

**Glasgow City Region Education Improvement Collaborative
Draft Improvement Plan**

January 2018

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GLASGOW
CITY REGION
Education

Foreword

As the Convener of the Glasgow City Region Education Improvement Collaborative, I am proud to present our initial Regional Improvement Plan, prepared for submission to the Chief Inspector of Education Scotland.

The establishment of regional improvement collaboratives across Scotland represents a step change in how local authorities, all over the country, seek to work together to bring about educational improvement. There are unquestionably challenges in seeking to align the views and priorities of different authorities, often with varying circumstances; however, we must recognise the strength that is to be achieved from co-operation across our region.

The Glasgow City Region Education Improvement Collaborative, known as the West Partnership, brings together authorities from across the Glasgow City Region, each with their own unique identity and aims. Through the development of the following plan, we have sought to reflect the aspirations of each, working closely with and drawing on the expertise of officers and staff in schools and centres from across the region, to deliver a truly ambitious plan.

The aim of the West Partnership is clear. We want to ensure we bring about excellence and equity in education across the entire region.

The Glasgow City Region is hugely varied, ranging from some of the highest performing schools in the country, to some working in the most challenging of circumstances. In a compact geographical area, with a significant proportion of Scotland's population, there can be huge gulfs in the educational outcomes of our children and young people.

This is not a new problem.

The challenges that many schools face across our region have long been recognised, but the gap doesn't simply exist in the relative performance of authorities, it exists at every level, across every learning community, every school and, indeed, across every classroom.

This plan represents the first steps in our journey to tackling the challenges that exist. It sets out our initial actions, under three identified priorities, measuring them against draft indicators to ensure we are making progress. If we are serious about closing the gap we must be serious about the difference we want our plan to make. Through a robust monitoring and evaluation process we will seek to record the impact of our plan to ensure we are improving the learning opportunities for our staff and the learning outcomes for our children and young people.

We also recognise the links that exist for the future economic prosperity of the Glasgow City Region. The Glasgow City Region Economic Strategy makes clear the skills and knowledge that our future workforce will require – education is key to its delivery. Ensuring our children and young people get the right start in life now will drive the economic growth of our region in the future.

Together, the West Partnership is ambitious in its plans to close the gap. Every child should be able to fulfil their potential and have the opportunity to do so. All 8 authorities share the aims set out in this plan and are committed to driving the actions required to ensure that, across the region, we can all seek to deliver excellence and equity in education.

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1. Context

- 1.1. The following Improvement Plan from the Glasgow City Region Education Improvement Collaborative (GCREIC) has been developed following the guidance issued in the Education Governance Strategic Report from the Scottish Government, Education Scotland, SOLACE, ADES and COSLA.
- 1.2. It is recognised that the Scottish Government's ongoing consultation on the forthcoming Education Bill will likely impact on the role of the Regional Improvement Collaboratives across Scotland and, where possible, the GCREIC has sought to reflect the potential for future change in the development of this initial plan.
- 1.3. Additionally, the timing of actions that will be undertaken by the GCREIC have sought to align with the draft proposals already issued by the Scottish Government to ensure the collaborative is prepared for any future changes.

2. Introduction

- 2.1. The Glasgow City Region Education Improvement Collaborative (GCREIC), known as the West Partnership, is one of six Regional Improvement Collaboratives established across Scotland in response to the Scottish Government's education governance review undertaken throughout 2017.
- 2.2. The West Partnership brings together eight local authorities who, collectively, make up the Glasgow City Region; East Dunbartonshire Council (EDC), East Renfrewshire Council (ERC), Glasgow City Council (GCC), Inverclyde Council (INV), North Lanarkshire Council (NLC), Renfrewshire Council (REN), South Lanarkshire Council (SLC) and West Dunbartonshire Council (WDC). The profile of each council area is diverse with East Dunbartonshire and East Renfrewshire being two of the most affluent areas in Scotland and with many of the country's least affluent areas in Glasgow, North Lanarkshire, West Dunbartonshire, Inverclyde and large areas of Renfrewshire – all of which are 'Challenge Authorities' within the Scottish Attainment Challenge. The Partnership sits across three regions as defined by the Developing the Young Workforce – Scotland's Youth Employment Strategy (DYW) and across three college regions; Glasgow City; West College Scotland; and, Lanarkshire.
- 2.3. The GCREIC was formally constituted through the August 2017 meeting of the Glasgow City Region Cabinet and subsequently through each authority's governance arrangements. Three initial priorities have been agreed upon: quality improvement; early learning and childcare; and the learner journey, each of which sit well with local and national priorities, the region's economic strategy and the National Improvement Framework.
- 2.4. Regional Lead Officer Mhairi Shaw (ERC) and senior officers have been appointed to lead on the formulation of the Improvement Plan and each of the priorities: Maureen McKenna (GCC) to lead on Improvement; Laura Mason (WDC) to lead on Early Learning and Childcare; and Tony McDaid (SLC) to lead on the Learner Journey.
- 2.5. As agreed at the Glasgow City Region Cabinet and subsequently between Scottish Government and CoSLA, the Partnership and its work will complement each member's Local Improvement Plan ensuring that it offers "additionality" to schools and nurseries. For example, since five of the eight local authorities are "Challenge Authorities" and a sixth has "Challenge Schools", each has developed specific plans to raise attainment and close the poverty related attainment gap, there is no need for the GCREIC's Improvement Plan to replicate this work. However, there is the opportunity to share and learn from best practice in raising attainment across all eight member authorities. As such the Partnership has

