

WEST PARTNERSHIP

2019/22

REGIONAL IMPROVEMENT PLAN

EQUITY,
EXCELLENCE &
EMPOWERMENT

SHIFTING THE OWNERSHIP OF CHANGE



GLASGOW
CITY REGION
Education



Foreword

As Convenor of the Glasgow City Region Education Committee, I am pleased to present the West Partnership's Regional Improvement Plan 2019 – 2022.

The West Partnership draws together the eight high-performing partner authorities of the City Region, collectively coming together to both enhance and support our existing work across education improvement and, explore where we can work collaboratively to find new ways to benefit all of our region's children and young learners.

This latest plan, spanning from 2019-22, builds on the progress and successes we've achieved together so far. In a few short years we have embarked on a number of ambitious programmes and pilots, already seeing much of it start to pay off. Whilst we recognise that it will take time for us to truly be able to demonstrate our impact, what is clear is that, through working collegiately, staff from a range of different roles and sectors throughout the region have been able to benefit which, ultimately, is helping everyone to improve practice across our schools and early years centres.

Our scale as well as our diversity present unique challenges that we have to face and seek to overcome if we are to continue to succeed. There's no 'one size fits all' approach when it comes to improvement but, crucially, we have equally been working to establish where the common ground does exist, even across vastly different schools.

Crucially, it is this spirit of collaboration that will ensure we continue to succeed – delivering a bottom up approach to ensure that we truly do shift the ownership of change to those on the frontline of service delivery.

Equity, Excellence and Empowerment is, and will remain, the driving vision for everyone in the West Partnership. We know that by focusing on these three areas we will bring about improvement, complementing and enhancing the excellent work already underway across each of our authorities, and grasp the opportunity to truly transform education across the entire region.

We have always been clear that the development of the West Partnership remains a journey, one which will continue to evolve with every step that we take. This Regional Improvement Plan sets out the next stage of this journey – providing for an ambitious, evidence-based set of aims and actions, delivered collaboratively across and within all eight partner authorities. I am proud to present it.



Councillor

Jim Paterson

Convenor
West Partnership

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Introduction

I am pleased to introduce the Regional Improvement Plan 2019/22, setting out the ambitions we have for driving improvement across the eight partner authorities which, together, form the West Partnership.

From our establishment in 2017, we have sought to build on the successes of each of the partners, eight high performing, ambitious Councils, by complementing and, where possible, enhancing these individual efforts. We have been clear from the beginning: the West Partnership sits alongside our individual authorities, as a partner, not as a replacement. Each individual authority continues to be the primary driver of improvement but, where we can make a greater impact on our stakeholders by working together, we will choose to do so.

As the West Partnership evolves, we continue to work with national agencies to rethink and reshape roles and responsibilities to enhance arrangements to drive improvements both within and across local authorities.

Last year we set out our vision of Equity, Excellence and Empowerment across the eight partners and set out an ambitious, action-focused plan that would see us deliver on this. By seeking to work collaboratively, drawing on the expertise, skills and experience from across our region, we sought opportunities to learn from one another, at all levels, and aspire to do the best we can for the learners we work with. The further development of our learning system is central to achieving our vision, establishing a culture where we can foster collaboration at all levels. We will achieve this by building collective agency across our local authorities and shifting the ownership of change to those who are best placed to lead it.

Across all of our individual workstreams, we have sought to increase our reach, engaging with more staff through a range of different actions. But we want to continue to grow to ensure that, collaboratively, we can continue to achieve success and drive improvement.

Even in the short time we have been in existence, we have demonstrated the impact we can have. The report on our activity from 2018/19 demonstrates that, although we have

a long way to go, we are already impacting on classroom practices.

It remains too early for us to definitively attribute successes across each of our partners to the work we carry out collaboratively. This remains a challenge and one that we are seeking to tackle through the expansion of our Evaluating and Reporting Group. Collectively we face continued challenges and we must recognise the value that collaboration can bring – ensuring that through partnership working and collegiality we are stronger than individual authorities.

