver Bar Modelling CLPL across the 4 authorities. The SWEIC maths lead has met with colleagues from UWS to discuss collaboration in delivering maths input in ITE and NQT training.
Teacher Professionalism & Closing the Gap	3. Closing the gap: sharing effective practice on the use of Pupil Equity Fund and mitigating the impact of rural poverty.	• A primary rural schools event was held in November 2018, bringing together Head Teachers from across the region to share good practice in raising attainment and addressing particular challenges affecting rural schools, including the impact of rural poverty. • Planning, tracking and monitoring processes in the use of PEF have been shared by all authorities and work will continue to develop more consistent and robust processes to evaluate progress and measure and evaluate the impact of PEF . • SWEIC and the Scottish Government held a regional event focusing on 'A whole system approach to closing the attainment gap' in March. Over 200 participants including head teachers, local authority staff and partners heard keynote talks, attended presentations from schools and were consulted about the Phase 2 plan. • SWEIC's data analyst has created 22 'families' of schools using criteria from the Broad General Education Toolkit. Rural, small town and urban classification were used to create groups then refined by Free Meal Registration and Scottish Index of Multiple Deprivation. Primary Head Teachers met in May to collaborate with colleagues in their families of schools, focussing on data, improvement priorities and use of Pupil Equity Fund. • A primary Principal Teacher PEF event was held in June to facilitate collaboration within families of schools, develop analysis of data and share good practice in the use of PEF to close the gap.
Leadership	4. Building leadership capacity through opportunities for engagement, collaboration and reflection	• 54 Teachers across the region are taking part in Mindset Champion training offered by the Winning Foundation. • Newly appointed secondary Head Teachers in South Ayrshire have been matched with experienced Head Teachers across the region and a coaching and mentoring programme is being developed to support this. • Head Teachers from denominational schools held a conference in March collaborating on national professional learning, Developing in Faith and exploring equalities and inclusion in the context of a Catholic school. • Several Professional Learning opportunities have been offered by secondary schools across the SWEIC covering a range of priorities previously identified by Head Teachers. • Primary Head Teachers have identified a range of priorities that they wish to collaborate on with colleagues across the SWEIC.

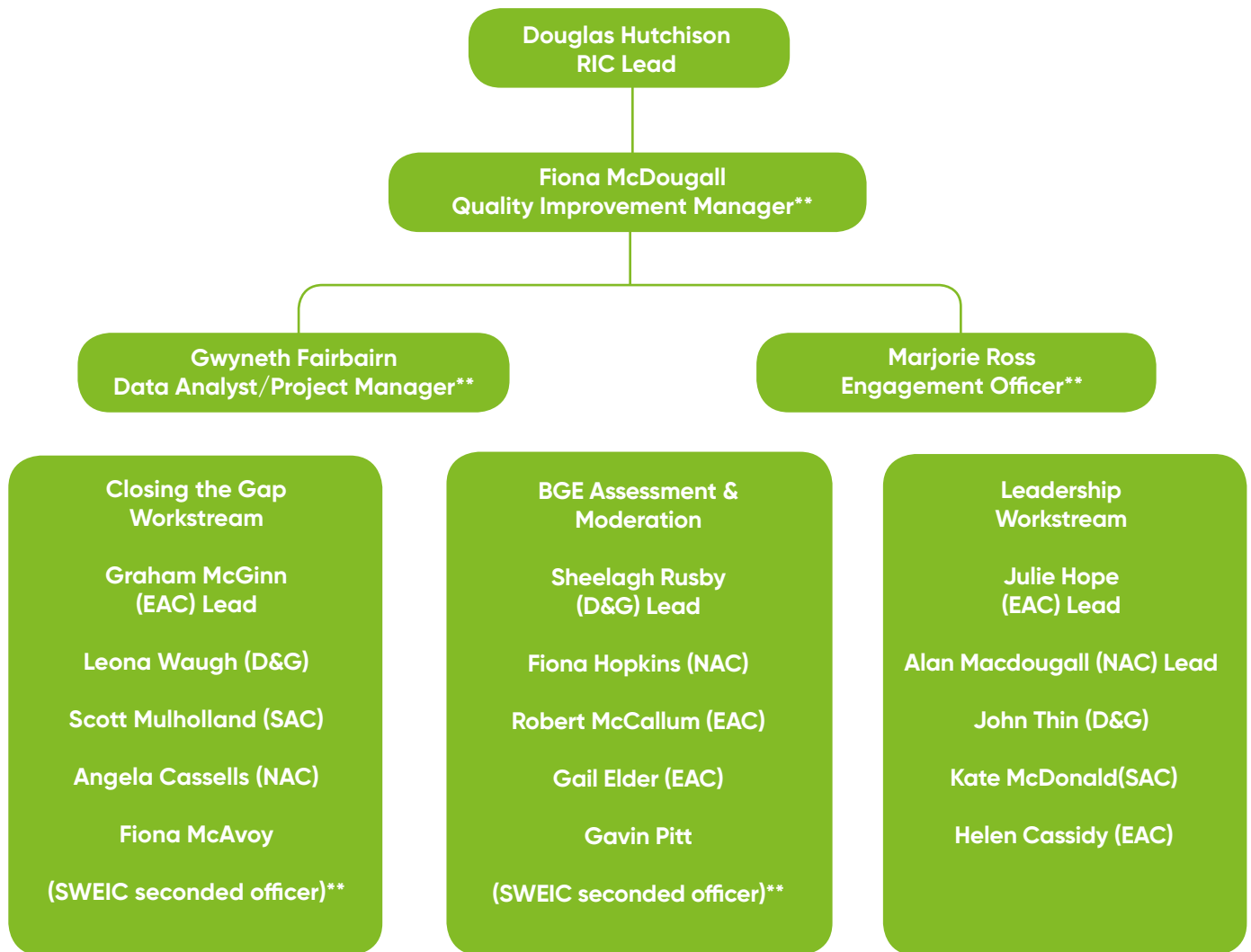|	
Additional Related Work	
Literacy	**A Balanced Approach to Primary One Literacy Pedagogy: – A Collaboration Between East Ayrshire and North Ayrshire Councils** This initiative aims to support Primary 1 practitioners across both local authorities to provide a high-quality literacy curriculum for all learners and ensures that foundation literacy skills are embedded. Early level pedagogy in P1 is currently experiencing a wealth of different advice around play-based learning; how practitioners can merge high-quality literacy and play will be a focus. Senior Managers; Literacy Managers, Principal Teachers from the North Ayrshire Council Professional Learning Academy, Scottish Attainment Challenge literacy teachers from both authorities, Early Years Head Teachers, Speech and Language Therapists and P1 practitioners have developed the programme of learning over a series of sessions during February to June 2019. 30 P1 teachers have signed up and have been matched in groups of 3 or 4 according to the profile of their schools. Following the launch day in September there will be 10 training days across session 2019-20. These training sessions will be followed up by the Delivery Team who can offer support including modelling, professional dialogue, team teaching.
Staffing	The Staffing group have met several times this session. The group have agreed protocol for SWEIC secondments and have supported secondments and temporary promoted posts being advertised across the region.
ASN	ASfL lead officers from each authority meet regularly to share good practice and expertise across the collaborative. The focus of meetings over the course of 2019-20 will be to share learning opportunities between services, in particular sharing interventions and strategies with all ASfL staff supporting learners.
ICT	The ICT Coordinators from all 4 authorities continue to work collaboratively to support each other. They regularly meet to share experiences and work together to develop & enhance the digital learning and teaching opportunities offered to support educators across the South West collaborative. In order to support the professional development of staff in STEM, and in particular Technology and Digital Learning, the Regional Digital Group submitted two STEM grant funding bids. One bid will support the creation of a practitioner network across the SWEIC. The network will raise awareness of careers requiring digital skills and support the upskilling of staff in digital skills through professional learning. The other bid will support the creation of a working group of practitioners across the regional improvement collaborative that will examine the Computing Science outcomes and experiences and develop 'what the learning will look like' guidance and a suggested resources list that will be shared with all practitioners in the South West. The group are currently liaising with partners such as XMA, Apple, Education Scotland and SMARTSTEM to facilitate both learner and educator events across the collaborative. These events will promote the use of digital learning across the curriculum, provide professional learning opportunities for staff and give our pupil digital leaders access to a range of technologies.
Psychological Services	A practice sharing event for all Psychologists across the collaborative was undertaken in January 2019. Areas of shared practice and opportunities for joint working were further explored. Opportunities to share and build on existing good practice will further be developed.
Community Learning and Development	Local Authority lead officers representing CLD have been meeting regularly as part of the CLD South West Network to share best practice; increase joint workforce development opportunities and help build relationships and joint understanding within the South West and evidence CLD Sector impact on key priority areas such as closing the poverty related attainment gap. A major success this year has been the inaugural workforce development event where 80 practitioners from local authority areas including some national bodies were able to connect around key priority areas including a specific session on developing a coaching approach. The next steps include involving wider CLD Partners within the network; helping to identify and facilitate practitioner workforce priorities and secure the role of CLD within the SWEIC.

Theme	Immediate Outcome We will know we are making good steps along the way WHEN.....	Our Contribution So we need to.........	Critical Activities By..........
BGE: Assessment and Moderation	All practitioners are confident about making professional assessment judgements and there is improved validity and reliability of assessment data in the BGE Well planned high quality learning, teaching and assessment improve the pace and challenge in learning in the BGE for all learners **CRITICAL INDICATORS** 1. Attainment data and engagement for all cohorts including equity groups 2. Progress of cohorts across the BGE 3. Evaluations of QI 2.3 in Education Scotland inspections, self-improvement visits and school self-evaluation 4. Evaluations of planning, learning, teaching and assessment via moderation feedback 5. Evaluations of the impact of CLPL on practice.	• Develop partnerships and relationships that support and underpin our vision for high quality learning, teaching and assessment in the SWEIC • Provide opportunities to share, review and consider processes for planning learning, teaching and assessment in the BGE • Develop stage / subject specialist collaboration and expertise in pedagogy and assessment across the SWEIC • Create opportunities for teachers to take part in SWEIC moderation activities across stages and curricular areas • Develop high quality systems at school and authority level for tracking and monitoring progress focused on raising attainment and closing the poverty related attainment gap 3 to 18 • Develop CLPL opportunities to meet the identified needs across the SWEIC. • Measure performance at SWEIC, authority and school level • Ensure data is used effectively at all levels to drive improvement.	• Identify partners within and beyond the region to develop a shared strategic vision for learning, teaching and assessment in the BGE • Involve all teachers / staff (and also learners, parents and other partners) in self-evaluation activities which identify strengths and development needs across the region • Develop a range of CLPL building skills, capacity and knowledge to provide bespoke support and training for practitioners maximising opportunities for collaborative learning and working across the region • Create regional subject teams that will collaborate across stages and curricular areas to develop practice, support planning for progression and reduce workload for others • Consult on criteria for planning of learning, teaching and assessment as well as moderation with lead learners • Identify dedicated time for this work in 35 hour working time agreements • Seek opportunities to review and improve the impact of tracking and monitoring in the BGE. • Develop baseline measurements, key performance measures and targets over a three year period.

Theme	Immediate Outcome We will know we are making good steps along the way WHEN.....	Our Contribution So we need to.........	Critical Activities By..........
Improvement in raising attainment while narrowing the poverty related attainment gap in literacy, numeracy and health and wellbeing, including mitigating the impact of rural poverty.	Children and young people living in the highest levels of deprivation are making strong progress in relation to attainment in literacy, numeracy and health and well-being.	Improve approaches to self-evaluation and continuous improvement in all early years centres and schools. Increase opportunities for sharing of good practice (PEF and closing the gap) across the local authorities, schools and early years centres, ensuring full account is taken of context eg rural settings. Develop high quality systems at school and authority level for tracking and monitoring progress focused on raising attainment and closing the poverty related attainment gap 3 to 18. Improve the quality of learning, teaching and assessment 3 to 18 through a range of strategic approaches to improving pedagogy. Identify issues related to rural poverty and work across the collaborative to identify supports and interventions eg improving opportunities for wider achievement.	Devising a programme of regional collaboration with a clear focus on improving outcomes for children and young people. Identifying best practice in narrowing the attainment gap and by sharing it across the regional collaborative to maximise opportunities for collaborative learning and working, to increase collective teacher efficacy and to generate measurable impact on children's learning. Creating school 'families' across the regional collaborative to support a systematic and rigorous approach to securing improvement through self-evaluation. Identifying expertise across the regional collaborative and targeting it to improve learning and teaching, raise attainment and narrow the poverty related attainment gap. Providing a range of high quality professional learning activities to support narrowing the poverty related attainment gap. Working with families and wider partnerships to improve outcomes for children and young people affected by poverty. Creating innovative solutions to address issues relating to rural poverty by considering options becoming available eg Ayrshire Growth Deal, Borderlands Planning and in particular Connected Classrooms.
	Across the regional collaborative, staff analyse and use evidence very well to ensure a clear focus on those priorities which have the greatest impact on improving learning, raising attainment and narrowing the poverty related attainment gap.		
	The regional collaborative can show clear evidence of improvements based on actions taken as a result of self-evaluation.		
	Family learning programmes provide opportunities for parents and carers to build capacity in supporting their children.		
	CRITICAL INDICATORS Attainment data (developmental milestones, CfE, SNSA, SQA), attendance, exclusion and leaver destinations with a focus on key equity groups. Evaluations of school performance through school self-evaluation, local authority and regional self-improvement visits and Education Scotland inspections. Evaluations of the impact of CLPL on teacher professionalism.	1. Measure performance at regional, local authority and early years/school levels using key equity data. 2. Use data effectively to target, select and evaluate the impact of initiatives.	1. Develop baseline measurements, key performance measures and targets. 2. Take action to address underperformance by targeting support at regional, local authority and school levels. 3. Ensure all staff have a shared understanding of the poverty related attainment gap, are engaged in analysing attainment data and are using this to inform planning..

Theme	Immediate Outcome We will know we are making good steps along the way WHEN.....	Our Contribution So we need to..........	Critical Activities By..........
Enhance Leadership Capacity and Collaboration	All headteachers feel empowered to take forward key aspects of improvement and curriculum in their centres, and grant the necessary agency to staff to take forward identified aspects across the collaborative.	• To support Head Teachers to lead transformation in the culture of their schools and learning communities, through reflection on their leadership style and ability to effect change • To build leadership capacity through opportunities for sharing practice and collaboration • To build leadership capacity within our subject specific middle leaders across the SWEIC through a bespoke programme of leadership development with a specific curricular focus • To build leadership capacity within our pastoral leaders across the SWEIC through a bespoke programme of leadership development with a specific focus on personal and social education • To deepen and develop staff confidence and capability to apply non-directive coaching to support leadership.	• Identify partners within and beyond the Region to collaborate with in order to build leadership capacity with a focus on leadership of change, coaching and mentoring, curricular support and pastoral teams • Involve staff, learners, parents and partners in self-evaluation activities which identify strengths and develop needs across the region by facilitating consultation across the collaborative in a meaningful way • Identify common themes across school priorities and establish examples of excellent practice which can be shared through a calendar of professional learning opportunities • Develop a range of leadership focused CLPL activities within a curricular and pastoral context which supports leaders at all levels to build leadership capacity through collaborative learning across the region focused on identifying, managing and evaluating strategic change • Develop complimentary quality assurance processes which involve leaders across the collaborative.
	All headteachers have developed and are sustaining meaningful collaborative relationships within, across and beyond their families of schools or thematic partner schools in a variety of contexts, and levels of leadership.		
	CRITICAL INDICATORS 1. Attainment data and engagement for all cohorts including equity groups. 2. Evaluations of QI 1.3, 3.1, 3.2 and commentary on QI 2.2 in Education Scotland inspections, self-improvement visits and school self-evaluation. 3. Evaluations of the impact of CLPL events and facilitated collaboration at all levels of school leadership	• Measure performance at regional, authority and school level • Ensure data is used effectively at all levels to drive improvement.	• Develop baseline measurements, key performance measures and targets over a three year period.

Workforce Planning 2019/20

Douglas Hutchison
RIC Lead

Fiona McDougall
Quality Improvement Manager**

Gwyneth Fairbairn
Data Analyst/Project Manager**

Marjorie Ross
Engagement Officer**

Closing the Gap Workstream

Graham McGinn (EAC) Lead

Leona Waugh (D&G)

Scott Mulholland (SAC)

Angela Cassells (NAC)

Fiona McAvoy

(SWEIC seconded officer)**

BGE Assessment & Moderation

Sheelagh Rusby (D&G) Lead

Fiona Hopkins (NAC)

Robert McCallum (EAC)

Gail Elder (EAC)

Gavin Pitt

(SWEIC seconded officer)**

Leadership Workstream

Julie Hope (EAC) Lead

Alan Macdougall (NAC) Lead

John Thin (D&G)

Kate McDonald(SAC)

Helen Cassidy (EAC)

Liz Candlish (SWEIC Early Years seconded officer supporting all workstreams) **

Additional Groups

Staffing: JohnThin (D&G); Carol Devoy (NAC); David Strang (SAC); Kenneth McNamara (EAC)

ASN: Scott Mulholland (SAC); Philip Gosnay (NAC); Julie Muir (EAC); Hew Smith (D&G)

Psychological Service : Carole Campbell (SAC); Nicola Stewart (EAC); Sam March (NAC); Linda Biggar (D&G)

ICT: Lynn Robertson (SAC); Gary Neilson (EAC); Rosslyn Lee (NAC); Anne Harkness (D&G)

CLD: Stephen Jack (D&G): Dot Grieve (EAC); Jamie Tait (SAC); Angela Morrell (NAC)

Early Years: Sarah Pye (SAC); Dorothy McAvoy (EAC); Rosie Smith (D&G); Yvonne Gallacher (NAC)

** Additional Funding requested for posts.

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Governance Arrangements
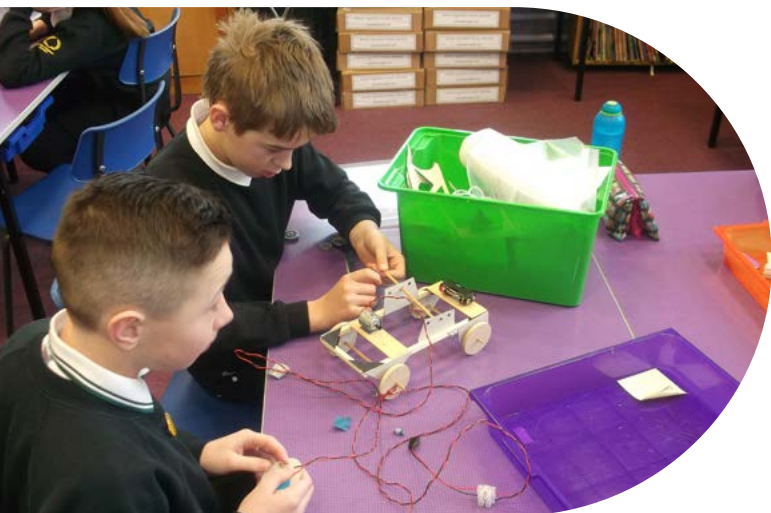
Chief Executive Officers: The regional lead officer (RLO) will report monthly to the Chief Executives at their regular monthly meeting. Chief Executives will take responsibility for political reporting arrangements and sign off of the plan in their own local authorities. The regional lead officer is line managed by the Chief Executive in whose authority the RLO works. The Chief Inspector of Education Scotland will be involved in signing off the annual plan and be updated on progress through the Education Scotland Senior Regional Advisor who is part of the Strategic Officers group. The Chief Inspector of Education Scotland may participate in the monthly Chief Executives' meeting.

The SWEIC plan focuses on educational provision. Local authorities and the Chief Executives will continue their oversight of the wider services for children and young people planning and delivery.

Annual accountability review: In addition to routine and regular oversight by the Chief Executives, an annual accountability review will take place involving relevant elected members from the constituent local authorities. The review will normally take place at the point where the plan is being evaluated and a revised plan submitted for the SWEIC.

Regional Lead Officer & Strategic Lead Officers Group: The regional lead officer will convene and chair a monthly meeting of the Strategic Lead Officers. The Strategic Lead Officers are ex officio the senior officer with responsibility for education in each of the four local authorities and the Education Scotland Senior Regional Advisor. The SWEIC Quality Improvement Manager will attend these meetings and report on progress. Other senior officers will be invited or nominated to attend by the relevant Strategic Lead Officer in the local authority as appropriate.

Task Groups: Officers with lead responsibility for specific aspects of the SWEIC plan will form task groups with appropriate membership from all four local authorities as well as relevant staff from Education Scotland and other strategic partners. Each task group will be supported by a seconded officer who will progress the activities as outlined in the plan.

Involvement by other bodies and individuals: The SWEIC Data Analyst will support collaborative approaches to improvement by providing and reporting on baseline performance data and analysis of data as required by the task groups. The SWEIC Engagement officer is responsible for engaging with young people, in particular those experiencing poverty in rural areas; engaging with partners including parents, young people, college and businesses as relevant to the task groups. The ex officio members of the Strategic Officers Group will ensure appropriate consultation within their local authority on the content of the SWEIC Plan. The relevant senior officer from each local authority will take responsibility for consultation, as appropriate, with the Local Negotiating Committee for Teachers and the Joint Consultative Committee. The RLO will consult with trade union representatives on a regular basis. Where the SWEIC is approached on matters not contained in the plan or outwith the stated priorities, these will be referred back to the constituent local authorities for action and will not be the responsibility of the SWEIC as a collaborative.