focused on where they each would benefit from collaboration to bring about improvement for all.

- 2.6. We note at this time the national consultation on an Education Bill, which, depending on the outcome, could change the parameters within which the Partnership will plan for improvement and operate. However, since August 2017, the Partnership has been developing the initial Improvement Plan, in line with national guidance, with the intention that it will be updated annually following an evaluation of its progress and impact, both of which will be reported regularly to the Glasgow City Region Education Committee (see 3.2).
- 2.7. The early work of the partnership has enabled the establishment of networks across the region and lead officers have sought to work with existing groups, where these are in place, in developing the initial Improvement Plan, focussing on the three priority areas; a group has been formed which will establish indicators and systems to gather evidence to measure the impact of the Partnership's work and progress of the Improvement Plan.

3. Governance

- 3.1. Through the development of the GCREIC there has been a continued strong emphasis on the need to ensure local democratic accountability. On being established by the Glasgow City Region Cabinet in August 2017, it was agreed that the Glasgow City Region Education Committee would be constituted, providing oversight and support to the GCREIC.
- 3.2. Membership of the Committee will consist of Education Conveners or equivalent (or an appropriate substitute) from each of the local member authorities.
 - East Dunbartonshire Council – TBC (Jan 2018)
 - 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
 - South Lanarkshire Council – Councillor Katy Loudon
 - West Dunbartonshire Council – Councillor Karen Conaghan
- 3.3. It will be the role of the Committee to consider and endorse the Improvement Plan and receive and scrutinise reports on the progress of the plan and its impact. The Terms of Reference for the Glasgow City Region Education Committee have been agreed through the City Region Cabinet and it is envisaged that the Committee will meet, as a minimum, twice annually – a summer meeting to agree the Improvement Plan, following the process set out above, and in January to discuss the development of the Improvement Plan and receive updates.
- 3.4. The Convener of the Committee, to be selected from amongst its membership, and the Regional Lead Officer, Mhairi Shaw, will report as required on the work of the GCREIC to the Glasgow City Region Cabinet, providing oversight of actions.
- 3.5. The associated actions and improvement plans of each local education authority will continue to be overseen through existing governance arrangements, maintaining local government accountability for the delivery of education services to each community and council area. This approach also allows for the very good partnership working already established in each council for children’s services to continue to contribute positively to the wellbeing of children and families and in so doing, support educational improvement.

4. Aims of the GCREIC

- 4.1. GCREIC is committed to ensuring that all learners have access to consistently high quality learning experiences that lead to improved outcomes across all measures. Through the following improvement plans, and as indicated above, the Partnership seeks to build on the existing work being undertaken by member authorities, through their own plans.
- 4.2. Specifically, within each of the priority areas, the GCREIC has outlined the following aims:
 - 4.2.1. Quality Improvement
 - Systems in place which support schools and nurseries to improve continuously
 - Data is being used across the region to bring about sustained improvement.
 - 4.2.2. Early Learning and Childcare
 - All children have equal access to high quality Early Learning and Childcare experiences
 - Early Learning and Childcare service delivery is shaped to meet the needs of children and families in the context of flexibility, quality, affordability and accessibility.
 - 4.2.3. Learner Journey
 - Schools across the region are delivering a cohesive and consistently high quality curriculum which has a range of pathways and supports children and young people to develop skills for learning, life and work.