Nationally and internationally, research has demonstrated the impact collaboration can have. The highly successful Education Scotland [School Improvement Partnership Programme](#) demonstrated that when improvements are locally owned and led by teachers and school leaders working in partnership and collaboration with like-minded professionals, learners are more engaged in their learning and increases in their attainment can be realised.

Our children and young people are at the centre of everything we do. The West Partnership offers us the opportunity to build collective responsibility, ensuring that we each look beyond our own authority boundaries to build a learning system and bring about improvement across our partnership. Drawing on each other, building a team of all the talents gives us real opportunities to reach beyond what we already do, enhance our existing work and continue to improve outcomes for all of our children and young people.



Mhairi Shaw

Regional Lead Officer
West Partnership





Our Vision

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

Over the last year, following the publication of our previous Regional Improvement Plan, we have sought to put in place the systems and frameworks to help us deliver on this vision and implement actions to support the work of the eight partner authorities to help them enhance their existing efforts.

But we know that improvement isn't just something we can drive from the centre.

The West Partnership is setting an ambitious and aspirational agenda to close the poverty-related attainment gap (equity) and improve attainment and achievement for all (excellence). Empowerment is the way in which we believe we can shift the ownership of change and enable our staff to take collective action to deliver on this.

As the largest of the Regional Improvement Collaboratives, working with approximately one third of all Scotland's school population, if we want to truly deliver sustainable improvement, we need to be driving change from the bottom. We will ensure that every stakeholder is empowered to achieve the changes they need to make to address the needs of each individual learner, devise experiences which will engage them and support them to lead their own learning, and, of course, to improve their sense of achievement and attainment. To do this we have a long term aim to have every educator in the West Partnership engaged with colleagues and partners to bring about improvement in their class and playrooms through professional learning.

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

Each of the workstream's action plans outlined later in this document has a clear link to our vision, clearly identifying how, through their actions, they will contribute to achieving Equity, Excellence and Empowerment.

While the workstreams capture many of the key actions being taken forward to bring about improvement, the plan does not attempt to detail every aspect of collaboration across the partnership. Other areas of work such as shared professional learning for STEM are also well underway.