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Appendices

Appendix 1:
Profile of the South West and Performance Information

The SWEIC is made of four local authority areas, North, South and East Ayrshire and Dumfries and Galloway. Between them they cover an area of around 3,603 square miles in the South West of Scotland. The four authorities between them have a total population of around 520,000 representing approximately 10% of the population of Scotland. In addition to the main towns in each authority, there is a considerable rural area comprising smaller towns and villages which are served by a large number of smaller schools. The pupil population is just under 67,000 across 283 schools with a further 9,000 children in early learning centres. The pupil teacher ratio across the South West is 13:1 with 5,112 teachers in schools and a further 82 in early learning centres.

The distribution of relative deprivation varies widely between the four authorities as indicated by the Scottish Index of Multiple Deprivation. North Ayrshire has around 44% of pupils in deciles 1 and 2 of the SIMD while Dumfries and Galloway has around 10% in deciles 1 and 2. While East, North and South Ayrshire have a majority of pupils in Deciles 1–5 (68%, 71% &60% respectively), Dumfries and Galloway has 50%.

The following table shows the percentage of pupils distributed by SIMD decile in each of the SWEIC authorities.

Table 1: Percentage of pupils (primary, secondary and specialist sectors) by SIMD Decile 2018/19

	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10
D&G	5.5	4.2	8.5	17.7	14.5	24.0	9.6	6.3	4.0	5.6
East	12.9	21.5	10.9	12.6	9.7	5.9	6.0	8.1	8.5	3.8
North	16.9	26.8	11.8	9.9	5.9	6.6	6.9	5.7	7.8	1.8
South	8.6	10.3	9.8	16.6	14.8	9.1	3.0	9.5	9.8	8.6

Source: Scottish Government, Pupil Census Supplementary Tables 2018/19

Table 2: 27–30 Month Child Health Checks 2017/18

	Percent Reviewed	Percent No Concerns	Percent Any Concerns
D&G	94.4	81.4	16.2
East	94.1	72.0	20.5
North	95.8	74.3	18.7
South	93.0	74.5	16.8

Source: ISD (27m_Tables_Apr19) Table 2.2: Summary of development by Local Authority

Table 3: Attainment across the BGE (December 2018)

	P1	P4	P7	P1,4,7 Combined	S3(L3+)	S3(L4+)
D&G						
Reading	79	78	79	79	91	43
Writing	79	70	71	73	91	40
Listening and Talking	88	85	84	86	91	45
Literacy	73	67	68	69	88	34
Numeracy	85	74	74	77	88	55
East						
Reading	74	62	68	68	87	47
Writing	74	57	61	64	85	41
Listening and Talking	83	70	73	76	90	47
Literacy	67	53	56	59	83	37
Numeracy	82	59	63	68	90	60
North						
Reading	81	78	80	79	92	56
Writing	79	72	73	74	92	54
Listening and Talking	87	86	86	86	93	59
Literacy	77	70	71	72	91	47
Numeracy	85	77	77	80	92	57
South						
Reading	83	78	80	80	95	63
Writing	84	79	78	80	90	55
Listening and Talking	93	87	88	89	91	56
Literacy	81	77	76	78	89	51
Numeracy	93	83	81	85	91	48
Scotland						
Reading	81	77	79	79	90	53
Writing	78	72	73	74	89	51
Listening and Talking	87	85	84	85	91	55
Literacy	75	69	70	71	87	46
Numeracy	85	76	75	78	89	56

Source: Scottish Government published tables – Achievement of Curriculum for Excellence (CfE) Levels 2017/18 (Tables 10.1–10.5)

Table 4: Quantifying the gap – Percentage point difference between Quintile 1 and Quintile 5 achieving expected CfE levels

	P1	P4	P7	P1,4,7 Combined	S3(L3+)	S3(L4+)
D&G						
Reading	10	14	11	12	17	38
Writing	10	22	13	15	12	35
Listening and Talking	11	17	16	15	13	31
Literacy	10	23	14	15	19	29
Numeracy	16	19	14	16	13	33
East						
Reading	24	33	25	26	14	37
Writing	16	32	30	25	14	33
Listening and Talking	17	26	32	24	11	31
Literacy	26	33	32	30	16	32
Numeracy	14	27	29	22	11*	35
North						
Reading	16	16	14	15	5*	20
Writing	19	10	21	16	4*	22
Listening and Talking	11	21	13	13	3*	15
Literacy	20	16	21	18	5*	21
Numeracy	13	22	19	14	4*	28
South						
Reading	18*	16	11	15	16*	39
Writing	20	18	18	18	16	37
Listening and Talking	8*	9	10	9	15*	32
Literacy	25	19	19	21	20	34
Numeracy	8*	15	15	11	13	44

Source: Scottish Government published tables – Achievement of Curriculum for Excellence (CfE) Levels 2017/18 (Table 11)
* Shows where data has been published in bands due to small numbers, therefore are approximate value

The values in the table above represent the difference between the percentage of pupils in Quintile 1 and Quintile 5 achieving expected levels shown as percentage points. In this area a smaller value is better. The greatest gaps are shown to be for S3 pupils achieving Fourth Level.

Table 5: Percentage achieving Literacy and Numeracy at Level 4&5 (All Leavers) 2018

	Lit L4	Lit L5	Num L4	Num L5	L&N L4	L&N L5
D&G	94	76	90	66	89	63
East	94	79	91	70	90	68
North	96	84	88	70	88	69
South	96	85	93	73	92	72

Source: Insight Leaver Data

Table 6: Average (Total) Tariff Points by SIMD Quintile (All Leavers) 2017

	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	Gap (most and least deprived)*
D&G	582	696	910	968	1083	+86%
East	602	770	919	1164	1221	+103%
North	701	853	976	1105	1251	+79%
South	865	804	996	1107	1229	+42%

Source: Insight Leaver Data

Table 6b: Average (Complimentary) Tariff Points by SIMD Quintile (All Leavers) 2018

	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	Gap (most and least deprived)*
D&G	445	532	672	703	792	+78%
East	452	576	668	839	879	+95%
North	521	616	710	805	911	+75%
South	473	582	711	808	884	+87%

Source: Insight Leaver Data

*The gap is calculated here by subtracting Q1 from Q5 and calculating the difference as a percentage of the total for Q1. Therefore, for example, young people in Quintile 5 in D&G, on average, achieved 78% greater tariff points than those at Quintile 1.

Total Tariff Points are shown which gives an average of all of the best attainment for pupils. Complimentary Tariff points are also shown as they are based on the densest 120 SCQF Credit Points allowing a better comparison between cohorts undertaking different numbers of qualifications.

Education Scotland Inspections 2016–2019

	1.3 Good or better	2.3 Good or better	3.1 Good or better	3. 2 Good or better
ELC	18/29 (62%)	19/32 (59%)	19/29 (66%)	21/33 (64%)
Primary	16/28 (57%)	21/35 (60%)	17/28 (61%)	26/43 (61%)
Secondary	4/5 (80%)	5/7 (71%)	3/5 (60%)	7/8 (88%)

From August 2016 until June 2019, 33 ELCC settings, 48 primary schools and 8 secondary schools have been inspected in the SWEIC. Analysis shows that in ELCC settings and in primary schools the highest evaluated quality indicator was 3.1. In secondary schools the highest evaluated quality indicator was 3.2. The lowest evaluated quality indicator in ELCC

was 2.3 and in primary, 1.3. Based on the analysis of key strengths and areas for improvement in the Summarised Inspection Findings published by Education Scotland, schools across the SWEIC would from a focus on assessment and moderation through the broad general education.

Appendix 2:
Summary of Current Local Authority Planning

Table 7: Current Priorities Identified in Local Authority Improvement Planning

Dumfries and Galloway	
Raising Attainment	• Excellence and Equity groups to continue to identify key themes to raise attainment in literacy and numeracy • Support high quality professional learning for staff at all levels with a particular focus on literacy and numeracy • Continue to provide bespoke support in relation to 'Closing the gap : Literacy and Numeracy' • Continue to work in partnership with speech & language therapy to support the Talking, Listening and Questioning (TLQ) programme • As part of literacy further progress the Education Authority's language 1+2 implementation • Support establishments to become more data literate to include further support and development around use of INSIGHT , the BGE Benchmarking Toolkit and using SNSA as a diagnostic tool for improvement • Continue to work with stakeholders to embed the Dumfries and Galloway Raising Attainment Strategy • Support and improve approaches to assessment and moderation and in particular place a greater emphasis on planning • Further develop progress and achievement module in line with the SWEIC BGE workstream and broaden the range of schools using it on SEEMIS • Continue to develop early years education to ensure strong foundations in literacy and numeracy
Closing the Gap	• Continue to work with stakeholders to embed the Dumfries and Galloway Raising Attainment Strategy • Excellence and Equity groups to continue to identify key themes to support closing the gap work in relation to literacy ,numeracy and health and wellbeing • Support high quality professional learning for staff at all levels with a particular focus on literacy and numeracy • Continue to provide bespoke support in relation to 'Closing the gap : Literacy and Numeracy' • Support establishments to become more data literate particularly around analysis, identify gaps and measure the impact of interventions • Expand early years provision in line with 1140 hrs implementation plan / further promote access to ELCC for eligible 2yr olds / implement PEEP programme to support parental engagement in areas of deprivation • Implement LAC raising attainment plan • Proportionately support and challenge schools in using PEF to improve outcomes for disadvantaged learners • Implement parental involvement and engagement strategies • Further build capacity of staff to create strong outcomes and measure intervention impact • Further develop training programme for ELCC staff • Develop a model for tracking, monitoring and profiling children's progress through early learning • Restructure and realign central supporting learners' resource to prioritise the needs of the most vulnerable children. • Progression pathways in senior phase to ensure equity and opportunity for all • Roll out Better Relationships Better Learning programmes

Health and Wellbeing	• Excellence and Equity HWB group to continue to research strategies to increase mental wellbeing and promote nurture • Develop emotionally based nonattendance protocols in partnership with CAMHS to support young people • Development of a digital health intervention – roll out • Increase the numbers of ELC practitioners trained in the Solihull approach • Extend active schools programme delivery to include nutrition and health • Undertake the national HWB census • Working with Respect Me and parent councils develop parents understanding and knowledge of positive behaviours. • Multi agency project with NHS to share 27- 30month assessment data / streamline personal plans • Development of individual school anti bullying policies • Develop Police Youth Engagement Officer partnership / replicate with the Fire and Rescue Service • Develop a bereavement support framework • Launch Multi agency 'incidents involving weapons' Schools guidance
Positive Destinations (Curriculum)	• Develop understanding and knowledge of SCQF framework • Implement Dumfries and Galloway Senior Phase strategy • Support high quality professional learning of all staff with a focus on embedding employability skills within the curriculum • Improve use of data to evaluate the effectiveness of post school pathways • Review specific data around looked after young people, care experienced and ASN to access suitable training and learning opportunities • Support high quality professional learning in STEM for staff • Continue to develop D and G STEM partnership work and provide bespoke support to schools and practitioners • Further develop and support schools with regards wider curricular opportunities for personal achievement • Support schools to ensure a focus on skills as a key element of learning and teaching • Support schools embed career education standard 3 – 18 • Work collaboratively with a wide range of partners to audit and improve senior phase provision.
Leadership	• Further use of self-evaluation to measure the impact of participation in the range of leadership development opportunities • Ensure an integrated and consistent approach to teachers' professional learning and leadership development • Implement an authority approach to coaching and mentoring to build capacity amongst leaders at all levels • Improve communication with leaders at all levels in relation to leadership development opportunities locally and nationally
Improvement	• Strengthen strategic leadership to support and challenge continuous improvement through a self-improving system of collaborative reviews • Continue to support school use of improvement methodology to plan, carry out and measure impact of interventions • Develop and support use of BGE Benchmarking Toolkit • Continue to support use of Insight Senior Phase benchmarking tool • Support schools in delivering digital literacy • Support schools to begin implementing relational approaches such as Nurture, Restorative, Solution Focused approaches and the compassionate and connected classroom • Review and implement volunteer policy • Build staff capacity to more effectively engage with HGIOS? 4 and HGELCC ? • Develop and implement Better Relationships Better Learning • Work with national parent organisations to identify opportunities for effective and meaningful collaboration for improvement

East Ayrshire Council	
Raising Attainment	• All centres will have a continued focus on literacy and numeracy outcomes for all young people using effective pedagogy. • Work within the SWEIC to provide CLPL opportunities to develop teacher professionalism and understanding of effective formative assessment strategies to support centres to work with the moderation framework to ensure a consistent approach to high quality learning, teaching and assessment. • Ensure centres interrogate a wide range of data, including the SNSA, to make reliable and consistent judgements about learners' progress and achievement, to affect interventions and progression • Ensure all young people have the opportunity to gain certification with literacy and numeracy qualifications linked to the SCQF at the point of leaving school at a level commensurate with ability. • Support centres to continue to develop approaches to DFS whilst encouraging centres to work towards the next level of accreditation. • Provide CLPL to ELCC practitioners to further develop skills and expertise • Work with ELCCPs and Primary 1 teachers to further develop consistent high quality approaches to delivering literacy and numeracy experiences reflecting the latest research in early years pedagogy and play to support the early level.
Closing the Gap	• All centres will be supported in the implementation of the Scottish Attainment Challenge plan • Continued focus on developing and embedding strategies to support the development of speech, language and communication skills in young children • Ensure that PEF is effectively targeted to improve outcomes for learners • Monitor the progress of spend and evaluate the impact of PEF spend and share practice accordingly. • Provide a strategic approach to parental and learner engagement to ensure that are empowered to support their children to achieve their potential • Staff supported to interrogate and analyse their data to identify progress and areas for early intervention • Provide CLPL opportunities to ELC practitioners to further develop skills and expertise in the workforce during the expansion programme.
Health and Wellbeing	• Implement the HWB policy and Mental Wellbeing Framework • Support centres to develop awareness and usage of locality health information to inform HWB curriculum in all sectors • Embed the Relationships Framework across education groups and centres • Improve practices to support Young Carers • All centres to implement actions aligned to SG Child Poverty Plan "Every Child, Every Chance". • Facilitate arrangements for the free provision of sanitary items within and outwith school term • Increase number of centres accredited for SportScotland Awards • Develop digital learning and intelligence to support safer practices online • Audit community engagement activities and seek to increase opportunities as appropriate • Promote more effective working relationships between and within centres and also across partnership services towards creating wellbeing hubs. • Begin review against Vision 2030+ • Embed regular, progressive, curriculum-led outdoor learning for all learners • Provide strategic direction and guidance in respect of the forthcoming HWB national surveys for SG for first use in Aug 2019 • Ensure that all staff are trained to identify signs of neglect and act upon these timeously • All centres recognised at Bronze level for Rights Respecting Schools Award.

Positive Destinations (Curriculum)	• Provide all learners with opportunities to develop digital skills to meet current and future skills gaps in emerging technologies • Support centres to register for the Digital Schools Award. • In partnership with employers, Ayrshire College and SDS, raise awareness of Foundation Apprenticeships and the wider apprenticeship family for teachers, learners and parents/carers and increase the number of young people undertaking these pathways. • Across all stages increase the range and number of vocational programmes, opportunities for wider achievement and work placements in line with the work placement standard, illustrating learner journeys from primary school to college to include growth sectors such as the expansion to 1140 hours within Early Years • Continue to implement and embed the Career Education Standard. • Increase the number and range of council services directly engaging with centres and providing work-based learning opportunities that develop the employability skills of young people. • All centres will work with stakeholders to develop or refresh their curriculum rationale to ensure that there is a clear focus on SLLW and that the curriculum offer is relevant to the context of the centre and its community.
Leadership	• Develop staff wellbeing via planned programme of educationally-accessible events and ensure all staff are inducted effectively into our centres via production of a corporate welcome and learning pack • All centres and education service to improve levels of communication to enable increased staff awareness of strategic direction.
Improvement	• Senior leaders and education centre staff will be actively engaged in a programme of Learning Visits to support centres with their self-evaluation against national standards outlined in HGIOS4/HGIOELC/HGIOS(YP) • All centres will continue to ensure that high quality learning and teaching is a priority area of focus by implementing EAC Teaching and Learning Policy and other national programmes, practitioner enquiry and academic research.

North Ayrshire Council	
Raising Attainment	• Launch revised learning and teaching strategy along with frameworks and initiatives to support numeracy and literacy learning across all establishments. • Continue to support practitioners from all sectors through the work of the Professional Learning Academy in literacy, numeracy and pedagogical practice. • Develop high quality, evidence-based approaches to support the attainment of learners within our ASN schools • Establish a North Ayrshire BGE STEM Strategy Team through which our work on the national RAISE programme will be incorporated and a North Ayrshire STEM framework will be devised. Opportunities for a network of practitioners to forge strong, working partnerships across schools, neighbouring authorities, businesses, Universities and organisations will be promoted. • Provide CLPL support for teachers and Early Years Practitioners in the effective delivery of the 1+2 national agenda. • By October 2019 we will be delivering the 1140 expanded hours in 15 local authority establishments and are on course to meet the requirements in all of our establishments by August 2020. • Utilise the NAC Standard Design Brief (2018) to continue to create high quality learning environments encompassing indoor and outdoor learning and nurturing spaces. • Develop an Outdoor Play Strategy to support Early Years Practitioners in providing excellent learning and development opportunities. • Deliver continuous professional development in Early Years to ensure excellent learning and development experiences for toddlers and young children using the indoor and outdoor environments.

Closing the Gap	• Contribute to the SWEIC Closing the Gap Workstream to promote effective collaboration across schools and educational authorities to ensure our focusing on the poverty related attainment gap is at the centre of our work. • Through the use of Scottish Attainment Challenge (SAC) and Pupil Equity Funding (PEF) resources, we will provide a targeted approach to professional learning programmes which have a specific focus on strengthening practitioner approaches to reducing the poverty related attainment gap in education establishments. • Work with identified partners to provide increased opportunities for care experienced young people & other identified learners who are experiencing significant barriers to learning to achieve and attain to their full potential. • Work collaboratively with school staff and parents at all stages to develop and implement a new Parental Engagement Strategy, which reflects the NIF priorities and Scottish Government's Learning Together Goals. • Continue to deliver and extend the range of family learning opportunities available using our Programmes of Intervention menus. • Establish a Family Learning Network within the authority to share good practice, build capacity and ensure sustainability with a variety of partners • The Family Learning Team will establish strong links and relationships with schools, families, communities, parent / family volunteers and relevant partners to enhance the provision of family learning
Health and Wellbeing	• Develop and implement a coherent mental health strategy and intervention framework • Embed and extend nurturing approaches to advance inclusion.
Positive Destinations (Curriculum)	• Support schools to ensure that all secondary classroom teachers understand all routes to employment and that each of those routes is valued equally. • Work in partnership with DYW regional group to ensure that employers are willing to offer placements and/or employment to young people with ASN. • Support schools to use the national standards in Career Education, Work placement and 3.3(HGIOS4) to self-evaluate their practice & identify next steps
Leadership	• Implement a revised leadership development framework to increase opportunities and support for practitioners at all levels to develop leadership skills. • Establish a network of coaches & appropriate training opportunities to facilitate capacity building and establish a coaching culture. • Provide a range of opportunities to support practitioners at all levels to develop skills in identifying, facilitating, managing & evaluating strategic change.
Improvement	• School and parents will work collaboratively to set improvement priorities through a variety of approaches including parent focus groups. • Conduct a full review of Devolved School Management (DSM) scheme. • Implement a fully revised Quality Improvement Framework which enhances school empowerment. • Further enhance participatory budgeting approaches in education establishments.

South Ayrshire Council	
Raising Attainment	• Introduce target setting with children and young people at Broad General Education (BGE) • Continue to create opportunities for staff to moderate their professional judgement of achievement of a Curriculum for Excellence Level • Introduce the SEEMiS tracking/reporting module and review the number of stages of progress within a level and the criteria associated with each. • Implement the literacy strategy to raise attainment • Implement the numeracy strategy to raise attainment • Continue to embed the Making Thinking Visible strategies to improve pace and challenge in learning • Develop use of a range of assessments, including Scottish National Standardised Assessments to support learning and teaching and teacher judgements in CFE • Increase the availability of evidence based parenting support and family learning • Continue to expand early learning services in line with legislation and Scottish Government Policy to provide high quality early learning and childcare age 2–5 years • Develop and implement a Digital Learning Strategy to support learning and teaching in schools
Health and Wellbeing	• Promote regular physical activity • Develop guidance for schools to support the monitoring and tracking of children and young people's health and wellbeing • Continue to revise planning and assessment processes in Personal Social Education/Health and Wellbeing within the Broad General Education in schools • Develop Senior Phase Personal Social Education/Health and Wellbeing • improve the recording and reporting of bullying incidents in school • Work towards gaining the LGBT Education Services charter • Implement our Children's Mental Health and Wellbeing action plan • Further develop enhanced nurture provision • Increase awareness of staff knowledge and understanding of Adverse Childhood Experiences (ACE) • Develop staff knowledge and understanding of attachment theory • Continue to support schools to progress Rights Respecting Schools accreditation
Closing the Gap	• Improve planning for interventions and tracking and monitoring of targeted groups (including those in deciles 1–2, care experienced) through the Pupil Equity Fund • Develop the role of virtual school Head Teacher to support improved outcomes for care experienced children and young people • Monitor and evaluate the impact of unified senior phase to increase personalisation, relevance and choice for the lowest achieving young people • Continue to improve early intervention approaches to support the development of children under 5 years • Continue the action research project in partnership with the Centre for Excellence in Scotland (CELCIS) to improve outcomes for care experienced children and young people • Pilot the assessment and intervention framework for looked after children and evaluate impact • In partnership with the Champions' Board, develop a Schools' Champions' Board to give care experienced children and young people a voice in the decisions that affect them • Develop additional support for learning CLPL hubs to support inclusion • Identify and fulfil statutory duty to Young Carers through Team Around the Child • Identify good practice and develop guidance in relation to transition within the attainment challenge schools to ensure young people experience a seamless transition.