5. Improvement Plan Development

- 5.1. The GCREIC's initial Improvement Plan has been prepared as three driver diagrams, one for each of the priority areas, setting out the range of critical activities proposed to deliver on the aims of the collaborative set out above.
- 5.2. The priorities outlined in the GCREIC Improvement Plan align with the Scottish Government's National Improvement Framework drivers, seeking to deliver a cohesive system of improvement support and to complement the existing improvement actions of individual member authorities.
- 5.3. This initial Improvement Plan is wide in scope and is designed to serve as a three year plan, 2017 – 2020, with an annual monitoring and revision process being built in to the GCREIC's own governance structures. The use of three year plans enables the Improvement Plan to be wide in scope and, given this new, more formal way of working, enables evaluation of the effectiveness of the initial plan across a multi-year period.

6. Future Plan Development

- 6.1. GCREIC is committed to ensuring that stakeholders from across the region can contribute to the development of the work of the collaborative, in particular the development of the Improvement Plan. In particular, the GCREIC is committed to engaging with schools across the region, ensuring coherence between the improvement plans of individual schools and the regional Improvement Plan as set out in this document, each reflecting the annually updated National Improvement Framework and Improvement Plan.
- 6.2. The Glasgow City Region represents a significant proportion of the Scottish population, significantly larger than comparator Regional Improvement Collaboratives. There are 773 schools across the region, in addition to the hundreds of Early Years settings, both local authority and partner providers. Consulting with such a large number of individual settings will present numerous challenges and it is not possible to have this completed for the initial Improvement Plan.

6.3. It is envisaged that the GREIC future Improvement Plans, and revisions to the existing Plan, will consult with the schools across the region on an ongoing basis, being informed by and complementing their own individual Improvement Plans which will reflect the priorities and drivers as set out in the National Improvement Framework.

6.4. The following process has been identified for future plan development and revision:

Period	Action	Outcome
December	Publication of the Scottish Government's annual National Improvement Framework (NIF)	Informs the development of individual local authority improvement plans (LIP) and school improvement plans (SIP) within each of the eight partner authorities.
Jan – March School Term	Individual local authorities and schools develop improvement plans taking account of the Scottish Government's NIF	SIP priorities feed into the GREIC Improvement Plan, complementing LIPs
April – Summer School Term	GREIC develops an Improvement Plan, in preparation for the coming school year	The GREIC Improvement Plan endorsed by the June meeting of the Regional Education Committee and submitted to Education Scotland.

6.5. In addition, the GREIC proposes to engage with a number of additional stakeholders from across the education sector, including HE and FE establishments, Trade Unions, Education Scotland and the Care Inspectorate.

7. Resources

7.1. The initial Improvement Plan sets out a number of critical activities, many of which will require a significant staff resource. An initial scoping exercise is underway to identify the resources available across all eight partner local authorities. This consists of staff who provide quality improvement support and challenge to schools, and school staff, including those who are Associate Assessors with Education Scotland. It is also expected that Education Scotland will support the work of the Partnership.

7.2. The Partnership will seek to utilise the existing expertise that exists across the eight partner authorities' existing workforce. It is anticipated that a cost sharing mechanism will be established at an early opportunity to ensure that no one local authority is being overburdened. This approach will ensure that all staffing costs are apportioned across the eight partners.

7.3. It is recognised that a longer term solution will have to be developed to ensure that strain is not placed on existing resources across the partner authorities. It is proposed that a request for additional funding be made to the Scottish Government to support the operation of the West Partnership. Such a bid will be prepared and shared with the Convener of the Regional Education Committee before submission to the Scottish Government with the plan by the due date of 30 January 2018.

8. Next Steps

8.1. Each of the subsequent driver diagrams, one for each of the priorities, sets out a number of key activities to be undertaken to achieve the GREIC's initial aims.

- 8.2. In addition to the key activities, it is also recognised that there will require to be a number of systems established to enable the GCREIC to work in supporting improvement across the 8 member authorities.
- 8.3. The Partnership will seek to identify an appropriate method in which schools and staff will be able to access the support available. The demands for this support will increase as the role and scope of the Partnership becomes more widely known.
- 8.4. It is anticipated that an appropriate IT solution be developed, enabling schools and staff to access courses and training opportunities, as well as drawing on best practice and other kinds of support that we will seek to make available.