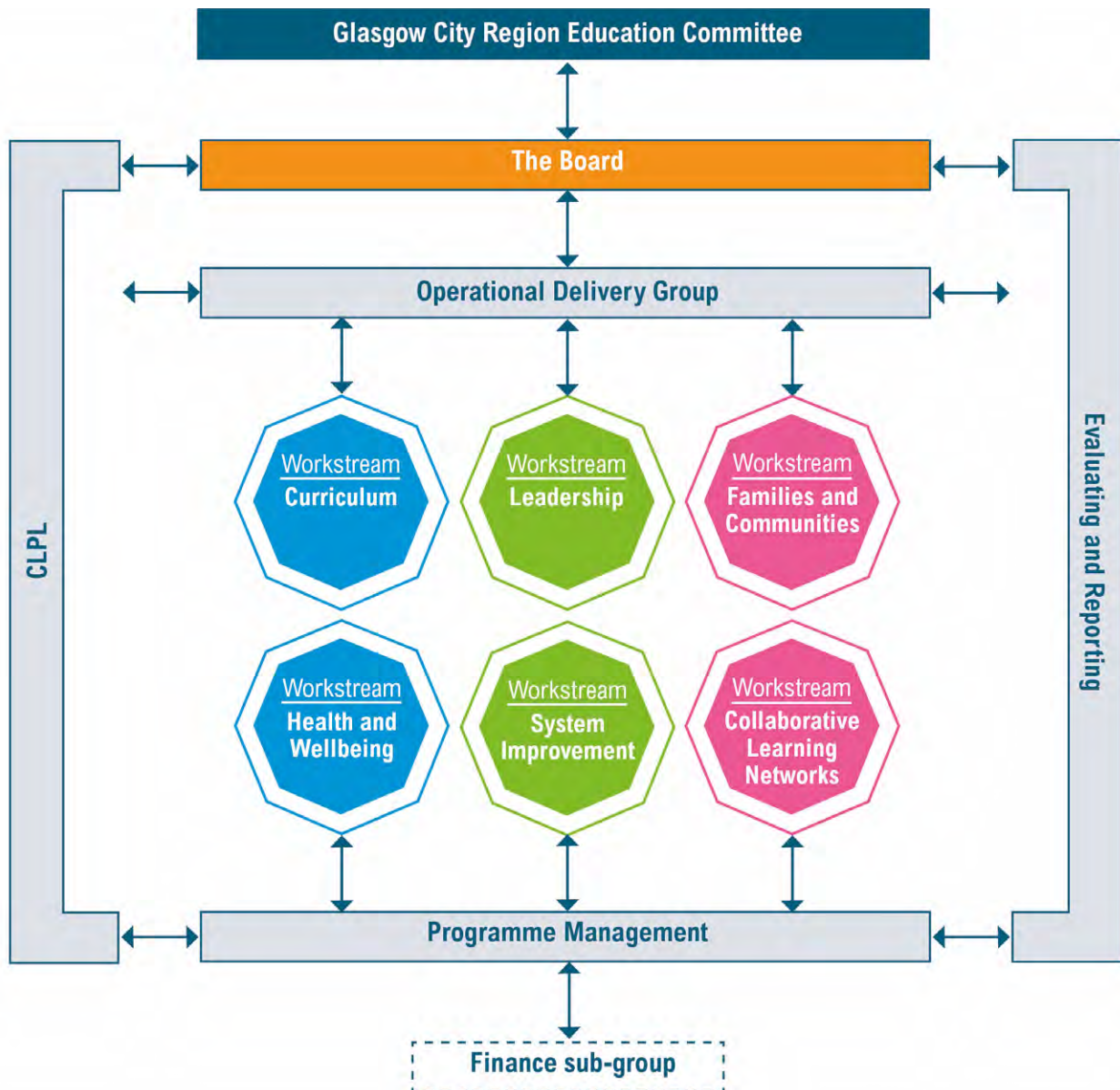
Governance and Operational Structure

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

Through a wide ranging review process, a revised governance and operational structure has been agreed by the West Partnership Board and approved by the Regional Education Committee to ensure that we can proceed in the delivery of this ambitious plan over the coming years. The revised structure builds on the strengths of the previous governance

framework, which had been recognised as a key strength of the West Partnership in our initial formative years, whilst seeking to strengthen the strategic role of the senior leaders to maintain our ongoing successes.

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



Regional Education Committee

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

- East Dunbartonshire Council
Councillor Jim Goodall
- East Renfrewshire Council
Councillor Paul O'Kane
- Glasgow City Council
Councillor Chris Cunningham
- Inverclyde Council
Councillor Jim Clocherty
- North Lanarkshire Council
Councillor Frank McNally
- Renfrewshire Council
Councillor Jim Paterson (Convener)
- South Lanarkshire Council
Councillor Katy Loudon
- West Dunbartonshire Council
Councillor Karen Conaghan

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

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

West Partnership Board

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

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

Each of the Board members sponsors an individual workstream, as detailed as part of this Regional Improvement Plan, with responsibility for the direction and reporting progress with their particular action plan.

Operational Delivery Group

In seeking to ensure the Board maintains its strategic leadership role of the West Partnership, the review of the governance and operational structure has led to the development of the Operational Delivery Group, with responsibility for the delivery of the Regional Improvement Plan.

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

Finance Sub-Group

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

Specialist Groups

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

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

- Early Learning and Childcare
- Educational Psychologists
- ASL School Leaders
- Home Education Network
- Community Learning and Development

Developing Through Consultation – Future Plan Development

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

As the largest of the Regional Improvement Collaboratives, the West Partnership is home to over one third of Scotland's school population, with thousands of teachers and education staff working in around 860 education establishments, in some of Scotland's most diverse and challenged communities.