Positive Destinations (Curriculum)	• Continue to develop practitioners' knowledge and understanding of the Careers Education Standard (CES) and embed in the learning experiences of children and young people in all establishments • Promote effective employer engagement • Develop and implement Early Years Apprenticeship Programme • Continue to develop South Ayrshire Skills Academy to broaden the range and scope of flexible curriculum opportunities to ensure positive destinations for young people • Develop enhanced support for Care Experienced Young People through the transition from school and into post-school support • Continue to develop partnerships that increase the number and range of opportunities for young people to develop a variety of skills and vocational based learning • Increase the opportunities for young people such as modern apprenticeships, foundation apprenticeships and work placements through the development of our Developing the Young Workforce Activity
Leadership	• Implement refreshed PDR for staff • Continue to develop leadership capacity at all levels
Improvement	• Develop and implement CLPL Strategy to include improvements to professional update and approaches to enquiry based learning.

Appendix 3:
Summary of consultation responses and engagement in developing the regional improvement plan

We are committed to ensuring that stakeholders from across the South West are consulted and have the opportunity to engage with the work of the collaborative.   As the workstreams progress, the task groups will continue the process of engagement and consultation with relevant partners and stakeholders who are likely to be involved in the focused activity of the groups.

Consultations/engagement of stakeholders September 2018- August 2019
- November 2018   QAMSO and subject specialist moderation event.*
- November 2018   Professional learning - Visible Learning, Stewarton Academy
- November 2018   Rural Schools Primary Head Teacher Event *
- January 2019   Psychological Services Event
- March 2019   Catholic Schools Head Teacher Event
- March 2019   SWEIC Regional Conference *
- March 2019   Early Years Language and Communication Practitioners event *
- April 2019   Mike Askew Inspirational Maths Event.
- May 2019   Families of Schools Head Teachers Event
- May 2019   Professional Learning Day, Dumfries Academy
- June 2109   Professional Learning – Parental Engagement, Loudoun Academy
- June 2019   Primary Principal Teacher PEF Event *
- June 2019   QAMSO Strategic Planning Day
- June 2019   SWEIC Officers and Workstream Strategic Planning and Review Day
- June 2019   SWEIC Newsletter Consultation

*Evidence from these engagement events follows.
Engagement event:
3rd and 4th level QAMSO and Subject Specialist Assessment and Moderation Event 1st November 2018

3rd and 4th level QAMSOs worked alongside subject specialists from across the SWEIC, sharing existing good practice and approaches to moderation. Elizabeth McGuire, Education Scotland, provided an overview of the national QAMSO programme, the Moderation Cycle, the Moderation Hub and looked at holistic assessments. QAMSOs from each authority presented workshops on 'Making Robust Judgements', 'Evaluating Assessment Evidence of Literacy and Numeracy from Other Areas of the Curriculum', 'Embedding Literacy and Numeracy Across Learning' and 'Moderation of Achievement of a Level in Literacy and Numeracy'.

	Evaluation of the Event	Agree	Disagree
1	I have valued and benefitted from the opportunity to take part in professional dialogue with colleagues in other schools/authorities today about learning, teaching and assessment	100%	
2	I have a better understanding of why we need to plan learning, teaching and assessment at the same time in a holistic way.	86%	14%
3	I have a better understanding of how to use the concept of breadth when deciding if a pupil has achieved a Level	72%	28%
4	I have a better understanding of how to use the concept of challenge when deciding if a pupil has achieved a Level	74%	26%
5	I have a better understanding of how to use the concept of application when deciding if a pupil has achieved a Level	78%	22%
6	I now have a better understanding of what is involved in effective moderation	88%	12%

Comments:

- A very worthwhile event which I hope will be the first of many. It would be very useful to have subject specific day with a representative from each school. This would be beneficial as we have many one person departments.
- I feel that discussion with other subject specialists has provided strategies which best meet the assessment and moderation criteria.
- I have a much better understanding of holistic moderation and will now take that back to improve moderation in all areas within my dept.
- Good to see different approaches/methods from the authority partners/collaborative.
- Excellent event with plenty of great examples of numeracy and literacy used in different authorities.

Having reflected on the activities and workshops today, what are you going to do next to ensure that today has an impact on your practice and that of your department?

- Literacy and numeracy coordinators creating opportunities to work with others in different subjects to share effective practice in relation to the responsibilities of all.
- Use DM time to feedback to my own faculty. Use planning documents to review current BGE. Use position of subject leader to lead moderation activities across the authority.
- Request time for networking. Go back to my planning/LI/SC and work forward from there, planning the process leading to assessment.
- I will e-mail several PTs about their moderation, as well as the QAMSO's. I am looking to implement more robust moderation procedures in the Faculty – especially as I have more than one subject. I also need more ideas to promote literacy across the school and have gained several ideas.
- Ensure that I continue to take advantage of collaborative events. Ensure that staff in school are still aware of the support I can provide.
- Encourage departmental staff to actively seek out roles and opportunities within the school and authority.
- Look at the planning of moderation within my own faculty. I have made link with some staff from other authorities – share examples of good practice. Adopt/Evaluate my current courses to include opportunities for greater moderation

Engagement event:
Rural Schools Primary Head Teachers Event, 22nd November 2018.

60 head teachers from all categories of rural schools across the South West gathered at Dumfries House to share good practice and address particular challenges associated with rural schools and shared headships.

Feedback and next steps from the event included:

Evaluation of the rural school event		
	Agree	**Disagree**
I have valued and benefitted from the opportunity to take part in professional dialogue with colleagues in other schools/authorities today.	100%	0%
The group discussions helped to identify common issues facing rural schools and possible solutions.	100%	0%
The keynote speakers covered topics relevant to my context.	100%	0%
The workshops were informative and relevant to my context.	97%	3%

Selection of Comments
- Today was a balance between learning new things, reflecting on current/past practice and feeling reassured that we have a good direction of travel.
- Worthwhile and valuable time spent sharing views and ideas.
- Good to hear initiatives/drivers of other authorities.
- The smaller group with generally similar/shared experiences was really valuable.
- A well planned and worthwhile event. More please!
- Particularly enjoyed shared headship workshop.
- Good to gain an understanding of the variance in terms of rural school settings by talking to colleagues.
- I think the most beneficial aspect of today is the networking aspect, meeting with like-minded people.

Having reflected on the activities and workshops today, what might you do next to ensure that today has an impact on your practice and that of your school?

- I have noted comments and questions to take to my staff team, but noted how confidently some schools talk/know their strengths – we need to get better at this too.
- Read more on sustainability.
- Providing a time to get together again but allow more time for professional dialogue which I think was extremely beneficial.
- Build relations with schools in other authorities and in different geographical areas.
- Be more innovative with funding application.
- Dedicated strategic time.
- Look at parental involvement again.
- More collegiate working with all staff across cluster, families, etc. including team based planning.
- Further opportunities to meet and discuss solutions to some of the challenges we face.
- Making links with other schools in similar circumstances has been invaluable – future meetings organised already!

How can we further promote collaboration between rural schools?

- Would really like my teaching staff to get opportunities to collaborate across rural schools. Could schools link for shared events? Could pupils make links – using technology to communicate?
- Similar events – interactive and practical.
- Glow – sharing good practice.
- Future events for PTs etc.
- Set up networks. More opportunities to work in small groups with comparative schools. Especially larger (200 and above) rural schools.
- Would like to see commitment to 3/4 similar focussed events each year and collaborative families.
- Themed events focusing on one or two challenges.
- More networking/sharing good practice events.
- Very difficult, but this time away from school has clearly been of benefit to all in attendance.

Engagement event:
SWEIC and the Scottish Government held a regional event focussing on 'A whole system approach to closing the attainment gap' on the 8th March.

During the day Head Teachers and partners in attendance were consulted on next steps for collaborative working. A summary of feedback follows:

Workstream Priority - Improve attainment more quickly for children and young people who are most disadvantaged.
What collaborative thinking, planning and activities will help us to achieve our outcomes?

- Work in families of schools across the RIC
- Ensure collaboration at all levels, HT/DHT/PT/CT/EYP/SA and provide opportunities to meet and visit other establishments
- Share knowledge, evidence based practice, issues and solutions
- Share Professional Learning opportunities across the RIC eg pedagogy, subject areas, supporting ASN.
- Use of technology to share and communicate
- Have a consistent approach to data gathering and provide support to schools to analyse data
- Share family learning.

Workstream Priority – Ensure children benefit from the highest quality of early learning and child care.
What collaborative thinking, planning and activities will help us to achieve our outcomes?

- Cross sector working across the RIC – early intervention is the key
- Sharing good practice on transition
- Focus on the poverty related gap/ vocabulary gap
- Professional Learning for Early Years leaders.

Workstream Priority - To develop leadership capacity at all levels.
What collaborative thinking, planning and activities will help us to achieve our outcomes?

- Share good practice across the RIC
- Remove HTs from teaching complement, allow opportunities to work outwith school to allow quality development work without operational distractions, planned time for strategic thinking
- Ensure a culture of collaboration is developed at school, local authority and regional level
- Create collaborative reviews across local authorities involving HTs and other staff
- Thematic groups to work together
- Professional Learning opportunities – share inservice days, share resources on Glow, organise a SWEIC Learning Festival
- Build in SWEIC Family HT meetings into the annual calendar.

Workstream Priority - Improve attainment in literacy and numeracy through the BGE for all learners.
What collaborative thinking, planning and activities will help us to achieve our outcomes?

- Concern over quality of new entrants to the profession and numbers being trained.
- Concern over rural areas accessing Professional Learning (distance/time); sustainability when trained staff move on, capacity to train new staff
- Focus on learning, teaching and assessment
- Continue moderation across the RIC. QAMSOs should meet across the RIC
- Share good practice/learning together – build capacity. Arrange events for all staff – HT/DHT/AMF/ QAMSO. Professional Learning Academy accessed across RIC.
- Focus on transitions

Engagement event:
'Understanding Evidence based interventions in relation to early communication', 18th March 2019.

An Early Years Literacy and Communication event was held for staff involved with early literacy, speech and language and communication to share good practice in delivering interventions to support early communication. Participants included staff from education, health and psychological services. Feedback included the following comments:

- The market place was a very worthwhile opportunity to see lots of great work in progress. I would love to get out to see nurture at NAC and "Get wee people talking" at EAC in practice
- There is a lot of practical support offered to families in each authority
- I enjoyed the opportunity to find out about how other services/areas are approaching the same issues that we are facing
- It was good to make connections
- It is interesting that we are all working on the same or similar aims. There is definitely scope to collaborate across LA's more
- People are using data better to focus and evaluate improvements
- There was lots of passion and dedication in the room
- It was very good to hear the national perspective from Speech and Language Therapy
- There are lots of high quality interventions at a local level
- It would be good to find a way to communicate information better with early years centres regarding 27-30 month assessment.

Engagement event:
Families of Primary Schools Head Teachers Event, 8th May

Primary Head Teachers collaborated with colleagues within their families of schools, analysing school data, identifying common improvement priorities and sharing their use of Pupil Equity Fund (PEF). Head Teachers made arrangements to visit each other's schools, share good practice and work collaboratively on shared priorities.

Evaluation of the Event:

Do you feel that schools at your table are appropriate comparator schools for your context?	Strongly Agreed	Agreed	Disagree	Strongly Disagreed
"Similar size, contexts and data" "Some more so than others" "Mostly rural"	29%	61%	10%	0%
How useful did you find the keynote talk on QI 3.2 Raising Attainment and Achievement?	I learned a lot	I learned more than expected	I learned a little	I learned nothing new
"It was reassuring that cognisance is taken of the difficulty tracking in small schools with small numbers and the need to track individuals."	56%	34%	10%	0%
	Extremely useful	Quite useful	Not very useful	Not useful at all
How useful was the Data Pack and the Evaluative Activity?	33%	57%	10%	0%
"It was a good starter for attainment conversations and school issues."				
How useful did you find the discussion around the A3 Family Data Sheet?	34%	56%	10%	0%
"Each HT knew and could share the back story for the data."				

Feedback on the event:

I was able to network and meet representatives from schools throughout the region.
It gave an insight into other practice.
Enabled discussions around looking outwards.
Really beneficial in creating a supportive network to enhance practice.
Collaboration was the key
I enjoyed the opportunity to meet new HTs and have professional dialogue together.
We have arranged a family meeting early next session to collaborate further.
Worthwhile - I can see this group working together

Most commonly occurring improvement themes:
- Tracking attainment/ wider achievement
- Approaches to / use of PEF/ measuring and recording use of PEF
- Interventions (research based)
- Quality learning & teaching/ pedagogy
- Assessment and Moderation
- Family Learning
- Use of data
- Sharing pupil profiles
- Transitions
- Nurture
- Concrete/Pictorial/Abstract Maths
- Writing approaches
- Outdoor Learning
- Pupil Voice

What next?
- Identify experienced, strong Head Teachers to share their experiences with others.
- Sharing good practice days –constructed around a Q.I. or emerging theme.
- Glow – share policies, programmes, paperwork and film events.

Engagement Event:
Primary Principal Teacher PEF Event, 12th June 2019, The Bridge, Dumfries.

Over 100 Principal Teachers attended this PEF event and had the opportunity to attend presentations and workshops from other schools across the region sharing the impact of interventions, networking with colleagues within their family of schools and analysing and discussing attainment data.

When asked how useful attendees had found the Keynote Talk on Q.I.2.3 49% said they had learned a lot and a further 29% said they had learned more than expected.

Feedback included the following comments:

This has given me a much better understanding of the Q.I. and provided excellent ideas for approaches to achieving this QI.

This talk will be very useful for preparation for inspection and to mentor probationers and for staff development.

It was great to hear directly from HMIe. There was a lot to take in but good to see what the actual priorities are.

60% found their seminar extremely useful and a further 27% found their seminar quite useful.

Feedback on seminars included the following comments:

Fantastic practical ideas to use in my school with young people. Very passionate presentation.

Ian was incredibly passionate about the work that has gone on within his school. This has given me many ideas to take forward to my own school.

Today made me feel like my school was using PEF effectively as well as showing other ideas that are relevant and worth considering for my own school.

Appendix 4: Performance Information

1.0 Insight Comparison Data

2.0 Curriculum for Excellence reported levels - Comparison Data

3.0 National Improvement Framework – SWEIC data and Stretch Aims

4.0 Local Government Benchmarking Framework Comparisons

1.0 Insight Comparison Data

This first section considers the data from the national dashboard measures which looks at data for all pupils who leave school in that year after either S4, S5 or S6.

1.1 National Benchmarking Measure: Leaver Initial Destinations

This national measure looks at the percentage of school leavers in a positive destination approximately 3 months after leaving school (i.e. initial destination). Chart 1 below gives over 4 years, values for SWEIC and shows national average as a comparison.

The chart shows that for the most recent 2017/18 results, overall national average has increased slightly from the previous year as has SWEIC overall.

% School leavers in Positive Destination
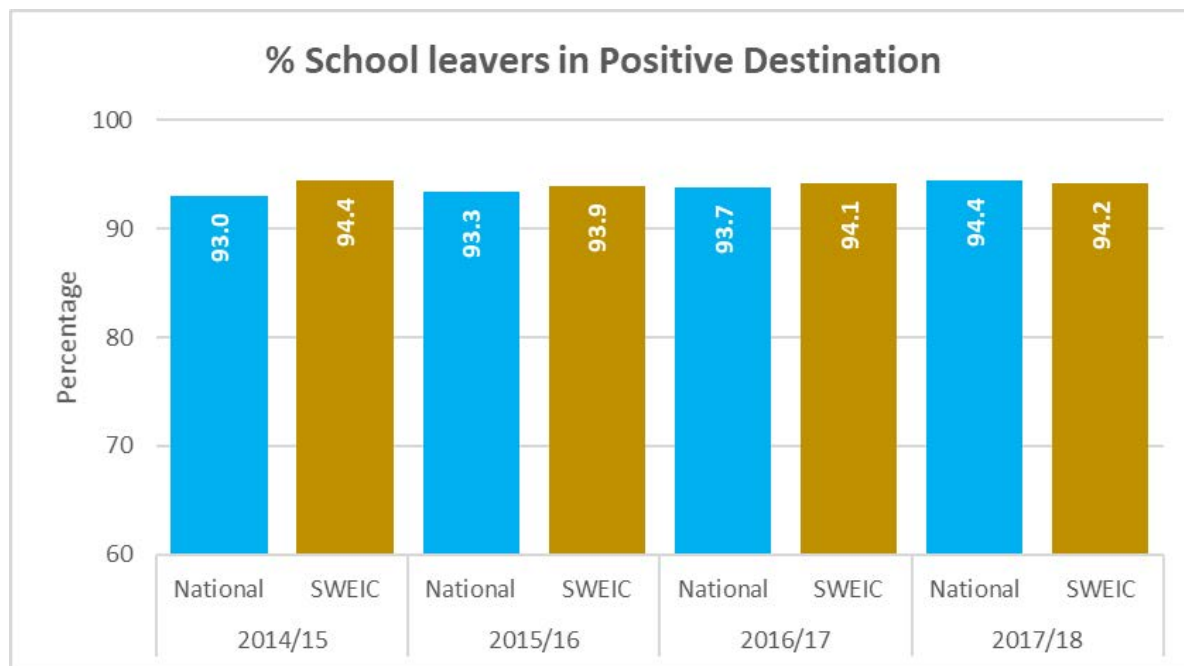
Leaver Initial Destinations: identifying gaps

Table 1 shows data for SWEIC with national as comparator for initial positive destinations by **SIMD quintile**. This shows a positive increase over time for quintiles 1 and 5 and a reducing gap between quintile 1 and 5 over the 3 years shown.

Year	Establishment	% Q1 Leavers in a Positive Destination	% Q2 Leavers in a Positive Destination	% Q3 Leavers in a Positive Destination	% Q4 Leavers in a Positive Destination	% Q5 Leavers in a Positive Destination	% diff between Q5 and Q1 over time
2016	SWEIC	89.4	93.6	95.0	96.5	96.6	7.2
	National	88.7	92.1	94.1	95.3	96.6	7.9
2017	SWEIC	90.5	93.9	95.4	96.4	97.1	6.6
	National	89.6	92.2	94.7	96.0	96.6	7.0
2018	SWEIC	92.2	93.0	94.1	96.6	97.8	5.6
	National	90.4	93.3	95.1	96.3	97.2	6.9

This gap is shown in chart 2 to demonstrate visually with national values shown as a comparator.
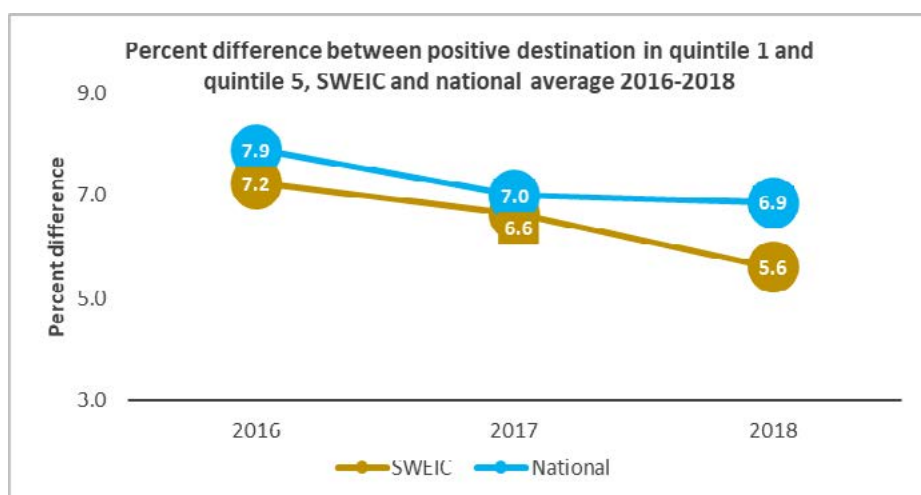
Additional Support Need pupils make up a significant percentage of the cohort and therefore the information in table 2 has been shown with national comparator values for the identification of any gap for ASN leavers in positive destinations.