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Theme

Improvement

Intermediate Outcome
We will know we are making good steps along the way WHEN....

There are systems in place across the region which support schools and nurseries to improve continuously

Data is used across the region to bring about sustained improvement

Critical Indicators

1. % of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy and numeracy
2. % of S3 pupils achieving third level or better in literacy and numeracy
3. % of S5 pupils achieving 1 or more awards at SCQF Level 6 or better
4. % of S6 pupils achieving 5 or more awards at SCQF Level 6 or better.
5. % of school leavers achieving SCQF Level 5 Literacy and Numeracy
6. Average complementary tariff score of leavers (Stretch aim targets based on SIMD deciles)
7. Evaluations of professional learning opportunities provided to staff
8. % of establishments evaluated as good or better for leadership of change through Education Scotland inspections, regional reviews and establishment self-evaluation

Our contribution
So we need to ...

- Improve approaches to self-evaluation and continuous improvement among all services.
- Increase opportunities for the sharing of good practice in learning and teaching across local authorities, schools and nurseries.
- Provide high quality CLPL.
- Improve leadership of change.
- Ensure high quality HR advice guidance is available and consistent across the region.

- Measure performance at regional, local authority and school / nursery level using key equity data
- Ensure data is used intelligently at all levels to drive improvement

Critical Activities
By.....

- Working with schools, devise a system which ensures guidance, support and opportunities to drive improvement is available.
- Building capacity of staff and establishing a self-improving system, verified by internal and external quality assurance, ensuring an intelligence-led approach to support and challenge.
- Reviewing aspects of pupils' experiences across the region starting with Early Level learning in 2018.
- Shaping and delivering CLPL opportunities across the region reflecting demand as indicated by data / other indicators.
- Devising a programme which encourages and facilitates collaboration amongst schools across the region based on professional enquiry, including sharing best practice in closing the poverty related attainment gap.
- Developing a programme to improve leadership at all levels of the system.
- Reviewing all LNCT agreements to share best practice.
- Training school senior managers in application of LNCT agreements to bring

- Identifying data available and current performance to establish baselines and develop a range of key performance measures and targets.
- Targeting support at local authority and school level
- Delivering training for local authority and school staff on the effective use / analysis of data; planning for improvement; and, writing evaluatively.

	Indicator	2017-18 Value	2018-19 Value	2019-20 Value	2020-21 Value	2020-21 Target
I.1	% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	Baselines to be established				
I.2	% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy					
I.3	% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)					
I.4	% of S3 pupils achieving third level or better in numeracy					
I.5	% of S5 pupils achieving 1 or more awards at SCQF Level 6 or better					
I.6	% of S6 pupils achieving 5 or more awards at SCQF Level 6 or better					
I.7	% of school leavers achieving SCQF Level 5 Literacy and Numeracy					
I.8	Average complementary tariff score of leavers (Stretch aim targets based on SIMD deciles)					
I.9	Evaluations of professional learning opportunities provided to staff					
I.10	% of establishments evaluated as good or better for leadership of change through Education Scotland inspections, regional reviews and establishment self-evaluation					

Theme

Intermediate Outcome

We will know we are making good steps along the way WHEN....

Schools across the region are delivering a cohesive and consistently high quality curriculum which has a range of pathways and supports children and young people to develop skills for learning, life and work.

Critical Indicators

1. Primary exclusion rates
2. Secondary exclusion rates
3. Primary attendance rates
4. Secondary attendance rates
5. Initial and sustained school leaver destinations of senior phase pupils
6. % of establishments evaluated as good or better for learning, teaching and assessment through Education Scotland inspections, regional reviews and establishment self-evaluation
7. Evaluations of professional learning opportunities provided to staff

Our contribution

So we need to ...

- Improve specialist curriculum support to schools and nurseries.
- Provide high quality opportunities for staff to develop curricular delivery to meet the needs of all learners.
- Improve the design, alignment and cohesion of the learner journey at key points of transition.
- Work to widen the access to Higher Education, especially for under-represented groups of learners.
- Ensure the curriculum is aligned with the future employability and skills needs of the City Region.

Critical Activities

By.....