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

We have undertaken several consultations, exercises including a fairly significant survey of secondary staff with regards to specialist curriculum networks and we intend/or have already established a number of forums will ensure a level of ongoing consultation with specific stakeholder groups:

- Headteachers (primary, secondary, ASL) and Early Learning and Childcare;
- Professional associations and trade unions;
- Parents and carers; and
- Young people themselves through our ongoing engagement with the MSYPs from across the eight authorities.

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

We recognise that communication and engagement is an area which we need to continue to address and are committed to doing so as we develop our systems and continue to evolve.

Evaluating the Impact of the Improvement Plan

The Evaluating and Reporting Workstream Steering Group continues to:

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

This workstream is crucial to the work of the West Partnership, supporting it to evaluate its activities and use evidence to identify future priorities. Action is planned to extend and enhance the role and impact of this workstream. Tools to systematically evaluate the quality of partnership learning events and the longer term impact on participants and learners will allow us to gather data and other evidence to demonstrate the added value of collaboration.

The Scottish Government also published research (Regional Improvement Collaboratives (RICs) Interim Review) in February 2019 evaluating the establishment of the Regional Improvement Collaboratives and the emerging early impact on stakeholders. The Scottish Government has signalled its intention to commission further research to measure the impact of RICs on stakeholders.

Critical Indicators – updated

The work of the West Partnership to grow a learning system involves learning and improvement at school and authority level. This will enhance the work carried out by individual schools, nurseries and local authorities. The high level indicators set out below were previously agreed as the key measures which will allow the Partnership to report on the impact of its work with schools. These have been updated with the most recent data. It was agreed that one of the indicators was no longer appropriate and this has been removed from the table below.

Indicators	2016-2017 Baseline %	2017-2018 Value %	2018-2019 Value %	2019-2020 Value %	2020-2021 Target %
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	71	75			78
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	78	81			85
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	90	91			91
% of S3 pupils achieving third level or better in numeracy	90	90			91
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	47	54			55
% of S3 pupils achieving fourth level or better in numeracy	57	60			63
% of leavers achieving 1 or more awards at SCQF Level 6 or better	63.8	65			74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	31.6	33			35
% of leavers achieving SCQF Level 5 or better in literacy	81.8	82			86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70			76
HWB indicators (baseline to be established in August 2019 when SG census has been designed)	TBC	TBC			
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	TBC	TBC			
Mean change in staff knowledge, understanding and confidence as a result of the professional learning	TBC	1.1			
% of establishments evaluated as good or better for leadership of change	59	63			75
Primary Exclusion Rates (Rate per 1000 pupils)	9.9	N/A			6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A			45
Primary Attendance Rates	94.6	N/A			95
Secondary Attendance Rates	90.7	N/A			92
Initial School Leaver Destinations	93.6	94			95
% of establishments evaluated as good or better for learning, teaching and assessment	80	66			75

Plan on a Page

VISION	Equity	Excellence	Empowerment
CULTURE	Shifting the Ownership of Change		
<p>Throughout 2019 – 2022 the West Partnership will build a learning system through:</p> <ul style="list-style-type: none"> • The roll out of collaborative working to embed robust processes that would lead to high quality and sustainable practices across the West Partnership. • Identifying, sharing and developing best practices which support families living in poverty, builds community capacity, increases parental engagement and provides a forum to empower children and young people to participate in the West Partnership. • Establishing self-sustaining subject/specialist area networks, to bring about improvement in learning, teaching, assessment and attainment. • Designing and delivering a series of conferences/professional learning events for senior and middle managers and class playroom practitioners. • Supporting schools and ELC settings across the region to ensure they are designing and delivering a curriculum which has a range of pathways, meets the needs of all children and young people and leads to improved outcomes. • Sharing best practices in approaches to inclusive pedagogy to promote progression and increased support for children and young people and examine and explore areas of common need in health and wellbeing. • Developing a range of supportive approaches for senior leaders in consideration of leadership actions within an empowered system and ensure that senior leaders are well informed of evolving career pathways and opportunities for leadership. • Identifying, sharing and developing best practices in quality improvement across the West Partnership. 			