Year	Establishment	% ASN Leavers in a Positive Destination	% Not ASN Leavers in a Positive Destination	% diff between ASN/Not ASN over time
2016	SWEIC	87.2	95.8	8.6
	National	88.6	94.7	6.1
2017	SWEIC	88.8	95.8	7.0
	National	89.4	95.2	5.8
2018	SWEIC	88.3	96.4	8.1
	National	90.4	96.0	5.6

Percent difference between positive destination for ASN/not ASN, SWEIC and national average 2016-2018
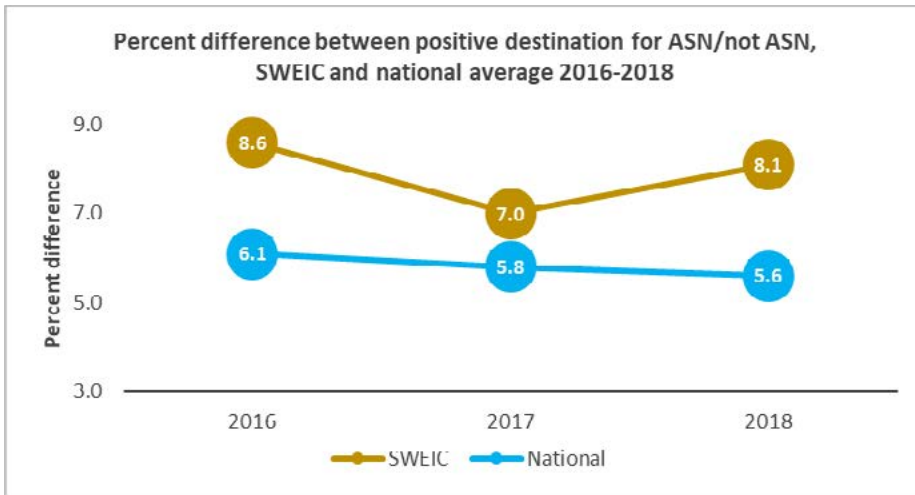
The gap as identified in table 2 is shown here graphically and although the gap has reduced over the 3 years shown, it is higher than the previous year and is higher than national average.

Gender differences in initial positive destinations are also shown in table 3 with national averages as comparator.

Year	Establishment	% of Male Leavers in a Positive Destination	% of Female Leavers in a Positive Destination	% diff between Male and female
2016	SWEIC	92.9	94.9	2.1
	National	92.4	94.3	1.9
2017	SWEIC	93.7	94.6	0.9
	National	92.8	94.7	2.0
2018	SWEIC	93.4	95.0	1.7
	National	93.3	95.5	2.2

Percent difference between positive destination for Gender, SWEIC and national average 2014-2018
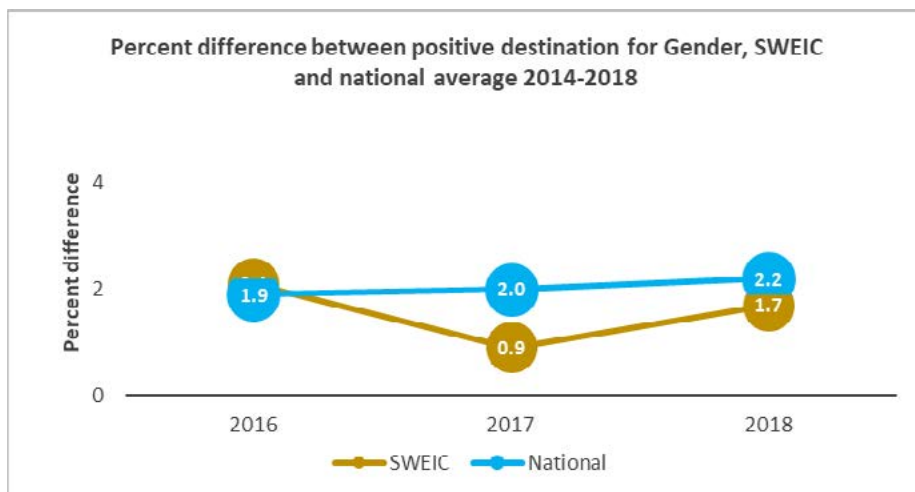
As shown in chart 3 the differences in gender show a smaller gap with a higher % of female pupils in initial positive destinations in all values with SWEIC values over time reducing below national average.

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Leaver Initial Destinations: destination type

This table shows over time and segmented by SIMD quintile the % of pupils in each destination recorded. The cells have been coloured to emphasise the difference in destination by quintile which are most evident in further and higher education. The following chart takes the most recent 2018 values into a stacked chart to further demonstrate the differences in initial destinations for young people in the different quintiles.

Quintile	Year	% Activity Agreement	% Employed	% Further Education	% Higher Education	% Not known	% Training	% Unemployed Not Seeking	% Unemployed Seeking	% Voluntary Work	Number in Cohort
Q1	2014	2.2	15.7	46.0	21.0	0.0	5.6	2.0	7.3	0.1	1212
	2015	1.7	17.8	47.4	21.4	0.2	4.1	1.1	6.1	0.3	1184
	2016	1.9	16.4	45.9	20.9	0.1	4.3	1.5	9.1	0.0	1156
	2017	2.0	17.1	46.0	21.8	0.1	3.0	1.9	7.6	0.5	1395
	2018	2.5	16.4	45.8	23.6	1.0	3.2	1.1	5.8	0.6	1223
Q2	2014	0.9	17.9	34.9	33.1	0.1	3.9	1.6	7.4	0.3	1371
	2015	1.4	17.8	39.7	30.3	0.4	3.7	1.2	5.4	0.1	1399
	2016	1.6	19.0	37.5	33.5	0.2	2.0	1.1	5.1	0.1	1326
	2017	1.3	21.5	33.4	35.2	0.2	2.4	1.2	4.7	0.0	1280
	2018	1.6	24.4	35.3	29.5	1.2	1.9	1.2	4.6	0.3	1304
Q3	2014	0.6	21.2	27.6	39.8	0.2	2.2	1.0	6.9	0.6	1263
	2015	0.9	21.7	31.4	39.6	0.6	1.7	0.7	3.1	0.3	1270
	2016	0.9	22.2	27.7	42.9	0.2	1.0	1.1	3.7	0.3	1190
	2017	0.9	21.5	27.8	43.5	0.6	1.3	0.8	3.2	0.5	1265
	2018	0.7	22.0	29.3	40.0	1.0	1.6	1.0	3.9	0.7	1161
Q4	2014	0.2	22.6	23.9	48.0	0.2	0.8	0.6	3.2	0.4	990
	2015	0.2	20.2	25.0	49.3	0.2	0.9	0.6	3.4	0.3	1011
	2016	0.2	20.5	21.1	53.3	0.3	0.8	0.7	2.4	0.6	953
	2017	0.4	20.1	24.9	49.9	0.1	0.7	1.3	2.2	0.5	768
	2018	0.7	21.5	22.1	51.4	0.7	0.6	1.2	1.5	0.4	730
Q5	2014	0.2	14.1	21.7	59.7	0.2	0.7	0.5	2.5	0.5	608
	2015	0.4	13.3	19.3	62.1	0.3	0.4	0.6	3.0	0.6	678
	2016	0.5	17.3	17.6	59.4	0.0	1.5	0.5	2.9	0.3	648
	2017	0.2	15.5	19.0	61.3	0.0	0.5	0.8	2.1	0.6	657
	2018	0.3	18.5	19.6	58.7	0.3	0.2	0.2	1.8	0.5	622

Leavers in 2018 by SIMD Quintiles and Percent in each Destination
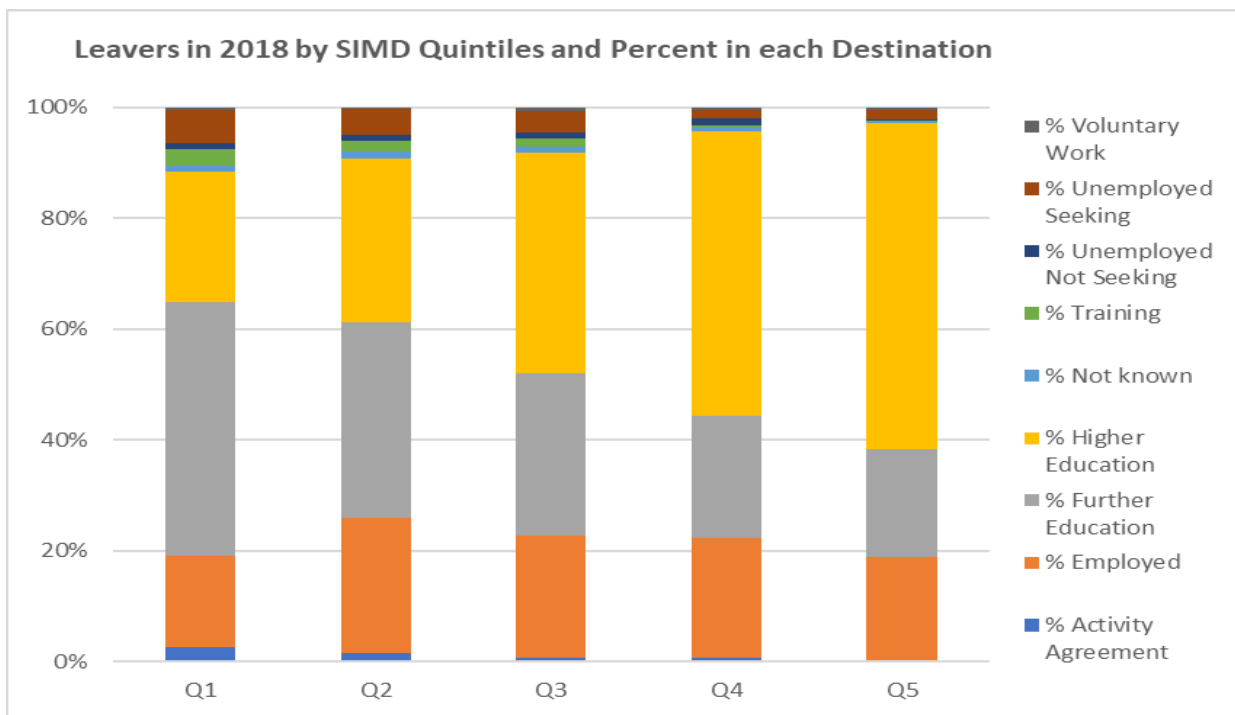
Leaver Initial Destinations and Follow-up Destinations (SG Statistical Datasets)

The initial destinations data provide information on the outcomes for young people approximately three months after leaving school (first Monday in October) while the follow-up data provides information on the outcomes of young people approximately nine months after leaving school (first Monday in April), if pupils stay to the end of the academic year. The following tables show by destination, the percentages of leavers in each destination at initial and follow-up in 2017/18 for SWEIC and also for national average for comparison. In both tables there are drops in positive destinations, most notably from higher and further education and increases in young people in employment.

SWEIC	Positive Destin-ation	Higher Educa-tion	Further Educa-tion	Training	Emplo-yment	Volun-tary Work	Activity Agree-ment	Unem-ployed Seeking	Unem-ployed Not Seeking	UnKnown
Initial Destinationl	94.2%	37.3%	%32.7	1.7%	20.7%	0.4%	1.3%	3.9%	0.8%	0.9%
Follow up Destination	93.2%	35.5%	%28	1.9%	26.2%	0.3%	1.0%	3.7%	1.3%	1.7%
Difference	-1.0%	-1.8%	-4.7%	0.2%	5.5%	0.1%	-0.3%	0.2%	0.5%	0.8%

National	Positive Destin-ation	Higher Educa-tion	Further Educa-tion	Training	Emplo-yment	Volun-tary Work	Activity Agree-ment	Unem-ployed Seeking	Unem-ployed Not Seeking	UnKnown
Initial Destinationl	94.4%	41.1%	26.5%	2.1%	22.7%	0.7%	1.2%	3.8%	1.3%	0.4%
Follow up Destination	93.2%	39%	22.7%	1.9%	28.3%	0.6%	0.9%	3.9%	1.9%	1.1%
Difference	-1.2%	-2.1%	-3.8%	0.2%	5.6%	-0.1%	-0.3%	0.1%	0.6%	0.7%

1.2 National Benchmarking Measure: Improving Attainment for All

2018 Data

Improving Attainment for All
Average Total Tariff Points SWEIC and National (2018)

	Lowest 20%	Middle 60%	Highest 20%
■ National	164	857	1848
■ SWEIC	169	817	1790

2017 Data

Improving Attainment for All
Average Total Tariff Points SWEIC and National (2017)

	Lowest 20%	Middle 60%	Highest 20%
■ National	172	842	1830
■ SWEIC	179	837	1821

2016 Data

Improving Attainment for All
Average Total Tariff Points (2016)

	Lowest 20%	Middle 60%	Highest 20%
■ National	170	838	1822
■ SWEIC	176	823	1781

2015 Data

Improving Attainment for All
Average Total Tariff Points (2015)

	Lowest 20%	Middle 60%	Highest 20%
■ National	168	823	1834
■ SWEIC	178	805	1807

SWEIC over time 2015-18

Improving Attainment for All
Average Total Tariff Points -S WEIC (2015-18)

	Lowest 20%	MIddle 60%	Highest 20%
2015	178	805	1807
2016	176	823	1781
2017	179	837	1821
2018	169	817	1790

The Improving Attainment for All measure looks at average cumulated tariff points for all pupils who are leavers in that year from S4, S5 and S6. The selected cohort of school leavers is ordered according to their tariff score and allocated into three groups nationally based on attainment (lowest 20%, middle 60% and highest 20%). The average tariff score of these candidates is displayed for each of the three groups for the chosen group of pupils.

The first 4 of the charts and tables in this section display the values for SWEIC average over time and national average for comparison. The final chart above shows the SWEIC average over time showing that from 2015 to 2017 there had been an increase in results, but the current 2018 results have shown a slight dip for all 3 sections.

1.3 National Benchmarking Measure: Attainment versus Deprivation

2018

This national measure looks at the average total tariff score of school leavers by Scottish Index of Multiple Deprivation Decile. The SIMD enables schools to map their performance against the social context in which they operate.

The size of the bubble is proportionate to the number of individuals in each SIMD decile. SIMD decile 1 on the left of the bottom axis on each chart contains the most deprived postcode areas in SWEIC and decile 10 on the right of the bottom axis containing the least deprived postcode areas.

Comparison for the SWEIC can be viewed for the current year compared to last year for the tariff points and also if there is any variance in the size of bubbles showing the size of pupil group within each decile. As can be seen the bubbles do not vary much but the tariff points are noticeably less than last year for deciles 3,5 and 10 with 2 and 9 showing improvement, detailed in the following table for average tariff points.
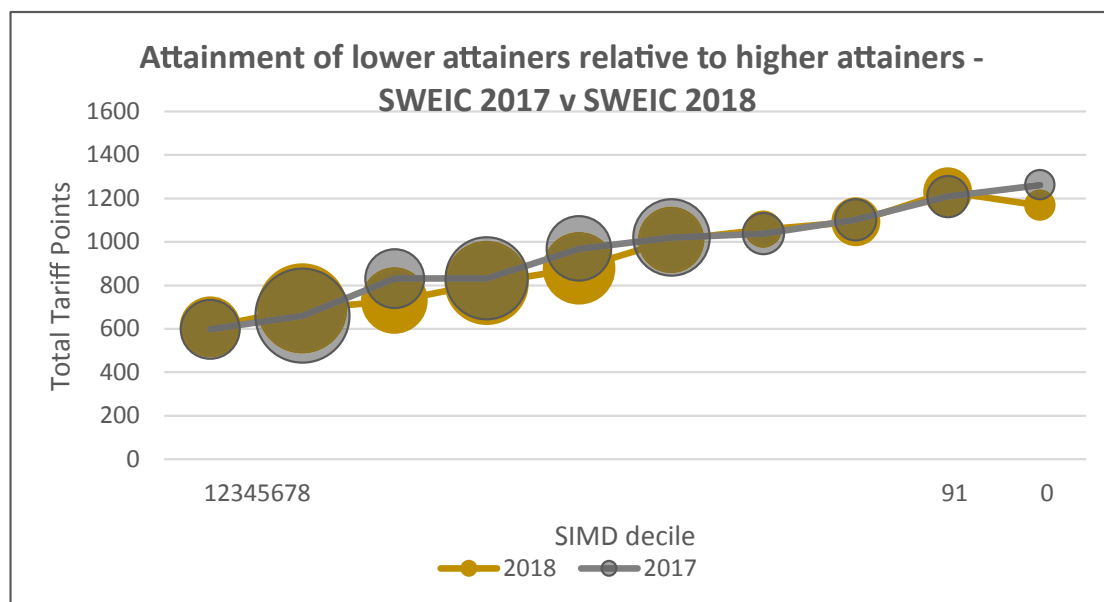
Attainment of lower attainers relative to higher attainers - SWEIC 2017 v SWEIC 2018

SWEIC	SIMD 1 Avg	SIMD 2 Avg	SIMD 3 Avg	SIMD 4 Avg	SIMD 5 Avg	SIMD 6 Avg	SIMD 7 Avg	SIMD 8 Avg	SIMD 9 Avg	SIMD 10 Avg	Number in Cohort
2018	609	693	728	810	878	1008	1057	1092	1230	1167	5040
2017	598	660	831	831	968	1020	1038	1102	1209	1261	5365

Using the available data for identifying other attainment gaps demonstrates gender and pupils with additional support needs differences in each decile. Male school leavers are not showing the same attainment by total tariff points as females demonstrated in the chart and also the accompanying table. There are slightly more female leavers in the cohort, most noticeably in decile 2.
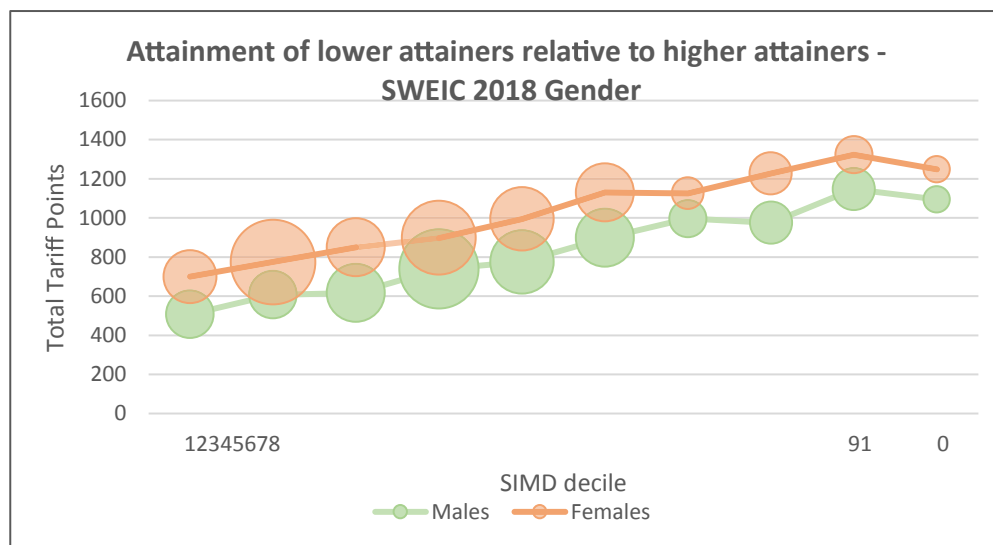
Attainment of lower attainers relative to higher attainers - SWEIC 2018 Gender

SWEIC	SIMD 1 Avg	SIMD 2 Avg	SIMD 3 Avg	SIMD 4 Avg	SIMD 5 Avg	SIMD 6 Avg	SIMD 7 Avg	SIMD 8 Avg	SIMD 9 Avg	SIMD 10 Avg	Number in Cohort
Males	507	607	616	738	775	897	997	975	1147	1094	2619
Females	700	775	849	897	994	1130	1126	1227	1323	1248	2421

School leavers with additional support needs show a wider gap in attainment and from the bubbles in the chart it shows that there are many less pupils with additional support needs identified in deciles 7 to 10.
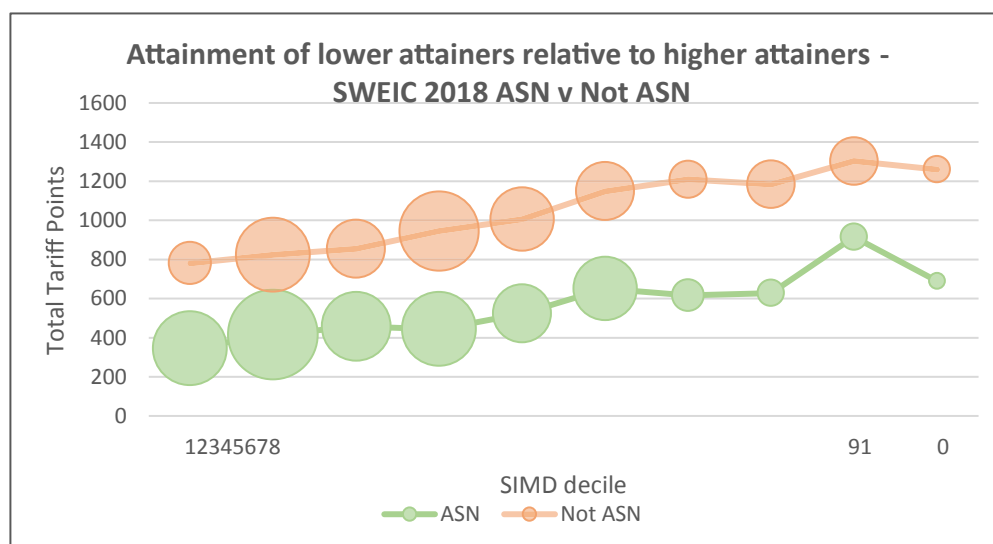
Attainment of lower attainers relative to higher attainers - SWEIC 2018 ASN v Not ASN

SWEIC	SIMD 1 Avg	SIMD 2 Avg	SIMD 3 Avg	SIMD 4 Avg	SIMD 5 Avg	SIMD 6 Avg	SIMD 7 Avg	SIMD 8 Avg	SIMD 9 Avg	SIMD 10 Avg	Number in Cohort
ASN	345	415	458	443	523	651	617	628	915	690	1385
Not ASN	780	823	854	945	1006	1148	1210	1184	1303	1260	3655

This chart is showing, in a line graph, the proportion of pupils from the 2018 Pupil Census in each SIMD decile for each of the four authorities in the South West Education Improvement Collaborative to demonstrate the similarities and differences between the four authorities. The table below gives the detail of the percentages as well as SWEIC and national averages.