- Identifying resources and expertise across all eight authorities and Education Scotland.
- Consulting with key groups to identify areas that require greatest support.
- Building on existing local models of practice, provide CPD which will support staff to design the curriculum to ensure it is relevant to the needs and interests of pupils.
- Extending opportunities for professional collaboration and sharing of best practice across the Partnership.
- Focussing on support for high quality learning, teaching and assessment across curricular areas within the BGE and Senior Phase.
- Developing the use of digital technology to support the sharing of practice.
- Extending the range of moderation and assessment activities for school leaders and class teachers.
- Improving approaches to monitoring and tracking pupil performance at every level to ensure curriculum continuity.
- Take forward the recommendations from *A Blueprint for Fairness* from the Widening Access Commission.
- Working closely with the City Region teams to identify the skills needed to deliver sustained economic growth.
- Work with DYW partners to improve the range of curricular pathways for young people following an audit of the range of courses available in the Senior Phase

Learner Journey

Learner Journey Theme - Indicators

	Indicator	2017-18 Value	2018-19 Value	2019-20 Value	2020-21 Value	2020-21 Target
L.1	Primary exclusion rates (rates per 1000 pupils)	Baselines to be established				
L.2	Secondary exclusion rates (rates per 1000 pupils)					
L.3	Primary attendance rates					
L.4	Secondary attendance rates					
L.5	Initial and sustained school leaver destinations of senior phase pupils (Target based on % in positive destinations)					
L.6	% of establishments evaluated as good or better for learning, teaching and assessment through Education Scotland inspections, regional reviews and establishment self-evaluation					
L.7	Evaluations of professional learning opportunities provided to staff					

Theme

Early Learning and Childcare

Outcome
We will know we are making good steps along the way WHEN....

All children have equal access to high quality Early Learning and Childcare experiences.

ELC service delivery is shaped to meet the needs of children and families in the context of flexibility, quality, affordability and accessibility.

Critical Indicators

1. % of children achieving their West Partnership defined milestones when starting school.
2. % of ELC establishments being confirmed as good and above as part of the regional Validated Self-Evaluation process.
3. % of ELC establishments evaluated as good or better for leadership of change , quality of staffing through Education Scotland inspections, Care Inspectorate reports, regional reviews and establishment self-evaluation.
4. % of ELC establishments evaluated as good or better for learning, teaching and assessment through Education Scotland inspections, regional reviews and establishment self-evaluation.
5. Evaluations of professional learning opportunities provided to staff.
6. % uptake of 1140 hours.

Our contribution
So we need to ...

Build Leadership Capacity

Develop Curriculum, Learning and Teaching across all environments

Source, develop and support the ELC workforce

Critical Activities
By.....

- Supporting early learning and childcare settings to revisit practices in self-evaluation and self-improvement.
- Creating a Quality Assurance Framework based on regional validation which provides support and challenge to all early learning and childcare settings (including Partner Providers, Childminders, Community Led and Local Authority) to achieve consistently high standards.

- Supporting staff to provide a curriculum which is well matched to the stages of development of babies, toddlers and young children.
- Providing guidance on curricular elements affected by the increase in entitlement to 1140 hours, e.g. structure of the day, core period, embedding learning.
- Ensuring continuity and progression in learning across blended placements and early level, including Primary 1.
- Promoting greater use of the physical estate – focusing on increased no. of children - lunch provision, flexible areas, using community resources, etc.
- Establishing and promoting West Partnership’s strategic approach to outdoor learning.
- Creating and implementing consistent tools to track and monitor progress in communication, early language, mathematics and health and wellbeing.

- Establishing links with colleges, universities and training providers.
- Developing a regional CLPL leadership pathway to support effective leadership of ELC at all levels.
- Share CLPL opportunities for new and existing staff across the region.

Early Learning and Childcare Theme - Indicators

	Indicator	2017-18 Value	2018-19 Value	2019-20 Value	2020-21 Value	2020-21 Target
E.1	% of children achieving their West Partnership defined milestones when starting school.	Baselines to be established				
E.2	% of ELC establishments being confirmed as good and above as part of the regional Validated Self-Evaluation process.					
E.3	% of ELC establishments evaluated as good or better for leadership of change , quality of staffing through Education Scotland inspections, Care Inspectorate reports, regional reviews and establishment self-evaluation					
E.4	% of ELC establishments evaluated as good or better for learning, teaching and assessment through Education Scotland inspections, regional reviews and establishment self-evaluation					
E.5	Evaluations of professional learning opportunities provided to staff					
E.6	% uptake of 1140 hours					