Action Plans

Collaborative Learning Networks

Work Stream Sponsor Mhairi Shaw	Workstream Lead Officer Helen Brown
REMIT	ACTION
<p>Throughout 2019-2022 establish a systematic approach to build upon and roll out collaborative working to embed robust processes that will lead to high quality and sustainable practices across the West Partnership</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence • Empowerment 	<ol style="list-style-type: none"> 1. Support schools and early learning and childcare settings to establish collaborative practices to address common needs which will offer opportunities for establishments to be more outward looking through widening networks across and between local authorities. 2. Consider opportunities to make similar offer to secondary school curriculum specialists. 3. Support schools/staff to utilise different types of evidence, knowledge and expertise from local authority, Education Scotland and University to develop and share and evidence the impact of new practices. 4. Provide strategic direction for the partnership to build a culture and the capacity for inter-authority partnership and collaboration through the steering group and external challenge and support. 5. Develop systematic mechanisms to support and monitor impact of the activity. 6. Issue conditions for change survey and plan actions on basis of results analysis. 7. Issue digital survey to facilitate matching exercise. 8. Organise professional learning events throughout 2019 - 2022. Organise sharing the learning event at end of each cohort.
Support Agreed with Education Scotland	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> • Identify relevant research. • Deliver relevant professional learning. • In partnership with key facilitators and educational psychologists provide bespoke support for participating schools • Support the evaluation of impact.

Action Plans

Families and Communities

Work Stream Sponsor Ruth Binks	Workstream Lead Officer Helen Brown
REMIT	ACTION
<p>To continue to identify, share and develop best practices which support families living in poverty, build community capacity, increase parental engagement and improve equity.</p> <p>Provide a forum to empower children and young people to participate in the West Partnership.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> Equity 	<ol style="list-style-type: none"> Continue to gather existing interventions in family learning, community capacity building and parental engagement across the region, which supports families living in poverty/inequality of outcomes and share best practice. Devise a self-evaluation framework linked to How Good Is Our School?, Learning together, How Good Is Learning and Development In Our Community?, and How Good is our Early Learning and Child Care? Work with NPFS representatives across the region to develop family/community learning and parental engagement. Devise professional learning to support family engagement. The Home Education network will review recent Home Education Guidance from Scottish Government to ensure a more consistent approach, and which meets local contexts, is developed across the West Partnership. Establish appropriate networks for community learning and development (CLD) and schools to link policy, practice and expectations. Support youth voice and participation through the establishment of a youth group made up of MSYPs from each of the Councils. Share progress and early findings from the implementation of Children's Neighbourhoods Scotland.
<p>Support Agreed with Education Scotland</p>	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> Plan and deliver CLD network and learning events. Help to provide professional learning for home-school link workers. Support the development of a West Partnership self-evaluation framework, How Good is our Family Learning and Parental Engagement?

Action Plans

Curriculum

Work Stream Sponsor Tony McDaid	Workstream Lead Officer John Stuart
REMIT	ACTION
<p>As part of the West Partnership approach to growing a learning system, establish self-sustaining subject/specialist area networks, to bring about improvement in learning, teaching, assessment and attainment.</p> <p>Support schools and ELC settings across the region to ensure they are designing and delivering a curriculum which has a range of pathways, will meet the needs of all children and young people and leads to improved outcomes.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence 	<ol style="list-style-type: none"> 1. Continue to extend the professional learning opportunities for school leaders and class teachers which will improve the quality of assessment and moderation and bring about greater consistency in teacher professional judgements of Curriculum for Excellence levels across the region. 2. Implement an agreed model of subject learning networks for secondary schools to bring about improvement in learning, teaching, assessment and attainment. 3. Support an Additional Support for Learning network to share learning and grow into a self-sustaining system. 4. Support the development of an 'empowering curriculum' across the West Partnership to extend and improve the range of curricular pathways for children and young people by: <ul style="list-style-type: none"> > Utilising the scale and range of schools and early years centres within the West Partnership to establish networks of support for teachers/practitioners and leaders to consider and implement the principles and practice of effective curriculum design. > Working with headteachers and senior leaders to build the curriculum through a self-supporting help group. > Using the scale of the West Partnership to access provision and courses throughout the region to increase curricula choice. > Working to develop Foundation Apprenticeships through sharing experiences, programme provision and understanding across colleges and schools. > Working to implement the Youth Guarantee identified within the Glasgow City Regional Skills Investment Plan to support young people (16-24 years old) into employment, training or education.