Percentage of pupil population in each SIMD decile (2018 pupil census)
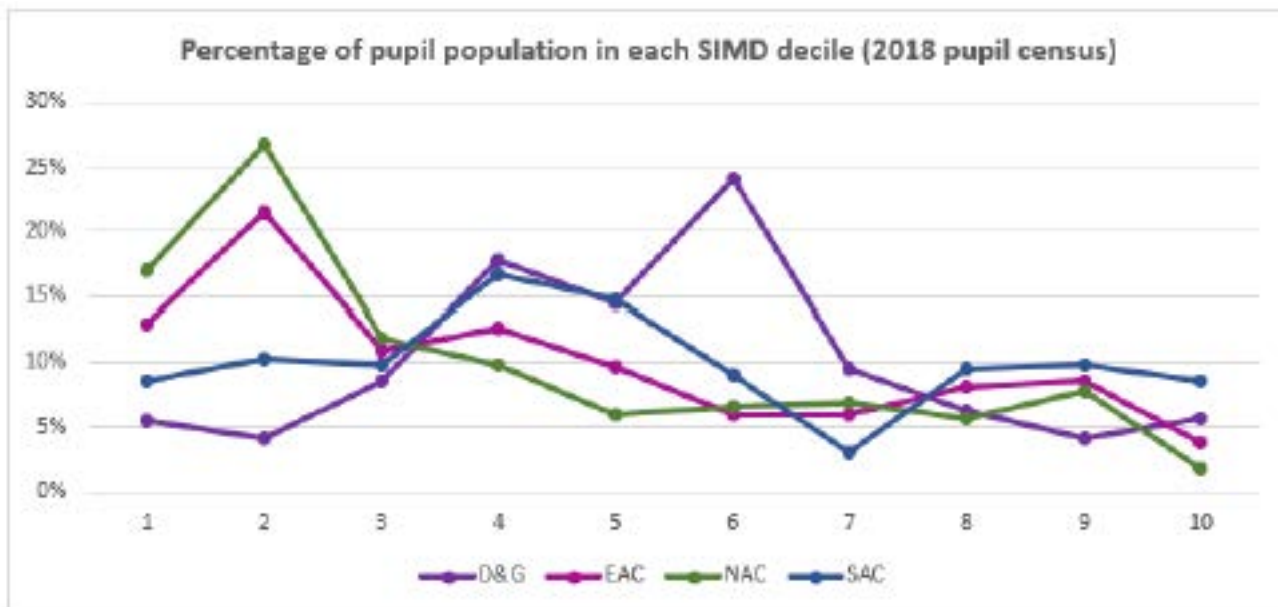
2018	SIMD Decile 1	SIMD Decile 2	SIMD Decile 3	SIMD Decile 4	SIMD Decile 5	SIMD Decile 6	SIMD Decile 7	SIMD Decile 8	SIMD Decile 9	SIMD Decile 10
National	12%	11%	10%	10%	9%	9%	9%	10%	10%	9%
SWEIC	11%	16%	10%	14%	11%	11%	6%	7%	8%	5%
D&G	6%	4%	9%	18%	15%	24%	10%	6%	4%	6%
EAC	13%	21%	11%	13%	10%	6%	6%	8%	9%	4%
NAC	17%	27%	12%	10%	6%	7%	7%	6%	8%	2%
SAC	9%	10%	10%	17%	15%	9%	3%	9%	10%	9%

1.4 National Benchmarking Measure: Literacy and Numeracy

SWEIC has shown improvement over time from 2015 onwards with a very slight fall in 2018 on the previous year for those pupils achieving both literacy and numeracy and is better than national values in 2018 for both National 4 and 5.

% level 4 Lit and Num Comparison for SWEIC and national average

	National	SWEIC
2015	85.76	85.73
2016	88.06	87.88
2017	89.15	89.69
2018	89.07	89.38

% level 5 Lit and Num Comparison for SWEIC and national average

	National	SWEIC
2015	58.62	60.39
2016	64.21	65.88
2017	66.45	67.55
2018	67.1	67.46
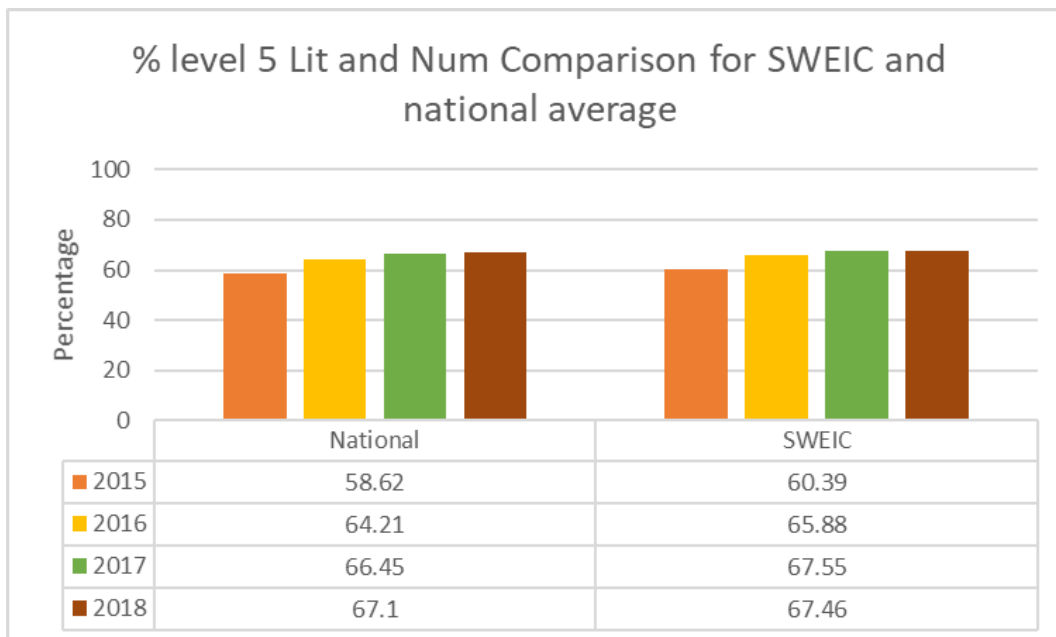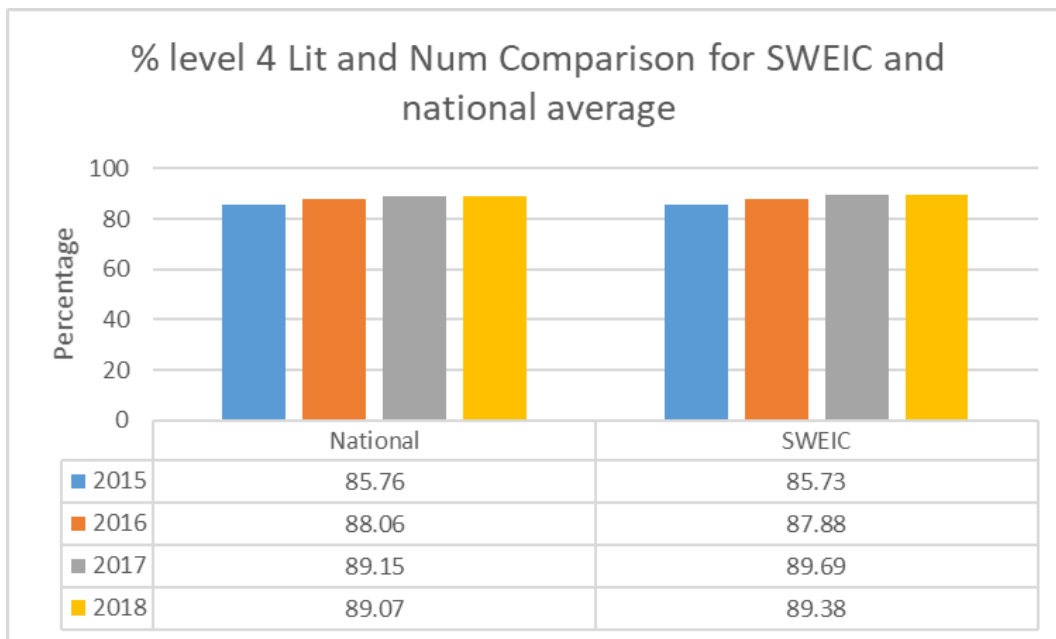
1.4.1 National Benchmarking Measure: Literacy

SWEIC has shown improvement over time for literacy and is better than national values in 2018 for National 4's but is very slightly below national values for National 5's.

% level 4 Literacy Comparison for SWEIC and national average

	National	SWEIC
2015	93.51	93.63
2016	94.05	94.37
2017	94.41	95.23
2018	94.3	95.3

% level 5 Literacy Comparison for SWEIC and national average

	National	SWEIC
2015	74.58	74.54
2016	79.04	78.93
2017	80.87	80.48
2018	81.67	80.81
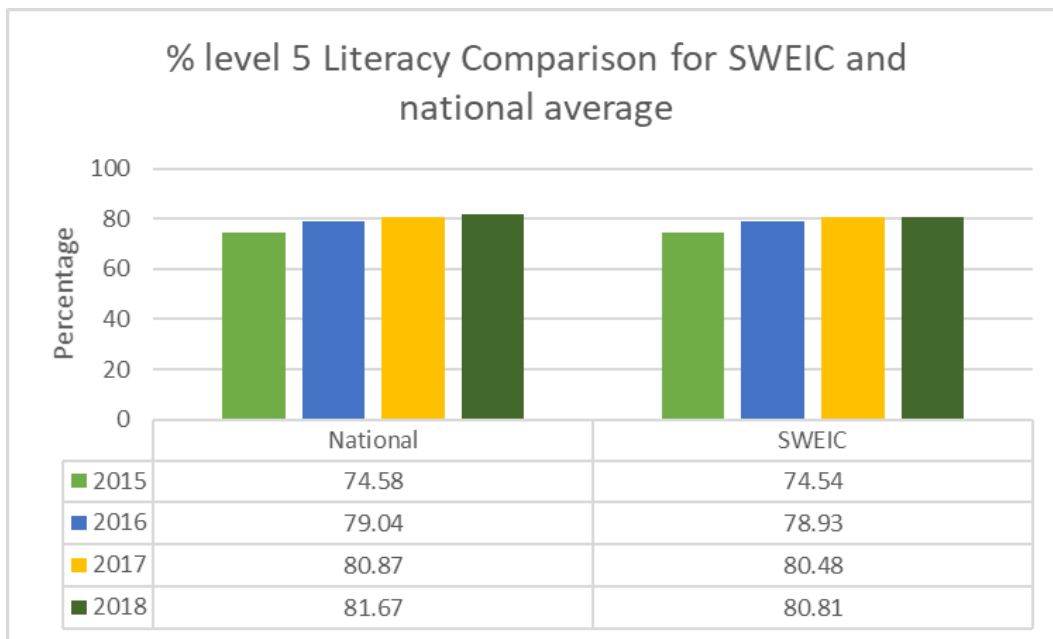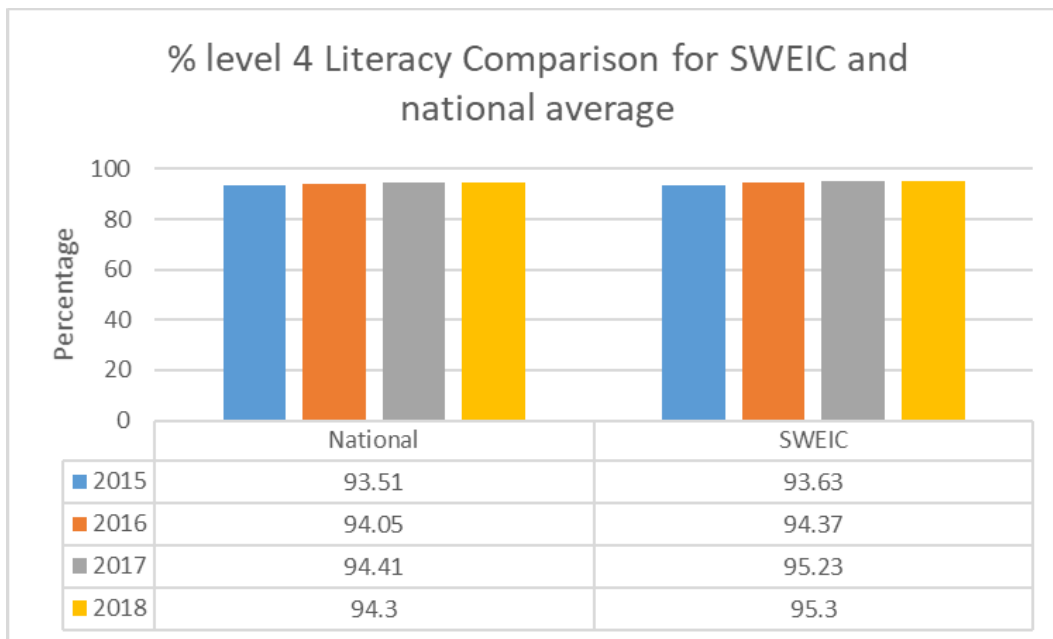
1.4.2 National Benchmarking Measure: Numeracy

SWEIC has shown improvement over time since 2015 for numeracy but has fallen slightly in value on the previous year for both National 4 and 5.

For 2018 SWEIC is slightly behind national average for Nat 4 and doing very slightly better for Nat 5 than the national average.

% level 4 Numeracy Comparison for SWEIC and national average

	National	SWEIC
2015	87.45	87.73
2016	89.6	89.55
2017	90.67	91.2
2018	90.8	90.6

% level 5 Numeracy Comparison for SWEIC and national average

	National	SWEIC
2015	62.45	65.21
2016	66.77	69.3
2017	68.81	70.34
2018	69.2	69.6
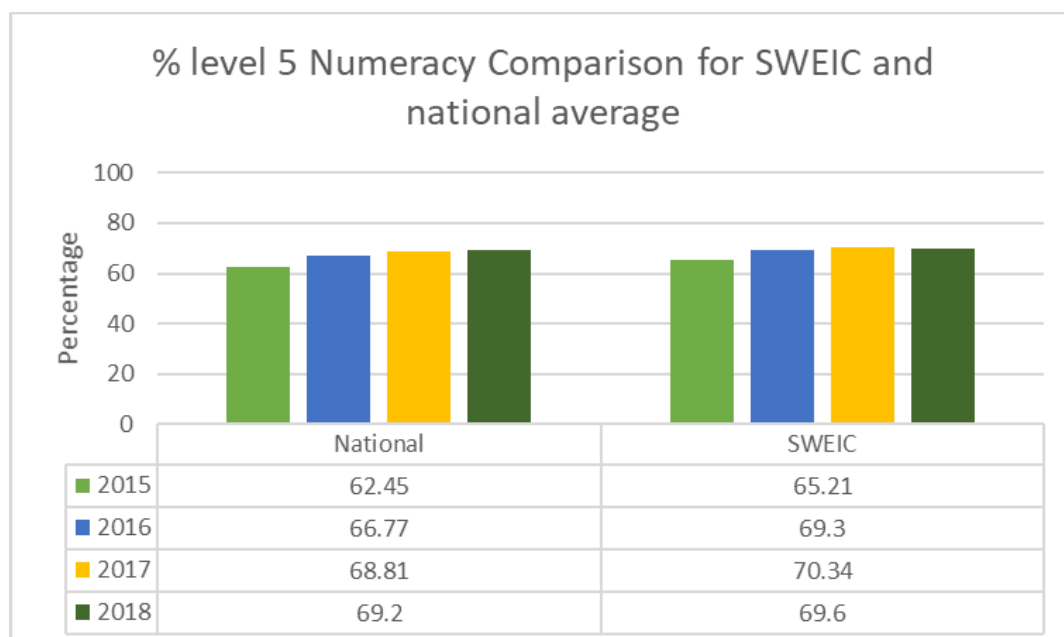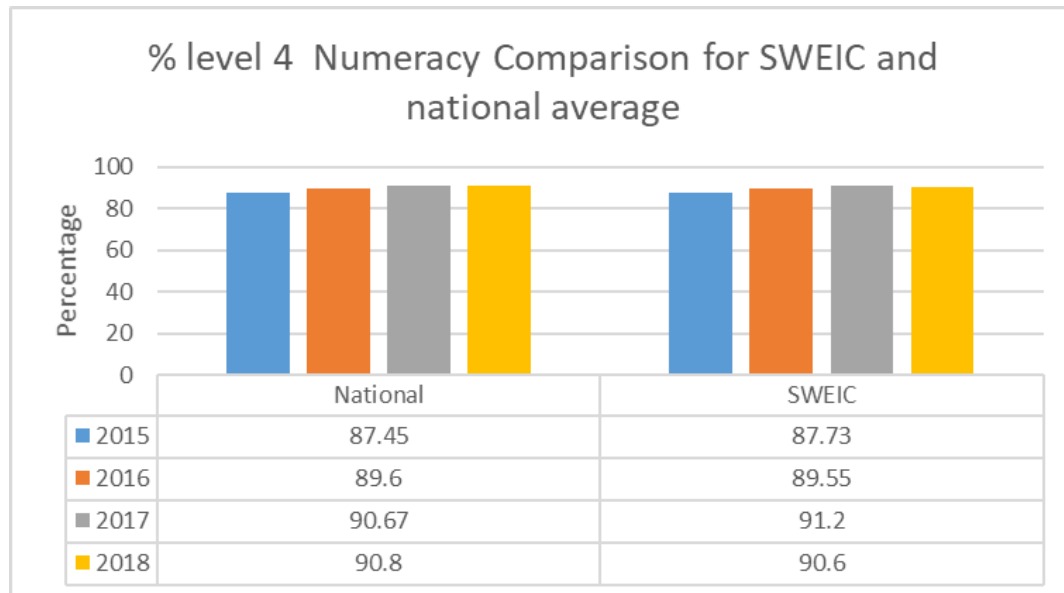
1.5 Breadth and Depth: Leavers

Tables showing the percentage of pupils gaining awards in national courses at SCQF levels 1 to 7 for most recent 2018 and the difference from the previous year for SWEIC average.

SWEIC (2018)

Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Number in Cohort
1 or more	98.61%	98.59%	98.45%	96.77%	87.88%	64.90%	20.44%	5040
2 or more	97.12%	97.06%	96.88%	94.76%	82.18%	55.24%	8.47%	5040
3 or more	95.87%	95.81%	95.62%	92.72%	76.55%	46.92%	2.58%	5040
4 or more	94.09%	94.03%	93.77%	90.77%	70.71%	39.33%	0.44%	5040
5 or more	91.67%	91.61%	91.35%	87.82%	64.03%	31.87%		5040
6 or more	86.23%	86.17%	85.81%	82.26%	55.79%	22.88%		5040
7 or more	74.38%	74.29%	73.95%	71.09%	45.38%	13.29%		5040
8 or more	59.98%	59.88%	59.54%	56.98%	32.04%	5.42%		5040
9 or more	41.63%	41.59%	41.07%	39.01%	19.07%	1.75%		5040
10 or more	22.84%	22.82%	22.56%	21.19%	8.49%			5040

SWEIC Difference from 2017 to 2018

Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	-0.1%	-0.1%	-0.1%	-0.3%	0.9%	0.8%	-0.4%
2 or more	-0.4%	-0.4%	-0.4%	-0.5%	1.9%	0.7%	-0.8%
3 or more	-0.5%	-0.4%	-0.4%	-1.2%	1.9%	-0.5%	-0.3%
4 or more	-1.0%	-0.9%	-0.8%	-0.9%	1.0%	-1.4%	-0.1%
5 or more	-0.7%	-0.7%	-0.6%	-0.8%	1.0%	-1.8%	
6 or more	-2.1%	-2.0%	-2.0%	-1.6%	0.8%	-1.6%	
7 or more	-4.5%	-4.4%	-4.3%	-3.6%	0.1%	-1.3%	
8 or more	-5.2%	-5.2%	-5.1%	-4.7%	-1.3%	-0.6%	
9 or more	-4.5%	-4.5%	-4.5%	-4.0%	-2.0%	0.3%	
10 or more	-4.5%	-4.5%	-4.3%	-3.9%	-1.2%		

2.0 Curriculum for Excellence reported levels - Comparison Data

The annual Achievement of Curriculum for Excellence (CfE) Levels return collects data from all publicly funded schools and gathers information for all pupils in Primary 1, Primary 4, Primary 7 and Secondary stage 3. The return measures national performance in aspects of literacy (i.e. reading, writing, listening and talking) and numeracy, and reports on the proportion of pupils who have achieved the expected CfE level, based on teacher professional judgements relevant to their stage. This table shows the SWEIC and national averages as at June 2018.

Percentage of pupils achieving expected levels in reading by stage and Local Authority, 2017/18

Local Authority	P1 Early Level	P4 First Level	P7 Second Level	P1, P4 and P7 combined (expected level)	S3 Third Level or better	S3 Fourth Level
SWEIC	81*	75*	78*	78*	90*	51*
National	81	77	79	79	90	53

Percentage of pupils achieving expected levels in writing by stage and Local Authority, 2017/18

Local Authority	P1 Early Level	P4 First Level	P7 Second Level	P1, P4 and P7 combined (expected level)	S3 Third Level or better	S3 Fourth Level
SWEIC	78*	72*	73*	74*	89*	51*
National	79	70	71	73	90	48

Percentage of pupils achieving expected levels in listening/talking by stage and Local Authority, 2017/18

Local Authority	P1 Early Level	P4 First Level	P7 Second Level	P1, P4 and P7 combined (expected level)	S3 Third Level or better	S3 Fourth Level
SWEIC	88*	82*	83*	84*	91*	52*
National	87	85	84	85	91	55

Percentage of pupils achieving expected levels in literacy by stage and Local Authority, 2017/18

Local Authority	P1 Early Level	P4 First Level	P7 Second Level	P1, P4 and P7 combined (expected level)	S3 Third Level or better	S3 Fourth Level
SWEIC	75*	67*	68*	70*	88*	43*
National	75	69	70	71	87	46

Percentage of pupils achieving expected levels in numeracy by stage and Local Authority, 2017/18

Local Authority	P1 Early Level	P4 First Level	P7 Second Level	P1, P4 and P7 combined (expected level)	S3 Third Level or better	S3 Fourth Level
SWEIC	86*	73*	74*	78*	90*	55*
National	85	76	75	78	89	56

* SWEIC average calculated using authority averages

Source - Scottish Government, Achievement Of Curriculum for Excellence (CfE) levels Tables

https://www2.gov.scot/Topics/Statistics/Browse/School-Education/Datasets/ACELTrenddatasets

This table is showing the difference in percentage points for those achieving levels in SIMD quintile 1 (most disadvantaged) and quintile 5 (least disadvantaged).

Percentage points difference between Q1 and Q5 achieving expected CfE levels in Reading 2017/18

Local Authority	P1 Early Level	P4 First Level	P7 Second Level	P1, P4 and P7 combined (expected level)	S3 Third Level or better	S3 Fourth Level
SWEIC	16.8*	19.6*	15.4*	17.2*	12.9*	33.6*
National	16.8	18.9	18.4	18	11.4	33.9

Percentage points difference between Q1 and Q5 achieving expected CfE levels in Writing 2017/18

Local Authority	P1 Early Level	P4 First Level	P7 Second Level	P1, P4 and P7 combined (expected level)	S3 Third Level or better	S3 Fourth Level
SWEIC	16.2*	20.3*	20.4*	19.7*	11.9*	31.8*
National	17.6	20.2	21.6	19.7	11.7	33.4

Percentage points difference between Q1 and Q5 achieving expected CfE levels in listening/talking 2017/18

Local Authority	P1 Early Level	P4 First Level	P7 Second Level	P1, P4 and P7 combined (expected level)	S3 Third Level or better	S3 Fourth Level
SWEIC	11.7*	16.7*	17.9*	15.3*	10.6*	27.4*
National	11.8	14.8	15.7	14	10.3	33.9

Percentage points difference between Q1 and Q5 achieving expected CfE levels in Literacy 2017/18

Local Authority	P1 Early Level	P4 First Level	P7 Second Level	P1, P4 and P7 combined (expected level)	S3 Third Level or better	S3 Fourth Level
SWEIC	20.3*	21.8*	21.6*	20.9*	15.1*	28.9*
National	19.8	21.7	23.2	21.4	13.2	34.1

Percentage points difference between Q1 and Q5 achieving expected CfE levels in Numeracy 2017/18

Local Authority	P1 Early Level	P4 First Level	P7 Second Level	P1, P4 and P7 combined (expected level)	S3 Third Level or better	S3 Fourth Level
SWEIC	12.3*	16.9*	19.4*	15.8*	10.6*	34.9*
National	13.1	17.8	19.6	16.6	13.9	36.3

* Approx as reported values in national report shows bands due to small numbers.
(SWEIC avg calculated using authority avg's).

3.0 National Improvement Framework - CfE levels and Stretch Aims

N.B. All SWEIC values are calculated using authority averages. Some quintile values are approx. as based on national reporting in bands due to small numbers.

3.1 Primary Literacy

This chart below shows for the June 2017 and 2018 Achievement of Curriculum for Excellence (CfE) Levels the SWEIC values for the literacy measure for percentage of P1, P4 and P7 children (combined) achieving the level relevant to their stage for all literacy measures. The chart shows comparisons between all pupils, the SIMD 20% most disadvantaged pupils and the SIMD 20% least disadvantaged pupils.
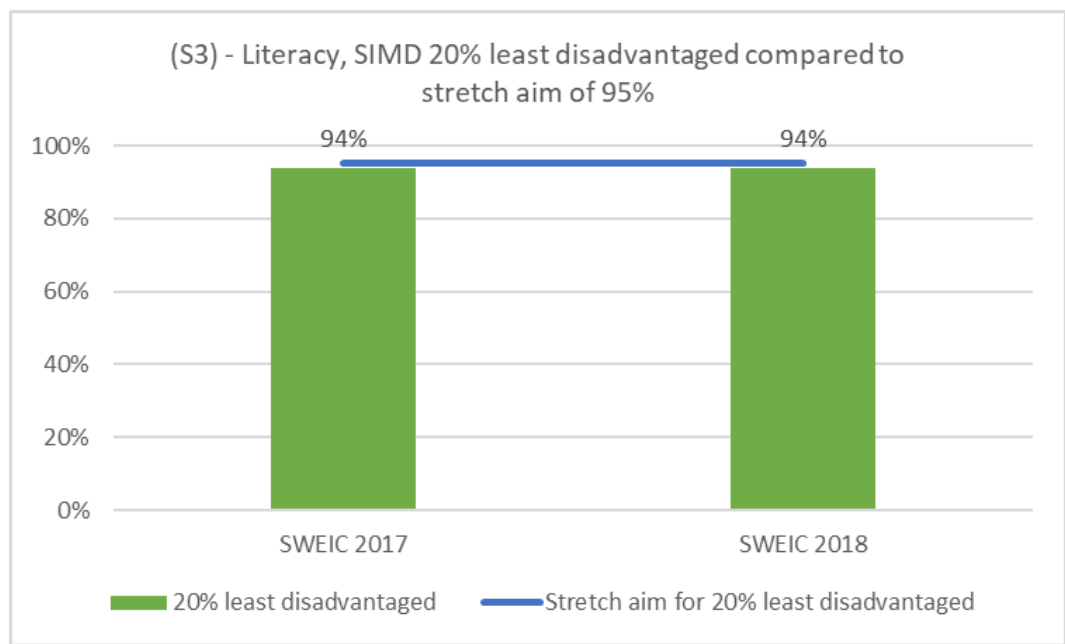
As shown in the chart the pupils living in least disadvantaged geographical areas who are reported to have achieved the relevant level for their stage show a higher percentage than those in most disadvantaged areas and all pupils overall.
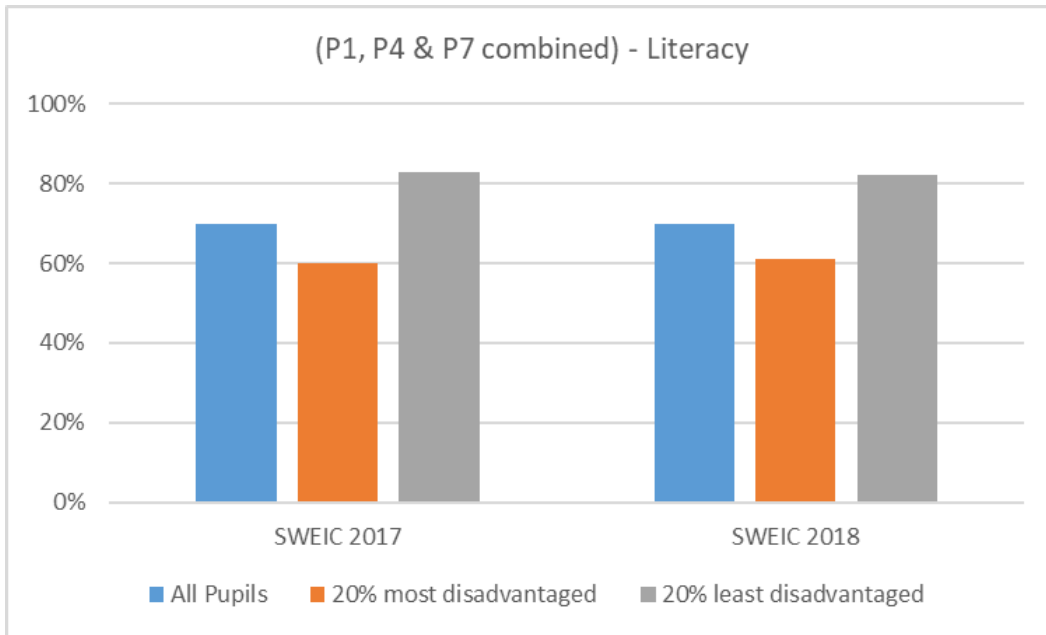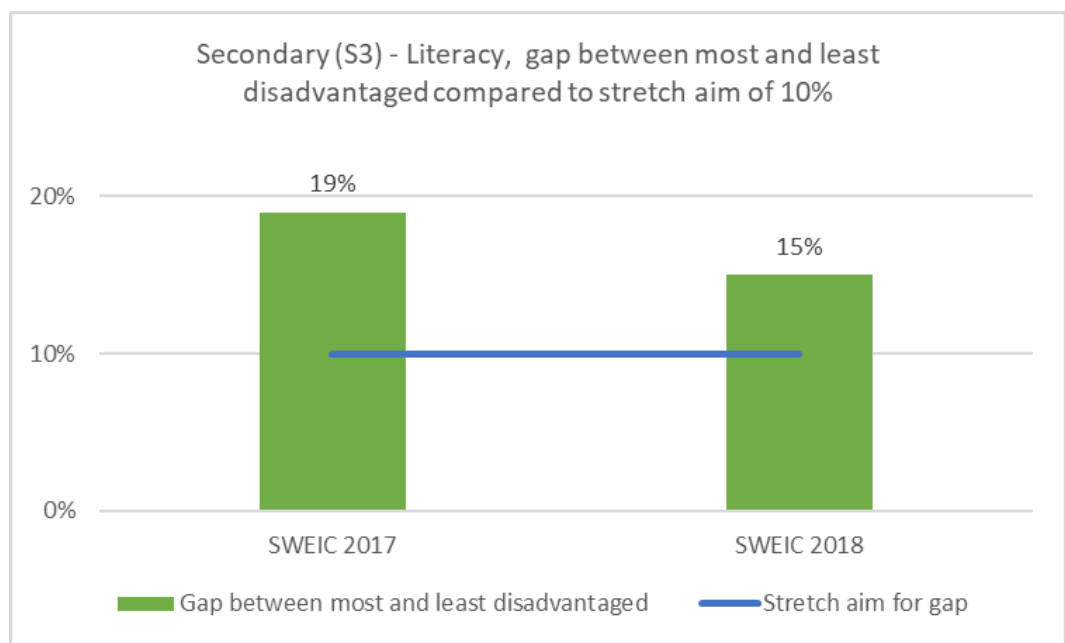

Looking at the measure for the SIMD 20% most disadvantaged against the stretch aim of 68% as shown in the next chart illustrates the gap in achieving this target by 2020.
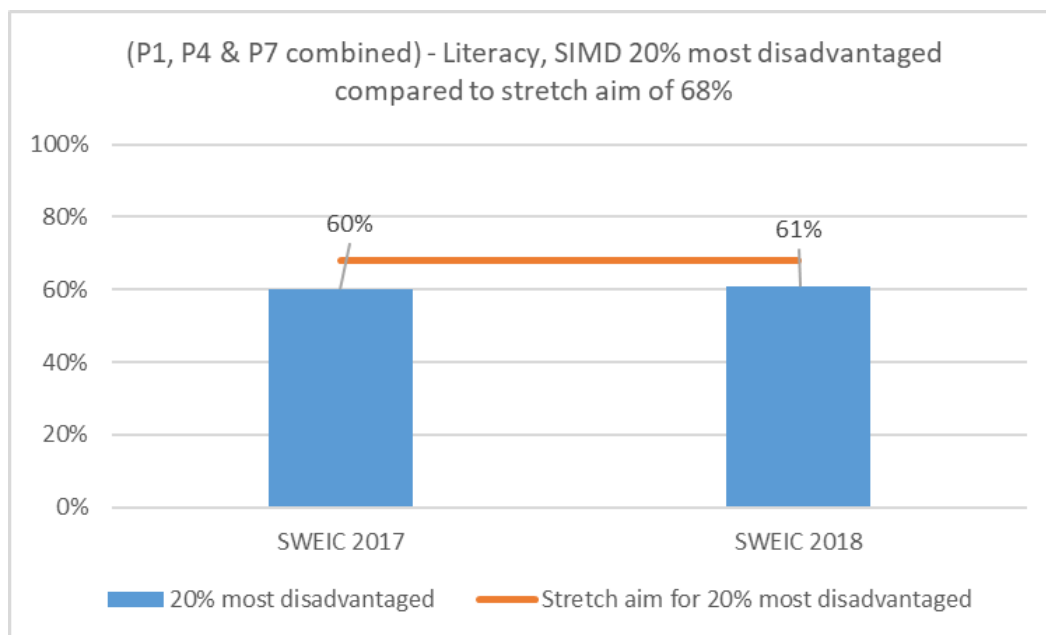
The measure for the SIMD 20% least disadvantaged against the stretch aim of 85% as shown in the next chart shows that SWEIC are closer to achieving this target compared to the 20% most disadvantaged measure overall.
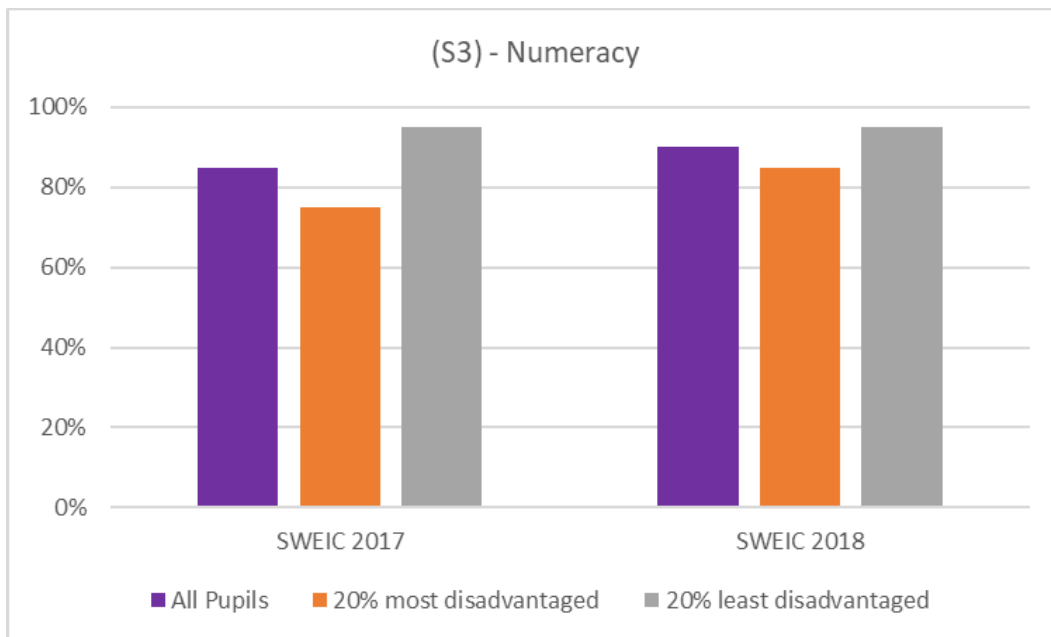
(P1, P4 & P7 combined) - Literacy, SIMD 20% least disadvantaged compared to stretch aim of 85%

	SWEIC 2017	SWEIC 2018
20% least disadvantaged	83%	82%

Legend: 20% least disadvantaged ▬ Stretch aim for 20% least disadvantaged
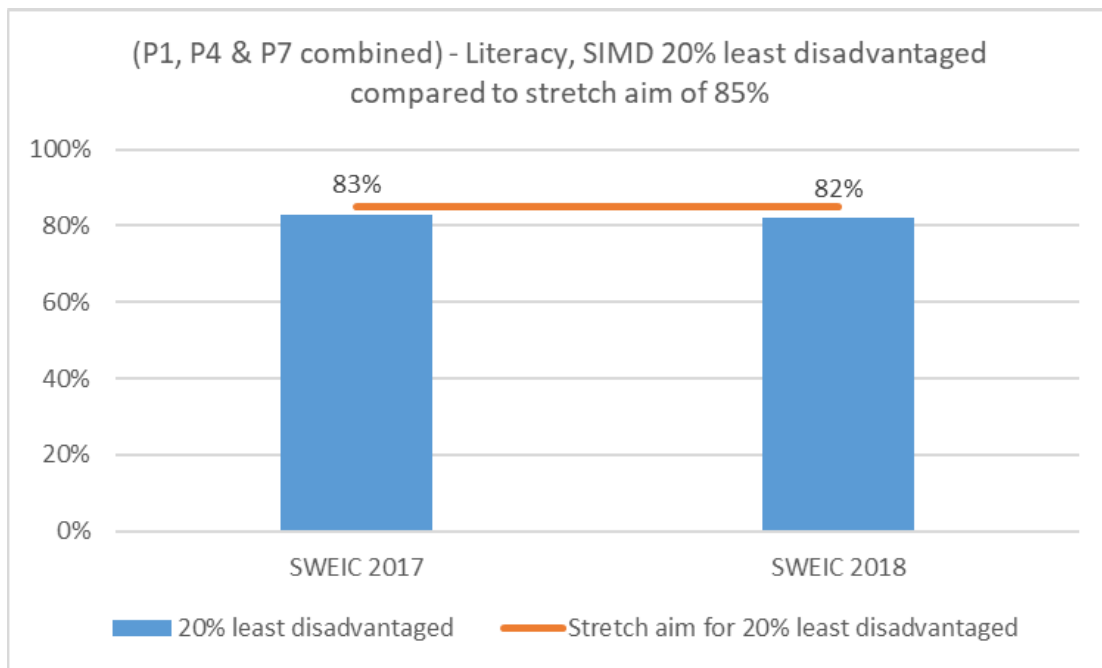
To examine this further, the following chart shows the gap between the SIMD 20% most and least disadvantaged pupils with the stretch aim 2020 of 16% shown demonstrating how much progression is needed to reduce the gap and, in this instance, a lower value is better. As demonstrated by the chart, the has reduced by 2% from the previous year.

(P1, P4 & P7 combined) - Literacy, gap between most and least disadvantaged compared to stretch aim of 16%

	SWEIC 2017	SWEIC 2018
Gap between most and least disadvantaged	23%	21%

Legend: Gap between most and least disadvantaged ▬ Stretch aim for gap
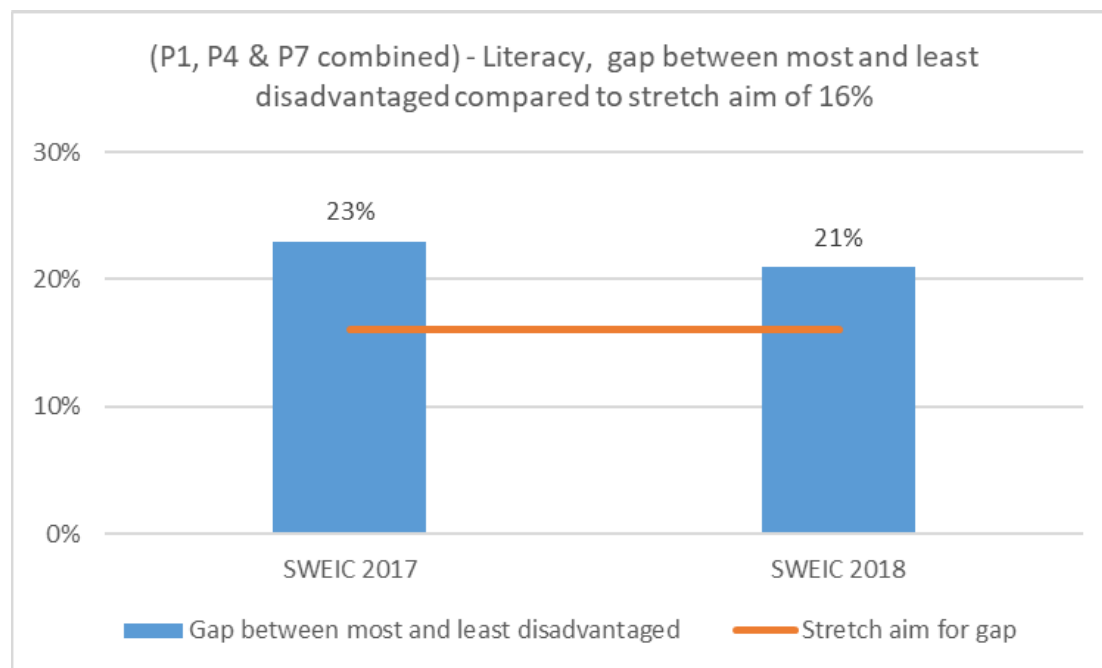
3.2 Primary Numeracy

This chart below shows for the June 2017 and 2018 Achievement of Curriculum for Excellence (CfE) Levels the SWEIC values for the numeracy measure for percentage of P1, P4 and P7 children (combined) achieving the level relevant to their stage. The chart shows comparisons between all pupils, the SIMD 20% most disadvantaged pupils and the SIMD 20% least disadvantaged pupils.