Curriculum (continued)

Work Stream Sponsor Tony McDaid	Workstream Lead Officer John Stuart
REMIT	ACTION
Support Agreed with Education Scotland	Support from the Education Scotland Regional Improvement Team to: <ul style="list-style-type: none"> • Plan, support and enable professional learning events. • Work directly with practitioners to improve learning, teaching and assessment. • Share evidence from inspection of highly-effective practice in QI 2.3 and support practitioners to understand better what highly-effective learning, teaching and assessment looks like. • Share evidence from inspection of highly- effective practice in learning pathways and support practitioners to understand better what it looks like. • Support subject learning networks to grow into self-sustaining learning systems. • Support additional support for learning network to grow into a self-sustaining learning system.

Action Plans

Health and Wellbeing

Work Stream Sponsor Derek Brown	Workstream Lead Officer John Stuart
REMIT	ACTION
<p>To share best practices in approaches to inclusive pedagogy to promote progression and increased support for children and young people.</p> <p>To examine the results of the national health and wellbeing survey to identify and explore areas of common need.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence 	<ol style="list-style-type: none"> 1. Map effective and best practice as evidenced by both quantitative and qualitative data, including attendance and exclusion statistics, Education Scotland Inspection reports and SIFs across the West Partnership. 2. Collate national health and wellbeing survey results for West Partnership and analyse for areas of common interest/needs. 3. Work with Education Scotland to increase and share understanding of what excellence looks like in 3.1. 4. Devise a programme of opportunities to share findings and to build collaborative networks to encourage and facilitate professional learning to support all staff.
<p>Support Agreed with Education Scotland</p>	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> • Increase and share understanding of what excellence looks like in 3.1. • Support the introduction and ongoing facilitation of health and wellbeing collaborative learning networks.

Action Plans

Leadership

Work Stream Sponsor Laura Mason	Workstream Lead Officer Jennifer Crocket
REMIT	ACTION
<p>To ensure that senior leaders across the RIC are well informed of evolving career pathways and opportunities for leadership.</p> <p>To develop a range of supportive approaches for senior leaders in consideration of leadership actions within an empowered system.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence • Empowerment 	<ol style="list-style-type: none"> 1. Continue to implement: <ul style="list-style-type: none"> > East Renfrewshire and Glasgow City Council will continue to explore opportunities for teacher exchanges and secondments. > Headteacher support/adviser role across the RIC. 2. Establish working relationship with the West Partnership’s key contact from the Professional Learning and Leadership Team in Education Scotland (July 2019). 3. Establish a programme of support for senior leaders across all sectors relating to leadership actions within an empowered system. 4. Establish learning sets across the region. 5. Establish a West Partnership post (secondment) to develop strategies for teachers and leaders from BME backgrounds in response to the report “Diversity in Teaching”.
<p>Support Agreed with Education Scotland)</p>	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> • Develop bespoke professional learning opportunities relating to leadership actions for empowerment. • Facilitation of learning sets across the region.