Again, as shown in the chart there is a similar pattern overall of those pupils living in least disadvantaged geographical areas who are reported to have achieved the relevant level for their stage at a higher percentage than those in most disadvantaged areas and all pupils overall.
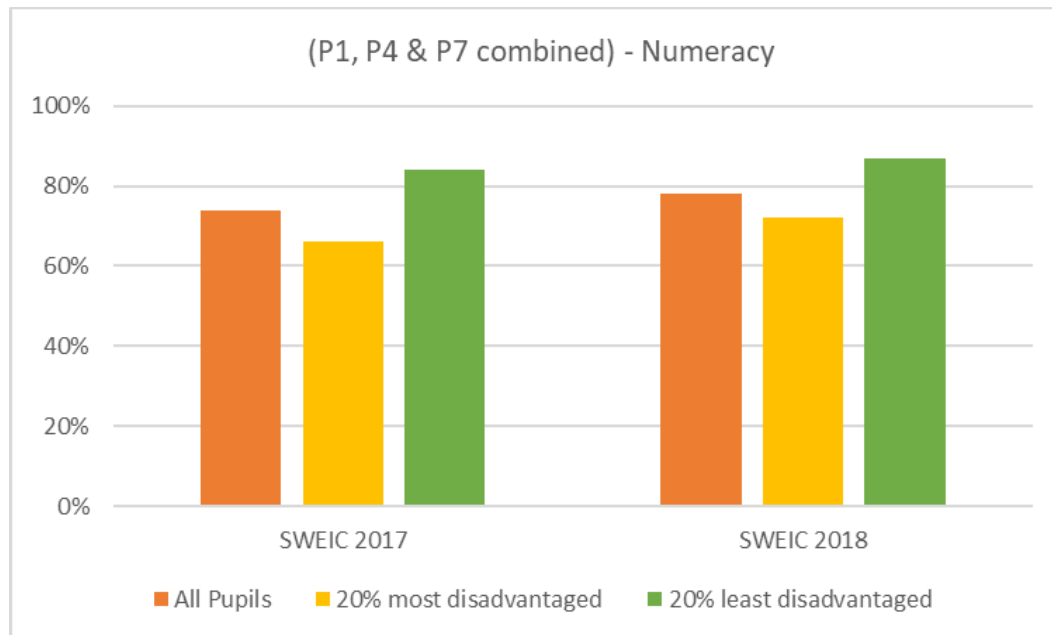

Looking at the measure for the SIMD 20% most disadvantaged against the stretch aim of 75% as shown in the next chart illustrates where the gaps are in achieving this target by 2020.
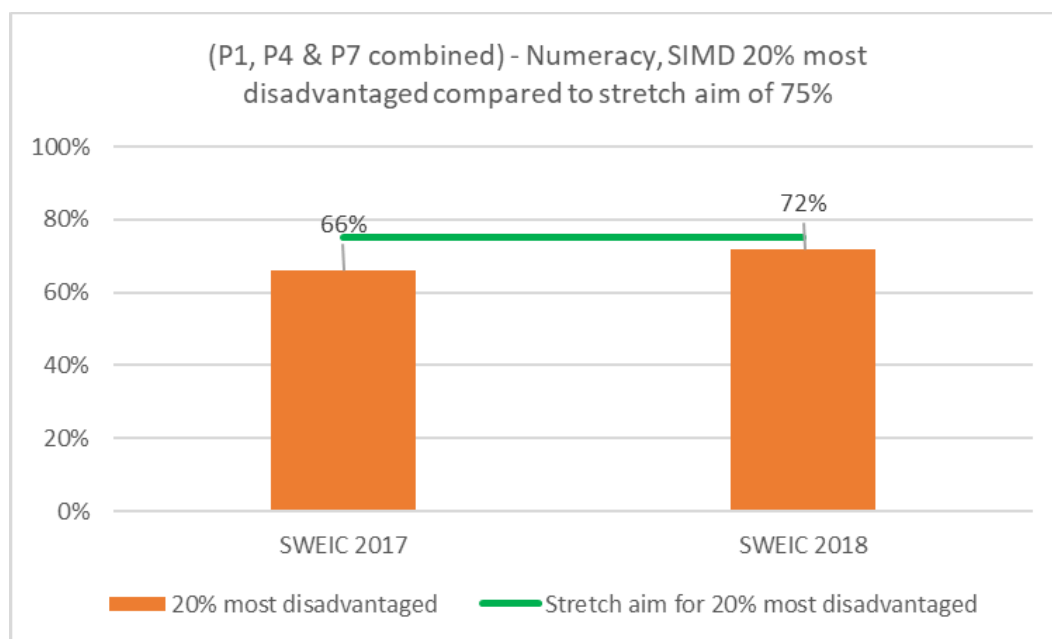
The measure for the SIMD 20% least disadvantaged against the stretch aim of 88% as shown in the next chart shows that SWEIC are closer to achieving this target compared to the 20% most disadvantaged measure overall.

(P1, P4 & P7 combined) - Numeracy, SIMD 20% least disadvantaged compared to stretch aim of 88%

84%
87%

- 20% least disadvantaged
- Stretch aim for 20% least disadvantaged
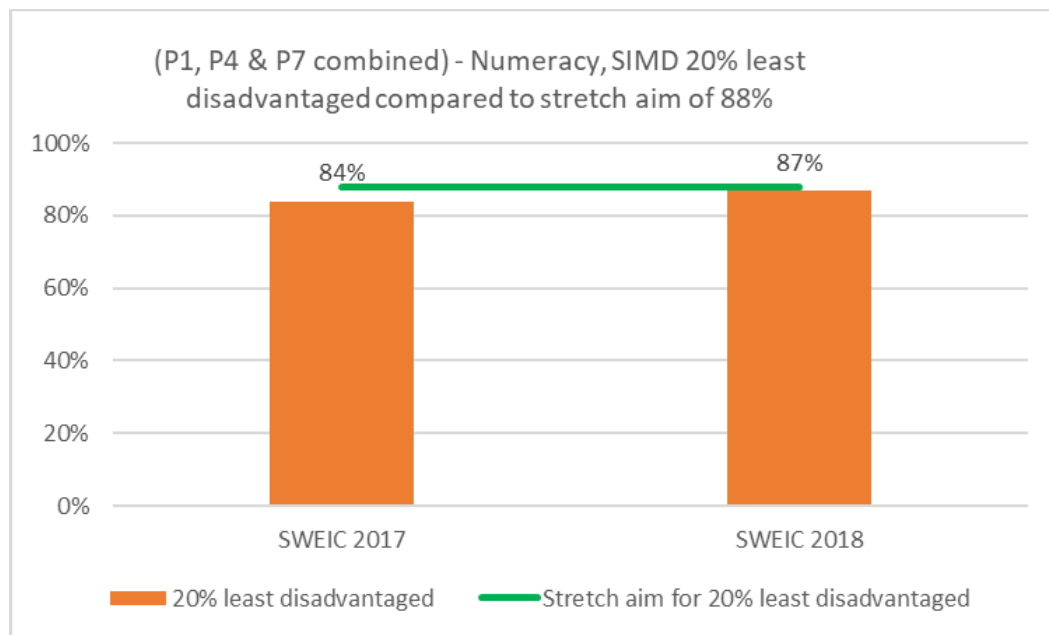
To examine this further, the following chart shows for each establishment the gap between the SIMD 20% most and least disadvantaged pupils with the stretch aim 2020 of 13% shown demonstrating how much progression is needed to reduce the gap and, in this instance, a lower value is better. As demonstrated by the chart, SWEIC have reduced the gap on the previous year by 3%.
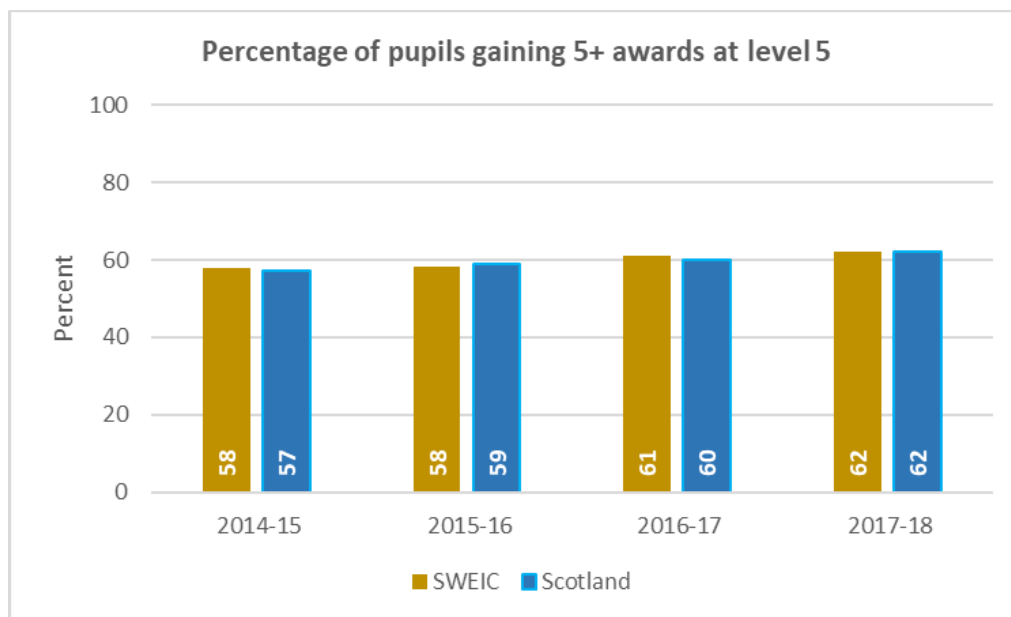
(P1, P4 & P7 combined) - Numeracy, gap between most and least disadvantaged compared to stretch aim of 13%

18%
15%

- Gap between most and least disadvantaged
- Stretch aim for gap
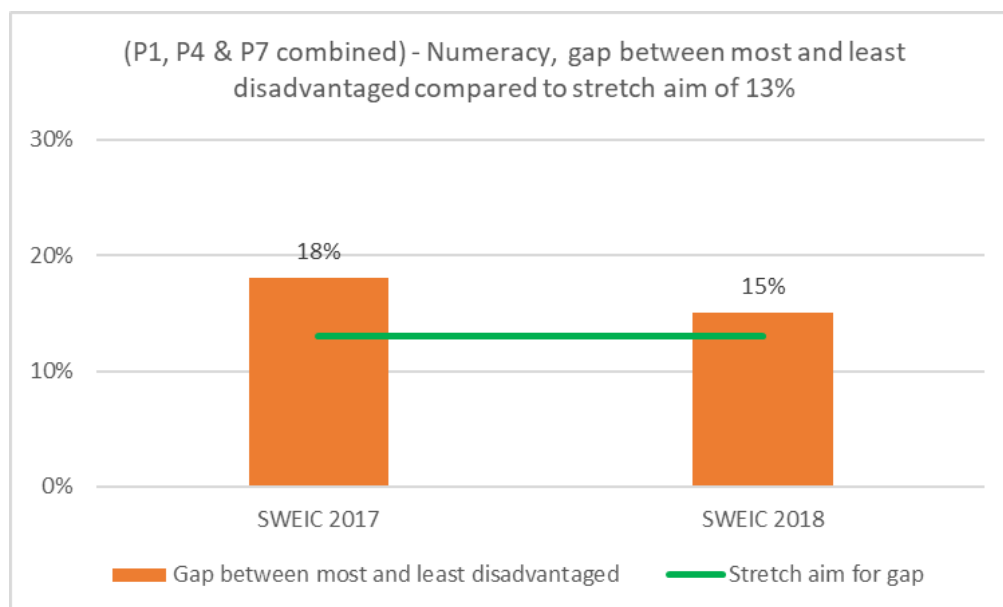
3.3 Secondary Literacy

This chart below shows for the June 2018 Achievement of Curriculum for Excellence (CfE) Levels the SWEIC values for the literacy measure for percentage of S3 pupils achieving the third level for all literacy measures. The chart shows comparisons between all pupils, the SIMD 20% most disadvantaged pupils and the SIMD 20% least disadvantaged pupils.

As shown in the chart there is a similar pattern overall of those pupils living in least disadvantaged geographical areas who are reported to have achieved the relevant level for their stage at a higher percentage than those in most disadvantaged areas and all pupils.

Looking at the measure for the SIMD 20% most disadvantaged against the stretch aim of 84% as shown in the next chart illustrates where the gaps are in achieving this target by 2020.
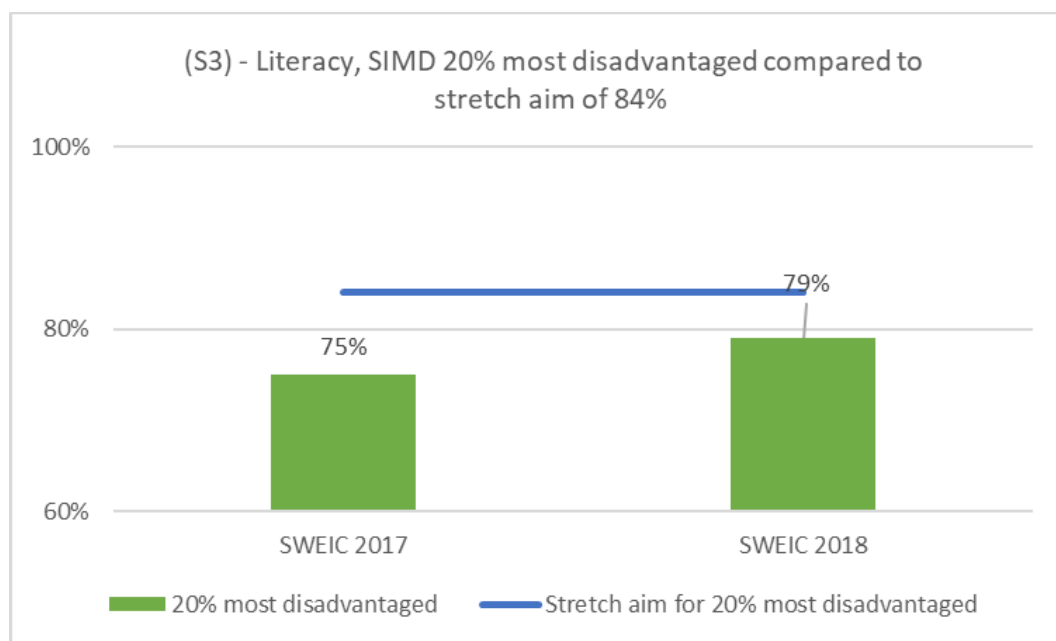
The measure for the SIMD 20% least disadvantaged against the stretch aim of 95% as shown in the next chart shows that establishments are closer to achieving this target compared to the 20% most disadvantaged.

(S3) - Literacy, SIMD 20% least disadvantaged compared to stretch aim of 95%

	SWEIC 2017	SWEIC 2018
20% least disadvantaged	94%	94%

Legend: ■ 20% least disadvantaged ── Stretch aim for 20% least disadvantaged

To examine this further, the following chart shows for each establishment the gap between the SIMD 20% most and least disadvantaged pupils with the stretch aim 2020 of 10% shown demonstrating how much progression is needed to reduce the gap and, in this instance, a lower value is better. The chart shows SWEIC have improved this value by 4% on the previous year.

Secondary (S3) - Literacy, gap between most and least disadvantaged compared to stretch aim of 10%

	SWEIC 2017	SWEIC 2018
Gap between most and least disadvantaged	19%	15%

Legend: ■ Gap between most and least disadvantaged ── Stretch aim for gap

3.4 Secondary Numeracy

This chart below shows for the June 2018 Achievement of Curriculum for Excellence (CfE) Levels the SWEIC values for the numeracy measure for percentage of S3 pupils achieving third level for numeracy. The chart shows comparisons between all pupils, the SIMD 20% most disadvantaged pupils and the SIMD 20% least disadvantaged pupils.

Again, as shown in the chart there is a similar pattern overall of those pupils living in least disadvantaged geographical areas who are reported to have achieved the relevant level for their stage at a higher percentage than those in most disadvantaged areas and all pupils overall.

Looking at the measure for the SIMD 20% most disadvantaged against the stretch aim of 84% as shown in the next chart illustrates where the gaps are in achieving this target by 2020. SWEIC have achieved this stretch aim after a 10% increase on the previous year.
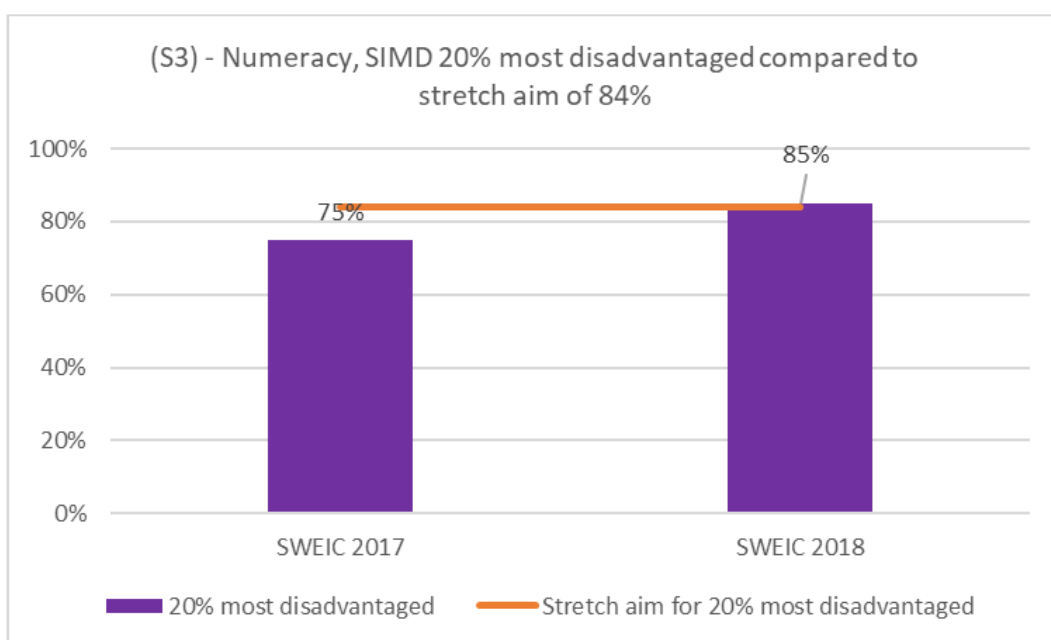
The measure for the SIMD 20% least disadvantaged against the stretch aim of 96% as shown in the next chart shows that SWEIC have remained at the same value as the previous year which is very close to the stretch aim.
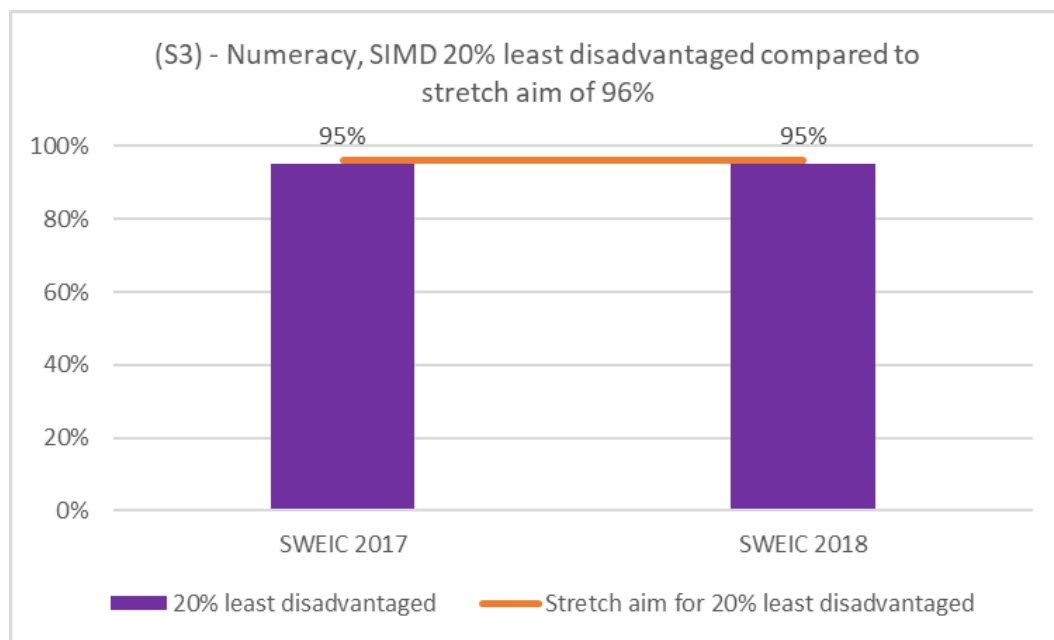
(S3) - Numeracy, SIMD 20% least disadvantaged compared to stretch aim of 96%

To examine this further, the following chart shows for each establishment the gap between the SIMD 20% most and least disadvantaged pupils with the stretch aim 2020 of 11% shown demonstrating how much progression is needed to reduce the gap and, in this instance, a lower value is better.