Action Plans

Systems Improvement

Work Stream Sponsor Maureen McKenna	Workstream Lead Officer Jennifer Crocket
REMIT	ACTION
<p>To identify, share and develop best practices in quality improvement across the West Partnership.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence • Empowerment 	<ol style="list-style-type: none"> 1. Build on the work already achieved to share best practice in quality improvement across all eight local authorities. 2. Agree with the Senior Regional Advisor from Education Scotland where their staff, including HMI, can add value. 3. Devise a programme of activities to develop practices at senior and middle leadership level in schools and headquarters level in each local authority which will lead to continuous improvement and greater consistency in evaluating education delivery and outcomes. 4. Improving through empowerment. Learners' experiences: Improving the quality and consistency of approaches to observing the learning and teaching processes. This activity involves practical activities and is relevant to everyone who has a responsibility for quality improvement. Initially, this may focus on QIOs and other centrally-based officers but can be extended to include school-based senior and middle management. 5. Evaluative Writing. Developing approaches and skills in evaluative writing. This activity would be relevant to staff who may be commenting on the quality of learning and teaching and for those engaged in writing Standards and Quality Reports (or similar). 6. Analysis of data. This activity could be used to share existing good practice within authorities and also to consider how HMIs use attainment data during inspections and reviews. This activity would be relevant to school-based senior and middle managers. 7. Implement Improving Our Classrooms across the West Partnership for class teachers. 8. Insight learning events for secondary staff for secondary staff. 9. Use of Focus and BGE toolkit for headteachers and deposes. 10. Readiness for inspection for local authority staff.
Support Agreed with Education Scotland	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> • Deliver evaluative writing. • Plan and deliver sessions on improving through empowerment. • Use Education Scotland statistical summary report for improvement.

Action Plans

Evaluating and Reporting

Work Stream Sponsor Steven Quinn	Workstream Lead Officer Lauren Johnston
REMIT	ACTION
<p>To support the West Partnership with self-evaluation, measuring and reporting impact of the improvement plan.</p> <p>To support the West Partnership demonstrate coordinated and collective impact</p> <p>To support other workstreams with data analysis and use of data and information.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence 	<ol style="list-style-type: none"> 1. Data sharing agreement to be finalised. 2. Refine the critical indicators that have been set to measure the impact of the partnership's improvement agenda. These will include a mixture of qualitative and quantitative indicators. 3. Establish systems for gathering quantitative and qualitative evidence to measure and describe impact of the work in the partnership. 4. Devise a common tool (template) which can be used consistently across workstreams to evaluate, report and communicate progress and impact. 5. Support individual workstreams to define specific indicators aligned to their areas of priority. 6. Implement FOCUS tool across West Partnership. 7. Collate and analyse evaluation responses after learning events and where appropriate communicate effective practice across the partnership community. 8. Continue to develop systems and processes which support the management, reporting and communication of the RIC work
Support Agreed with Education Scotland	<p>Support from the Education Scotland Regional Improvement Team to:</p> <ul style="list-style-type: none"> • Analyse all West Partnership inspection and review reports to at the end of each session. • Share and report case studies of best practice examples which have emerged from inspections and reviews. <p>Support from Scottish Government Analysis and Statistics Unit within Learning Directorate.</p>

Action Plans

CLPL

Work Stream Sponsor Jacqui MacDonald	Workstream Lead Officer Jennifer Crocket
REMIT	ACTION
<p>To support the development of learning networks by facilitating collaborative events and professional development opportunities.</p> <p>Link to Vision:</p> <ul style="list-style-type: none"> • Equity • Excellence • Empowerment 	<p>Support the development of a learning system by:</p> <ul style="list-style-type: none"> • Offering opportunity at all levels to enhance learning networks across the partnership; • Working with all workstreams to support the wider partnership agenda through appropriate CLPL; • Using evidence from stakeholder engagement to enhance existing professional development opportunities; and • Using feedback from Education Scotland analysis of inspections to inform needs/priorities of practitioners. • Facilitate the delivery of ‘major conferences’ with a focus on empowering schools to work collaboratively on areas of strength and challenge; • Facilitate and support smaller conferences and seminars on agreed strengths/challenges resulting from learning networks that are established; • Develop practice that will ensure all education establishments are fully aware of and have opportunity to access professional learning on offer; and • Work in partnership with Education Scotland and other partners to deliver high quality professional development opportunities that enhance existing provision.
<p>Support Agreed with Education Scotland</p>	<p>Input required from Education Scotland will be dependent on the topics identified as suitable for professional learning from each workstream.</p> <p>Support is also required from Education Scotland events management including procurement in relation to conference organisation.</p>



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