(S3) - Numeracy, gap between most and least disadvantaged compared to stretch aim of 11%
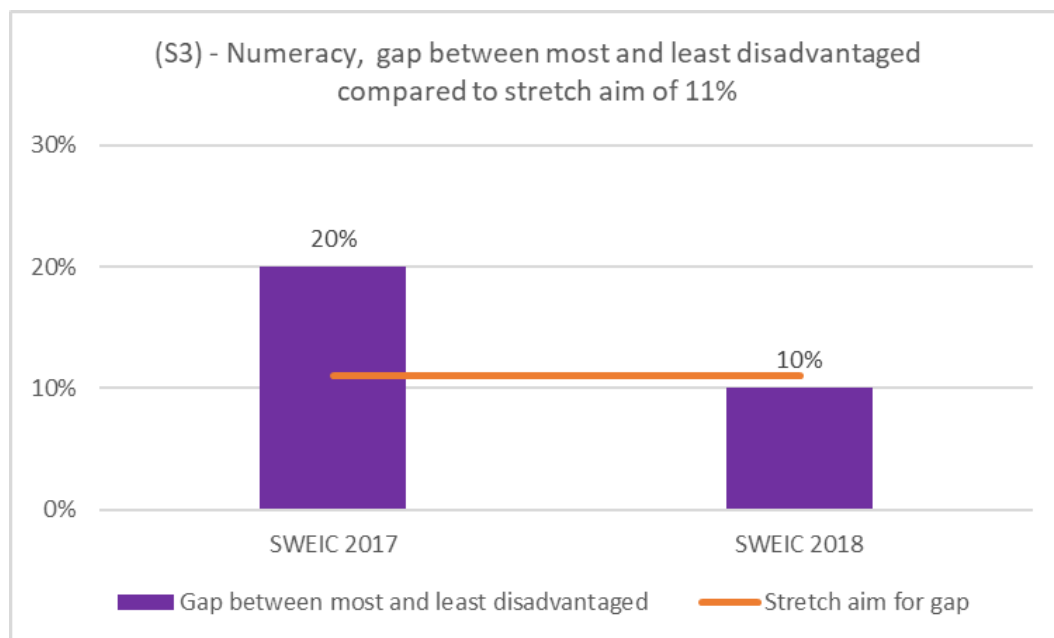
4.0 Local Government Benchmarking Framework Comparisons

The core purpose of the Local Government Benchmarking Framework (LGBF) is to develop, on a collaborative basis, a comparative benchmarking framework for Scottish Local Government that supports the targeting of improvement activities and resources to areas of greatest impact – in terms of efficiency/ costs, productivity and outcomes.

The aim of the benchmarking suite is to help councils to better understand where their services vary in performance against the indicators. The process is then designed to focus questions to guide further exploration of the variation and to subsequently share good practice across councils in a collective and individual effort in driving improvement forward.

The following charts are a sample from the LGBF suite of indicators. The first four charts show data that is taken from INSIGHT as a measure of achievement for senior phase (S4–S6) pupils who are marked as leaving school that year. The first two charts are a measure for all pupils gaining five awards or more at Scottish Credit and Qualifications Framework (SCQF) level 5 and level 6.

Charts three and four show the same criteria but for pupils that reside in the lowest Scottish Index of Multiple Deprivation (SIMD) 20% geographical areas.

Percentage of pupils gaining 5+ awards at level 5

	2014-15	2015-16	2016-17	2017-18
SWEIC	58	58	61	62
Scotland	57	59	60	62

Percentage of pupils gaining 5+ awards at level 6

	2014-15	2015-16	2016-17	2017-18
SWEIC	30	31	33	31
Scotland	31	33	34	34

Percentage of pupils gaining 5+ awards at level 5
(SIMD 20% most deprived)

	2014-15	2015-16	2016-17	2017-18
SWEIC	36	39	44	45
Scotland	37	40	41	42

Percentage of pupils gaining 5+ awards at level 6
(SIMD 20% most deprived)

	2014-15	2015-16	2016-17	2017/18
SWEIC	13	14	17	16
Scotland	14	15	16	16

This next chart shows the percentage of children meeting developmental milestones (social, emotional, behavioural, attention, speech language & communication, gross motor, fine motor, vision and hearing) at the 27–30 month review by a health professional. The 27–30 month review was introduced in Scotland in April 2013, is universal and should be offered to every child reaching the appropriate age.

There is no clear pattern in the data but the Scottish average is showing a downward trend and SWEIC average is improving.
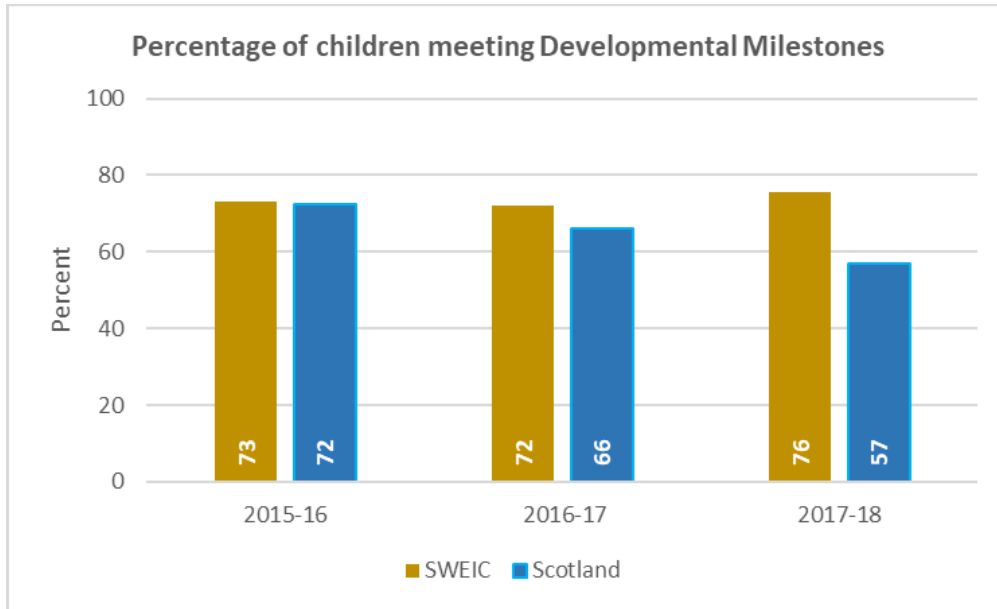
The next two charts look at pupil attendance for all pupils and also for Looked after Pupils. Good school attendance is key to ensuring that every child gets off to the best start in life and has access to support and learning that respond to individual needs and potential. Absence from school, whatever the cause, disrupts learning. The role of school attendance in the protection of children is key.
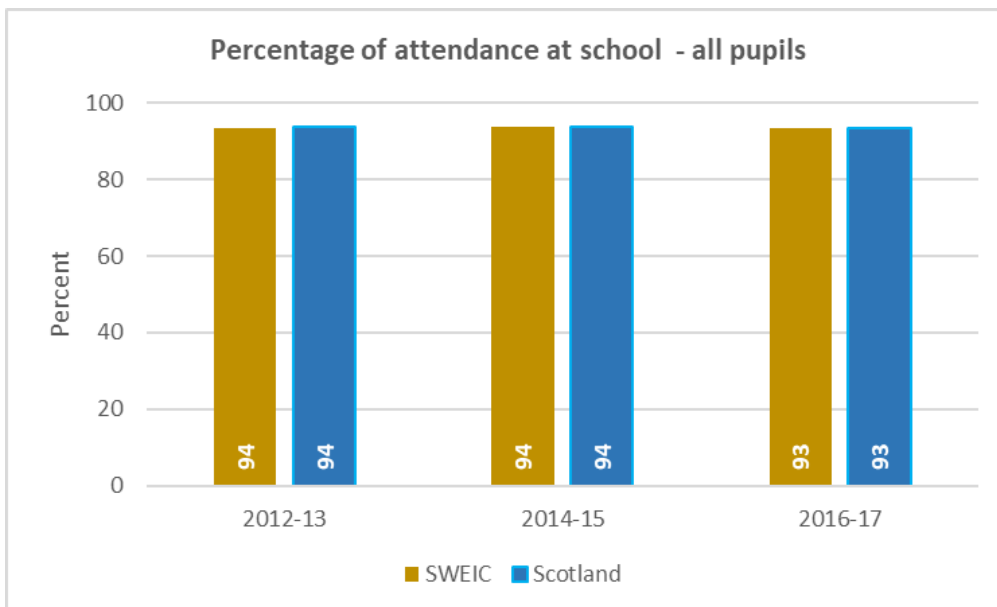
Local Authorities record information on pupils' attendance and absence from school and the reasons for this. This information is used to monitor pupil engagement and to ensure pupils safety and wellbeing by following up on pupils who do not attend school. The SWEIC average value is very similar to the national average.

Percentage of attendance at school - all Looked after Children

Year	SWEIC	Scotland
2012-13	91	89
2014-152	92	92
016-17	91	91
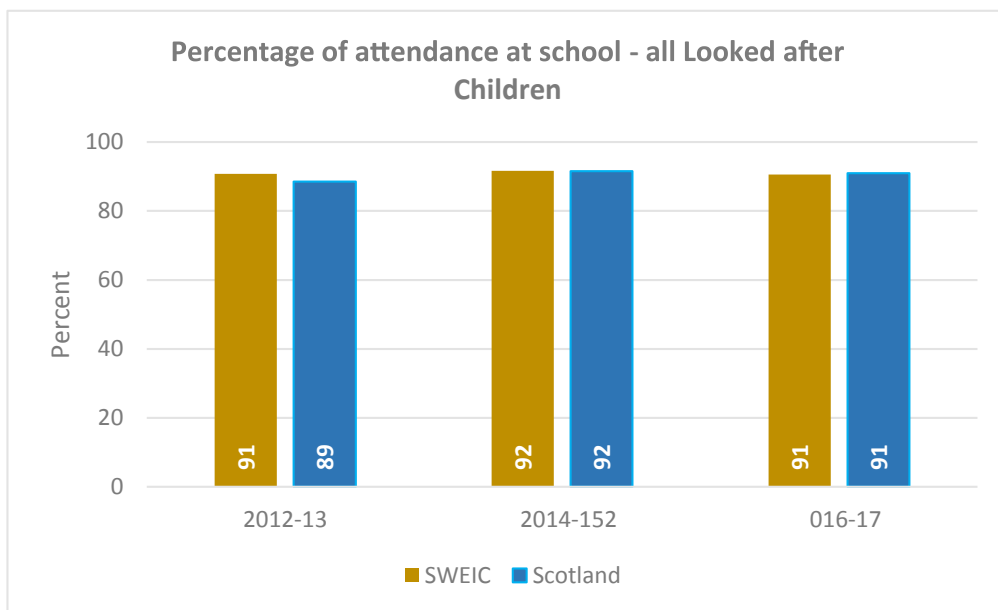
Exclusion is rooted in the behaviour policies of schools and local authorities, where it has traditionally been seen as both the ultimate sanction and a deterrent to serious indiscipline, in the context of the wellbeing of the whole school community. There have been significant, concerted efforts by schools and local authorities to implement a range of approaches and solutions to positively engage young people in their education and improve relationships and behaviour. The following two charts show SWEIC average exclusion rates for all pupils and also Looked after Pupils. The SWEIC average rates are lower than the national average.

School exclusion - rate per thousand pupils

Year	SWEIC	Scotland
2012-13	30	33
2014-15	27	27
2016-17	26	27

School exclusion - rate per thousand pupils for Looked after Children

	2012-13	2014-15	2016-17
SWEIC	118	77	77
Scotland	185	94	80
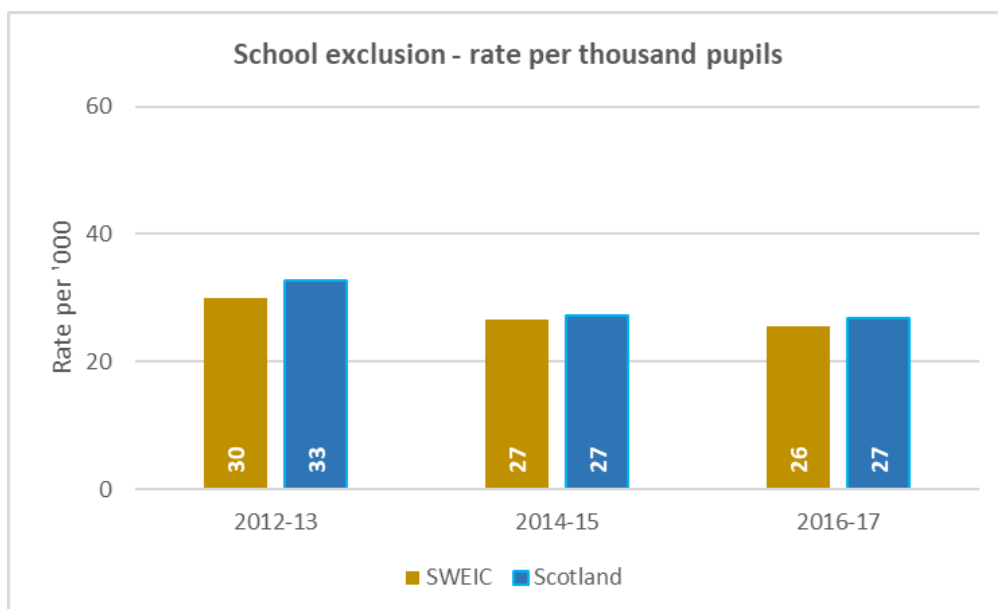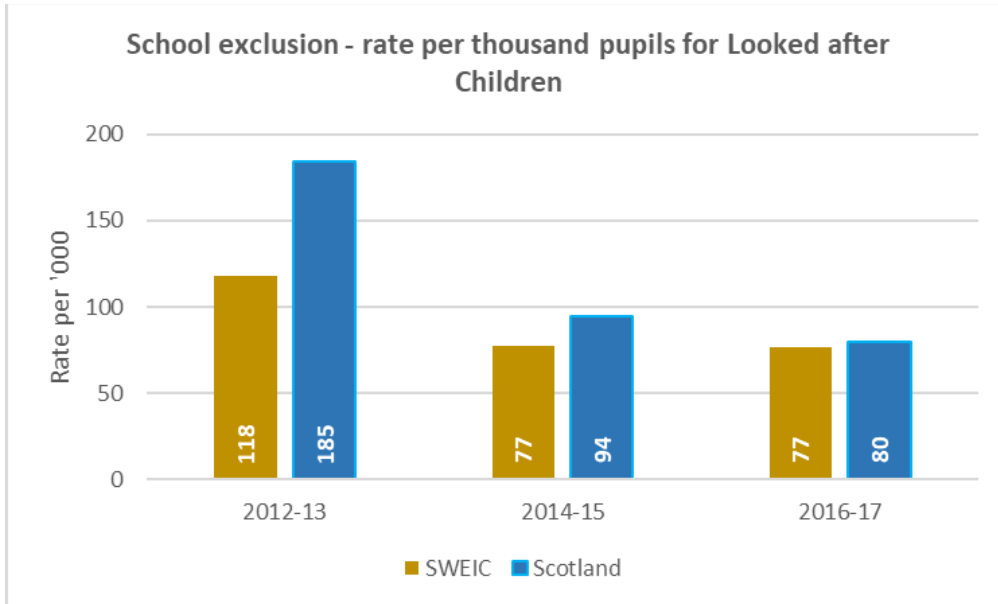
This last chart looks at Participation for 16 – 19 year olds. The annual measure takes account of all statuses for individuals over the course of the year as rather than focusing on an individual's status on a single day Participation and non-participation were defined within the Opportunities for All - Data Practice Framework published by the Scottish Government in August 2014.

A young person is deemed to be participating when they are actively engaged with an organisation for the purpose of learning, training or work – work includes volunteering. Within the context of Opportunities for All, all participation is positive and should be regarded as transitional - education and training are important phases in a young person's life that can improve their job options but are not destinations in themselves. The SWEIC average values are very similar to the national average.

Percentage participation for 16-19 year olds

	2015-16	2016-17	2017-18
SWEIC	90	91	91
Scotland	90	91	92
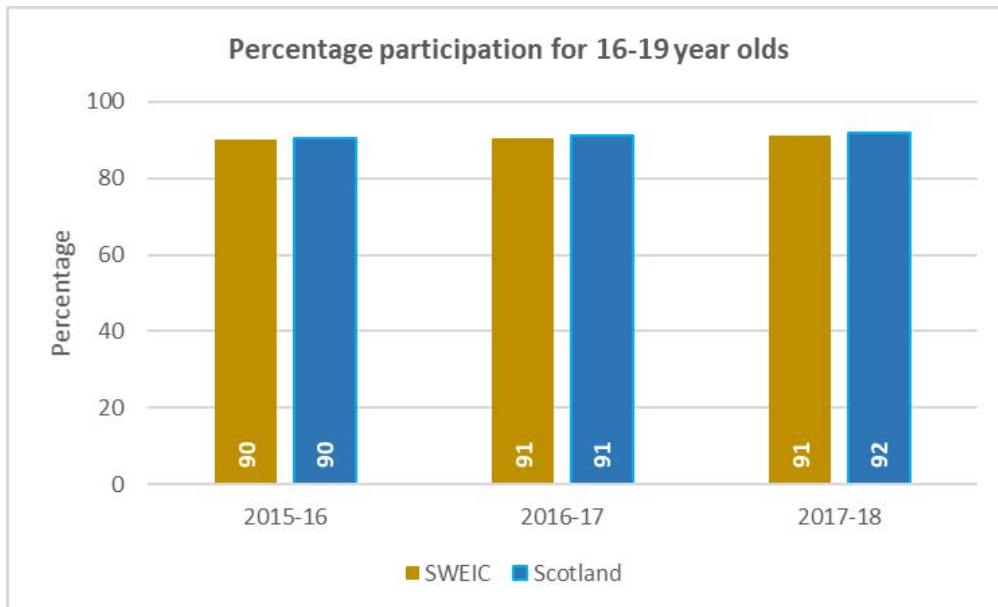
Appendix 5:
High Level Critical Indicators for SWEIC

Status Index	
🛑	Alert
⚠️	Warning
✅	OK
➖	No Change
📈	Data Only

Indicators	2016/17 Baseline	2017/18 Value	2018/19 Value	Stretch Aim/ Target	Showing Improvement
% of Children Meeting Developmental Milestones 27–30 month review	72	76		88*	✅
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	70	70		76*	➖
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) **SIMD 20% most disadvantaged**	60	61		68	✅
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) **SIMD 20% least disadvantaged**	83	82		85	⚠️
Percentage point difference (pp) of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) **Gap between most and least disadvantaged**	23	21		16	✅
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	74	78		81*	✅
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy **SIMD 20% most disadvantaged**	66	72		75	✅
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy SIMD 20% least disadvantaged	84	87		88	✅
Percentage point difference (pp) of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy **Gap between most and least disadvantaged**	18	15		13	✅

Indicators	2016/17 Baseline	2017/18 Value	2018/19 Value	Stretch Aim/ Target	Showing Improvement
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	84	88		90*	✅
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) **SIMD 20% most disadvantaged**	75	79		84	✅
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) **SIMD 20% least disadvantaged**	94	94		95	➖
Percentage point difference (pp) of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) **Gap between most and least disadvantaged**	19	15		10	✅
% of S3 pupils achieving third level or better in numeracy	85	90		91*	✅
% of S3 pupils achieving third level or better in numeracy **SIMD 20% most disadvantaged**	75	85		84	✅
% of S3 pupils achieving third level or better in numeracy **SIMD 20% least disadvantaged**	95	95		96	➖
Percentage point difference (pp) of S3 pupils achieving third level or better in numeracy **Gap between most and least disadvantaged**	20	10		11	✅
% of leavers achieving 1 or more awards at SCQF Level 6 or better	64.1	64.9		71*	✅
% of leavers achieving 5 or more awards at SCQF Level 6 or better	33.7	31.9		**34.0	⚠️
% of school leavers achieving SCQF Level 5 in Literacy	80.5	80.8		**81.7	✅
% of school leavers achieving SCQF Level 5 in Numeracy	70.3	69.6		**69.2	⚠️
Exclusion Rates – All Pupils (Rate per 1000 pupils)	26	–		**26.8	📈
Exclusion Rates – LAC status Pupils (Rate per 1000 pupils)	77	–		**79.9	📈
Attendance Rates – All Pupils	93.0	–		**93.3	📈
Attendance Rates – LAC status Pupils	91.0	–		**91.0	📈
Initial School Leaver Destinations (% in positive destinations	94.1	94.2		95	✅
% Participation Rates for 16–19 year olds	91.0	91.1		93*	✅

Indicators	2016/17 Baseline	2017/18 Value	2018/19 Value	Stretch Aim/ Target	Showing Improvement
% of ELC, Primary and Secondary establishments evaluated as good or better for learning, teaching and assessment QI 2.3 (Academic Year)	52.2 (12/23)	65.2 (15/23)	60.7 (17/28)	80	🔴
% of ELC, Primary and Secondary establishments evaluated as good or better for leadership of change QI 1.3 (Academic Year)	54.5 (12/22)	63.6 (14/22)	63.2 (12/19)	80	⚠️
% of ELC, Primary and Secondary establishments evaluated as good or better for Raising attainment and achievement QI 3.2 (Academic Year)	61.5 (16/26)	65.5 (19/29)	65.5 (19/29)	80	➖
% of ELC, Primary and Secondary establishments evaluated as good or better for Ensuring wellbeing, equality and inclusion QI 3.1 (Academic Year)	70.0 (14/20)	66.7 (16/24)	69.6 (16/23)	80	✅